

## Research Article

# Bilingual Translation in Spiderman the Movie Storybook

**I Gusti Agung Istri Aryani\* and Sri Widiastutik**Faculty of Humanities, Udayana University, Denpasar, Bali, Indonesia  
Institut Bisnis dan Teknologi Indonesia (INSTIKI), Denpasar, Bali, Indonesia**ORCID**I Gusti Agung Istri Aryani: <https://orcid.org/0000-0003-0049-9107>**Abstract.**

The language transfer can be seen in the lexical choices in a translation. A translator may have different considerations when applying its use in a text since adaptation of context is an essential part to be employed through the translation. Problems with transferring the source language into the target language certainly have an effect on delivering messages within a text. This study aims to analyze the lexical usage in the bilingual translation of the movie storybook Spiderman and the strategies in the translation, including their meaning. The qualitative method used DeepL to assist in the analysis of differences that might come into the translation. In some cases, words translated from English into Indonesian were found non-equivalent, however, the rest of them were understandable. Translation by a more general word strategies were also used to be placed in the story rather than using the specific words and vice versa, paraphrasing using a related word, omission, and neutral words or less expressive words found to correspond the meaning. The equivalence of transferring the source language (SL) into the target language (TL) can be achieved when optional words are found in the translation in which meaning is also taken for consideration within the human translation. The product of translation was presented bilingually to analyze the differences in meaning between the two languages' context of use. These showed DeepL as one of the machine translations with translation memories using Artificial Intelligence technology which compares the differences and similarities of sense in translation study. They can work together for the analysis to understand the use and results.

**Keywords:** equivalence, non-equivalence, lexical, strategyCorresponding Author: I Gusti  
Agung Istri Aryani; email:  
istri\_aryani@unud.ac.id**Published:** 9 May 2024Publishing services provided by  
Knowledge E

© Aryani and Widiastutik. This article is distributed under the terms of the [Creative Commons Attribution License](#), which permits unrestricted use and redistribution provided that the original author and source are credited.

Selection and Peer-review under the responsibility of the ICADECS Conference Committee.

**OPEN ACCESS**

## 1. INTRODUCTION

Translation products can exist in various forms such as books, novels, newspapers, short stories, movie, etc. The language can be translated from one language to another or into bilingual, triple or multiple languages. This depends on the purposes and understanding of the translator. As the reader of the translation, he or she also plays a role in assessing the translated product, whether it is acceptable or not. A translator knowledge to transfer

a language into another language is part of the challenging situation in the purpose of attracting the interest of readers to able to read and understood the product.

[1] in her article conveyed that bilingual book can be used to introduce or improve vocabulary of the children since they could learn the languages in both sides, either source language nor target language from what they read. In this case, the children who read the seven bilingual books with Indonesian as the Source Language (SL) and English as the Target Language (TL) were evaluated translation using the techniques from Newmark and also Molina and Albir. She found that the translator tended to have the ideology of foreignization from the tendency of emphasizing SL. Foreignization giving benefit for readers in this case the children to understand the culture of SL and then the translated text could also give cultural nuances of the SL as well as the intercultural learning. This study also using bilingual storybook but taken from a movie of Spiderman which is popular and known by kids, teenagers and mature. The differences also from the strategies of translation for further analysis and supported by a media of translation tool such as DeepL to compare its result from the translator product.

The movie storybook Spiderman Kisah Spiderman is a bilingual book that uses English as the SL and translated into Indonesian as the TL. A well-known film turned into a storybook version for readers to enjoy it. The interesting part of the bilingual translation in this storybook is how the translator's linguistic efforts to make the readers understand the content of the book and the storyline effectively. There were two issues raised as the problems such as the lexical problems of translation found in the bilingual story book and how the strategies implemented in the bilingual story book. A translator may have different point of view to employ their words for translating the SL into TL.

## 2. METHOD

This study of translation was using qualitative method for the analysis. The data were collected from a bilingual story book entitled Spiderman The Movie Storybook Kisah Spiderman as the sample. It was adapted by Shane Coll based on the film scenario of David Koepp, Marvel's comic of Stan Lee and Steve Ditko published in 2002, translated by Rosi L. Simamora from Indonesia. Problems of translation analysed from their equivalence and inequivalence in the text in the form of word or phrases translation and compared to the meaning in the TL. Then, the translation observed and compared to the result using DeepL to know the similarity or differences. Meaning of words or phrases found were considered with KBBI V application to have the understanding of usage throughout the sentence and context of the story.

### 3. THEORETICAL FRAMEWORK

The study using the [2] problem of non-equivalence may cause in linguistic factors such as the semantic fields of speech or verbs, plant, vehicles, distance, shape, size, time, emotion, beliefs, academic subjects and natural phenomenon. The common problems are culture-specific concepts; SL is not lexicalized in the TL; SL word is semantically complex; SL and TL make different in meanings; TL lacks of superordinate; TL lacks of specific term (hyponym); differences of physical or interpersonal perspectives; differences in expressive meaning; differences in form; differences in frequency and using purpose of using specific forms; use loan words in the source text. She conveys strategies as of translation by a more general word or superordinate in the TL; using a more neutral or less expressive word; translation by cultural substitution means replacing the specific cultural term with the one that have similar context in the target culture; using a loan word or loan word plus explanation that is common for a culture-specific items; paraphrase using related word when the concept expressed in the SL is lexicalized into the TL that is commonly occurred in non-equivalence problems; paraphrase using unrelated words where the concept of SL expressed not lexicalized at all in the TL but may be modifying the superordinate if it is simply has complex of meaning.

The supporting theory by [3] conveys that the role of technologies in terms of localization can be in the form of electronic tools as of management systems that allow content to be coordinated in various languages in which the systems prepares the list of 'translatable' along with the glossary entries; XML (eXtensible Markup Language) used to exchange the content where the information can be tagged and retrieved afterwards; translation memories using the memory capacity to re-use in translation called as Translation-memory tools in its process; Data-based machine translation with a search in large data bases of bi-texts statistically in pairs like Google Translate and Bing Translator; Volunteer Translation is like a Google Translator Toolkit (released in 2009).

### 4. DISCUSSION

Equivalences were majorly found through the bilingual translation from the movie storybook. But, lexical problems of non-equivalence were found and strategies used by the translator as below.

### 4.1. Non-equivalence Translation in the Bilingual Storybook of Spiderman

The words choice in the TL may reflect to the meaning in translation. Even though it could be accepted but the more natural option can be produced to have the equivalence. Adaptation is required to obtain similar meaning transferred from SL into TL. The comparison result may give the understanding on how the result and analysis are considered. These can be seen as shown in Table 1.

TABLE 1: Non-equivalence Lexical Items.

Data	SL	TL	DeepL
1	Peter was photographing scenes from the <b>World Unity Day</b> celebration, when a costumed figure arrived. It was the Green Goblin! He swooped down over the <b>crowd</b> on his glider (p.40).	Peter sedang memotret pemandangan dari perayaan <b>World Unity Day</b> , ketika sosok berkostum tiba. Rupanya Goblin hijau! Dengan pesawat luncurnya, ia menukik turun ke tengah <b>orang banyak</b> (p.40).	Peter sedang memotret pemandangan dari perayaan <b>Hari Perdamaian Dunia</b> , ketika sosok berkostum tiba. Itu adalah Goblin Hijau! Dia menukik ke tengah <b>kerumunan orang</b> dengan pesawat luncurnya.
2	"I stepped off a curb and got clipped by one of those bike messengers," said Peter. He couldn't admit that the Green Goblin had injured him in battle. Mr. Osborn left the dinner abruptly. I'm <b>afraid</b> I have to go." He said. " <b>Something</b> ....has come to my <b>attention</b> ." (p.51)	"Aku tidak sengaja keluar dari tepi jalan dan terserempet salah satu kurir bersepeda itu," Peter berkata. Dia tidak mungkin mengatakan Goblin Hijau telah melukainya dalam perkelahian. Mr. Osborn buru-buru meninggalkan makan malam. "Saya <b>khawatir</b> saya harus pergi" katanya. " <b>Sesuatu</b> terpikir oleh saya." (p.51)	"Aku keluar dari bahu jalan dan terserempet salah satu kurir bersepeda," kata Peter. Dia tidak mungkin mengatakan bahwa Green Goblin telah melukainya dalam perkelahian. Tiba-tiba Mr. Osborn meninggalkan acara makan malam itu. "Saya <b>rasa</b> saya harus pergi." Dia berkata. " <b>Ada sesuatu yang harus saya kerjakan</b> ."
3	While Peter was taking photos for the school newspaper, one of the laboratory <b>spiders</b> bit Peter. " <b>Ow!</b> " he cried. Peter's life would never be the same (p.7).	Ketika Peter sedang memotret untuk surat kabar sekolah. Salah satu <b>labah-labah</b> laboratorium itu menggigitnya. " <b>Auw!</b> " teriaknya. Sejak itu hidup Peter tidak pernah sama lagi (p.7).	Ketika Peter sedang memotret untuk surat kabar sekolah, salah satu <b>laba-laba</b> di laboratorium menggigit Peter. " <b>Aduh!</b> " teriaknya. Sejak itu, hidup Peter tidak pernah lagi sama.
4	He could use his powers to make money <b>to buy a car</b> . Maybe then Peter would be <b>popular</b> , too. Peter read an ad for a wrestling contest. With his new strength, he could <b>win the cash prize</b> (p. 12).	Dia bisa menggunakan kekuatannya untuk menghasilkan uang <b>untuk membeli mobil</b> . Mungkin dengan begitu Peter bisa <b>populer</b> juga. Peter membaca sebuah iklan pertarungan gulat. Dengan kekuatan barunya, dia bisa <b>merebut uangnya</b> (p. 12).	Dia bisa menggunakan kekuatannya untuk menghasilkan uang <b>dan membeli mobil</b> . Mungkin dengan begitu Peter juga akan menjadi <b>terkenal</b> . Peter membaca sebuah iklan untuk sebuah pertarungan gulat. Dengan kekuatan barunya, dia bisa <b>memenangkan hadiah uang tunai</b> .

Problems found from the above bold words and or italics, such as: lexical choice, loan word in the TL, translation by paraphrase, different expression and norm. These shown that most words or phrases were used by the translator to transfer the English into

Indonesian that in some cases reflecting to their meanings. The comparison and analysis from the bilingual story and DeepL assistance giving the optional of equivalence. On data 1, the phrases of SL **World Unity Day** translated similar in the TL so loan words were used by the translator since she possibly did not want to mention it differently and think that each country may have different way to celebrate it. However, the comparison with DeepL showed with different option but can be decided to translate it into **Hari Perdamaian Dunia** because this international day celebrate the peace and freedom by the whole countries in the world. Then, the word **crowd** (SL) was translated into **orang banyak** (TL) actually understood but somehow this could naturally be translated into **kerumunan orang** such as translated with the DeepL for TL as part of the size, especially the amount of people. The equivalence can be considered through the meaning in which both languages have the most naturalize way to be used because referring to the precise words added with **orang** after **kerumunan** in the TL. Paraphrasing finding can be analysed on data 2 taken from the words **afraid** (SL) ⇔ **khawatir** (TL), **attention** ⇔ **terpikir** were translated with different words in the TL. But simply these can be considered with DeepL to sound more natural for the equivalences into **rasa** and additional paraphrase words such as **ada sesuatu yang harus** and **kerjakan**. In this case, it can give us understanding that TL concern to paraphrase those two words (**khawatir** as adjective and **terpikir** as verb). The translation of **spiders** into **labah-labah** on data 3 was considered to be non-equivalence because the norm in TL. According to the Indonesian dictionary (KBBI V) as part of the norm, it should be written **laba-laba** refers similar to the insect that have eight legs and produce threads from its stomach. Moreover, the expression **ow** in English was translated into **auw** which seem to be as part of the pronunciation of SL mentioned in the TL. Actually, TL has its own expression of feeling hurt to use as also mention in DeepL as the word **aduh**. The bite of the spider can express the feeling of Peter and effect to the continue of experience afterwards throughout the story. On data 4, the phrases **to buy a car** (SL) was translated into **untuk membeli mobil** (TL) which seem to be non-equivalent because repeatedly using the word **untuk**. It should be replaced into a conjunction of **dan** in the TL. Then, the word **popular** should not be similar to the SL since it can give ambiguity meaning to the one who did not realize the word and replace it into **terkenal**. The phrase **win the cash prize** (SL) which was translated into **merebut uangnya** (TL) did not connect to the SL meaning and showing like an argument between more than one person to get an amount of money. Actually, this is a willing from Peter to win a competition and dreaming to have the prize of money. This should be considered to be translated into **memenangkan hadiah uang tunai** as in DeepL.

## 4.2. Strategies in the Translation of the Bilingual Storybook Spiderman

The strategies found in the translation using loan word for the event i.e. **World Unity Day**, **Mr. Osborn** for the salutation before the name, **tank** as a media which is filled with gas, **partner** and **popular** in the movie storybook. These were using pure borrowing in the TL without changing the words from the SL. Paraphrase found in the translation of **insane** on Data 5: “Mr. Osborn’s attempts to become a super-soldier had given him enormous strength, but had also driven him **insane** (SL, p. 61)” translated into **kehilangan akal sehat** e.g. *Usaha Mr. Osborn untuk menjadi prajurit-super tak hanya memberinya kekuatan dahsyat, tapi juga membuatnya kehilangan akal sehat* (TL, p. 61). Omission can also be found from the text e.g. Data 6: But the manager would not pay **the full amount**. “I missed the part where that’s my problem,” he said with a sneer. *Tapi sang manajer tidak mau membayarnya. “Aku melewatkan bagian yang menjadi urusanku,” katanya nyengir* (p. 18). The omission was **the full amount** which is not being translated into the TL of Indonesian because has already meant similar with *tidak mau membayarnya*.

## 4.3. DeepL Translation of the Bilingual Storybook Spiderman

DeepL giving assistance to the result of translation by comparing the TL in the storybook. It was showing how the artificial intelligence benefit could give more optional choice for the alternatives of word choice to be analyzed and selected before considering to the equivalence of translation. These were shown in a few second after the text of SL written and then translated into the TL as the example provided in Figure 1.

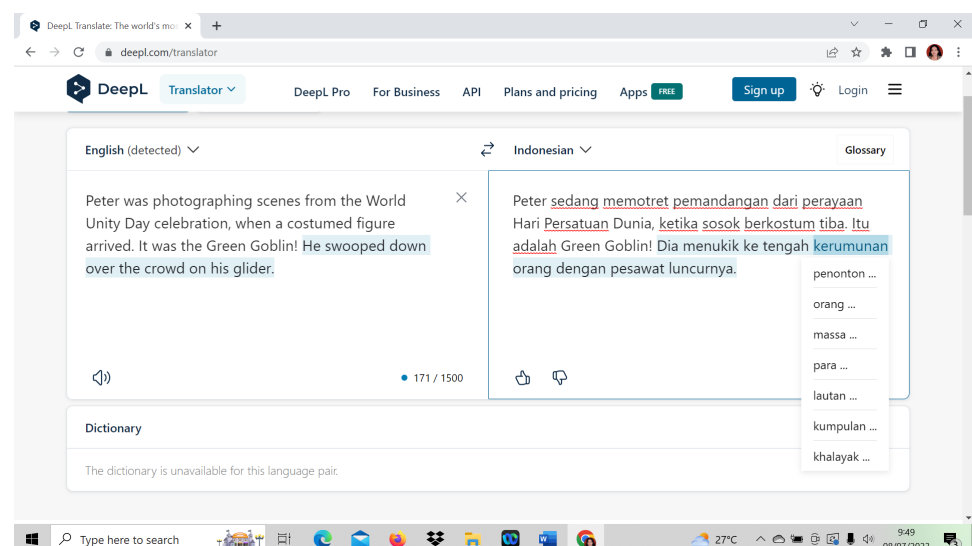


Figure 1: DeepL result of Data 1.

Based on Figure 1 can give the notification that the word *kerumunan* have alternative words to be examined i.e. *penonton, orang, massa, para, lautan, kumpulan* or *khalayak* if it cannot be accepted as the initial decision of translation. These optional depends on the decision of the researcher, translator, or author to choose the most neutral of equivalence inserted in the TL of a text. Certainly, the consideration and decision made should be taken when SL has also match with the meaning in TL.

## 5. CONCLUSION

The storybook translation be understood and accepted through the storyline. Equivalences of meaning translated from the SL into TL. Strategies taken by the translator shown that she intends to employ the writings of bilingual translation to be easily read and examined understanding of the text, however, there were non-equivalence in the translation. DeepL could support to give the natural translation with availability of words to choose.

## References

- [1] Hidayati NN. Analysis of translation techniques, methods, and ideology on children's bilingual story books. *Alsuna: Journal of Arabic and English Language*. 2020;3(2):96–114.
- [2] Baker M. *In other words. A course book on translation*. London and New York: Routledge and Taylor & Francis Group; 2018. <https://doi.org/10.4324/9781315619187>
- [3] Pym A. *Exploring translation theories*, New York: Routledge; 2014.
- [4] Moeljadi D, Sugianto R (Yuku), Handrick JS, Hartono K. *Kamus Besar Bahasa Indonesia V (KBBI V) Aplikasi Luring Resmi Badan Pengembangan Bahasa dan Perbukuan*. Badan Pengembangan Bahasa dan Perbukuan, Kementerian Pendidikan dan Kebudayaan Republik Indonesia; 2016-2023.
- [5] Simamora RL. *Spider-Man the movie storybook Kisah Spider-Man*. Jakarta: PT Gramedia Pustaka Utama; 2002.
- [6] DeepL Translate: The World's most accurate translator. <https://www.deepl.com/translator>