Techniques and Quality Translation of Interrogative Sentence Dubbing: English-Indonesian and English-Arabic in The Cartoon Movie

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Abstrak

This article aims to describe the types of interrogative sentences in The Spongebob Movie: Sponge on The Run, translation techniques, and the quality of the translation results. The method used is descriptive qualitative. The results of this research are as follows: Based on the translation, interrogative sentences are divided into two types: translations without a shift of 137 data and translations with a shift of 20 data. In this research, it was found that 16 of the 18 translation techniques in the Molina & Albir version were dominated by common equivalent techniques, namely 187 data (41%) in TL 1 and 245 data (46%) in TL 2. Of the 157 data, 113 quality data were found in English-Indonesian dubbing with a score of 2.73 and 115 data in English-Arabic with a score of 2.69. So, the quality results of the dubbing translation of English-Indonesian and English-Arabic question sentences are included in the excellent category. It can be concluded that shifts and translation techniques influence the results of translation quality.

Keywords: *Interrogative Sentences, Dubbing, Translation Techniques, Quality of Translation*

Introduction

Interrogative sentences are sentences used to ask questions. They are characterized by the use of question words, namely what, who, how much, when, when, how, and where with or without particles *-kah* as a form of affirmation and ending with a question mark (?) in written sentences or pronounced by increasing intonation in oral pronunciation, especially if there is no question word (or lowering intonation) (Suhardi, 2013). According to Suhardi (2013), in terms of function, question sentences have two functions, namely: 1) To ask for answers "yes" or "no" and 2) to ask for information about something from the interlocutor or reader. As for according to Siregar (2008: 20), question sentences can also be divided into two forms,

namely polarization of question sentences (polar question or yes/no question) and content questions (content question or WH question).

In English, according to Waskito (1996) in Purnamasari (2013), question sentences can be divided into three types, namely Yes / No Questions, Question tags, and question sentences with question words or Wh Questions. In contrast to question sentences in Arabic, Ni'mah (1973) divides the types based on the presence of *istifhâm* devices in a sentence. The *istifhâm* devices are classified into two categories, namely the letters *istifhâm* (*hal* and *lâ*) and *isim istifhâm* (*mâ, man, kaifa, mâdzâ, aina, mâtâ,* and *ayyu*). Saidah (2011) in her research stated that *adawât al-istifhâm* and question words have similarities and differences. The similarities and differences between the two are in position and function. Therefore, knowledge related to the question sentence pelru is studied further.

However, in her research Saidah only conducted research related to question words in English, namely question words and question words in Arabic, namely *adawât al-istifhâm.* Setyagalam (2020) has researched question sentences and found a relationship between the translation method and the quality of English-Indonesian translation of objects in video games. As for this study, we will discuss more deeply related question sentences by comparing the types, techniques, and quality of translation of English-Indonesian and English-Arabic dubbed question sentences.

In the translation process, not all interrogative sentences are translated in the same form from BSu to TL. Nikmah (2019) mentions one of the factors shifting translation, namely in making question sentences, not all question words in Indonesian have equivalent question words in Arabic. This is in line with the statement of El Majid & Ahmed (2016), which states that some of the problems faced in the translation process are ambiguous terms, cultural differences, and basic problems of structural and lexical differences coupled with grammatical differences between the source language and the target language. Haryanti (2014) suggests that shifting the translation of categories, structures, intra-systems, and levels between languages is common because of system differences between two languages.

In addition, there are several forms of translation processes. One type of translation process is audiovisual translation. Audio-visual translation (AVT) is a translation model that includes voice translation in the form of dubbing or dubbing or visual translation in the form of text or subtitles on television, cinema, and other devices such as computers and mobile phones that are widely developed in this digital era (Khuddro, 2018: 10). Translations included in audiovisual-translation are subtitles and dubbing. Subtitle-related research conducted by Shidiq (2015) states the techniques and research methods used in translating subtitles. Then, Venturini et al (2020) found that there can be a shift in form and meaning in subtitle translation. Then, I will compare translation strategies used in subtitles and dubbing in the film The Greatest Showman. Jane & Rini (2022) conclude that using the same strategy does not produce the same translation results, indicating an unlimited interpretation.

Putri (2017) found differences in the use of techniques in subtitle translation and dubbing in the original soundtrack of the movie Frozen, namely 'Let It Go', namely in subtitle translation, 11 translation techniques were obtained which were

dominated by the use of literal techniques and in dubbing translation, 9 translation techniques were used which were dominated by the use of modulation techniques. However, the study did not discuss linguistic objects specifically but observed objects as a whole. Therefore, this study will more specifically discuss the dubbing of the translation of question sentences.

Meanwhile, Dubbing is an audiovisual translation with advantages compared to subtitles. This is because in dubbing, there are settings, emotions, and contexts that are more conveyed because of the actions and settings displayed on the screen (which help the audience to understand the context better) as well as the intonation and tone of speech of each actor that can be heard and felt. This hearing and feeling is not found in subtitling where the subtitle only sees the translated text on the screen, while dubbing is a voiceover that can be felt (Khuddro, 2018: 3). Khuddro (2018) has mentioned another parameter that is also no less important in dubbing, namely synchronization. In dubbing, three main synchronizations must be considered, namely, lip or phonetic synchronization (lip movements), kinesic synchronization (body movements), and isochrony (the accuracy of the beginning and end of each character), which is generally found in animated dubbing.

According to Reich (2006), translation for dubbing is not the final product that will be offered to the audience, it is a "semi-finished product" that requires further work. In Indonesia itself, dubbing techniques are often used in dramas, telenovelas, cartoons (anime), and soap operas. Mack (2001), stated that the dubbing technique requires considerable costs because it has to incur costs according to the number of characters displayed. The machining time of this technique is also relatively long because it has to go through several processes, namely translating the source language text into the target language, refining the translation results then finding a voice that has characters similar to the original voice. The dubbing technique is known as voice actors and actresses do the voice-over technique. Even Park, et al (2014), mentioned that dubbing translation with a celebrity's voice can increase audience interest in a film. This study will examine the phenomenon of translation in the film The Spongebob Movie: Sponge on The Run. This study will examine the phenomenon of translation in the film The Spongebob Movie: Sponge on The Run. Previously, Aura (2022) conducted research on the film with linguistic objects, namely idioms and word equivalents, through the film's subtitles. In this study, the author will explore another point of view, namely the dubbing translation of question sentences that have never been studied before.

Method

This research is descriptive qualitative research and supported by quantitative data. In Moleong (2010:4), Bodgan and Taylor (1975:5) define qualitative methodology as a research procedure that produces descriptive data in written or spoken words from people and observable behavior. In addition, the purpose of descriptive research is to provide data based on a particular theme and develop concepts derived from the display of observations, classifications, and interpretations of inter-category

relationships to obtain conceptual patterns of a cultural phenomenon (Strauss & Corbin, 2003).

The primary data source for this research comes from the film The Spongebob Movie: Sponge on The Run on the Netflix site and is supported by secondary data sources from books, articles, and other supporting sites. As for the data in this study, the dubbing of interrogative sentences in English, Indonesian, and Arabic in the film The Spongebob Movie: Sponge on The Run and secondary data in the form of theories relevant to this research. The data in this study were obtained through observation and audio-visual transcription into written form. Data was collected by sampling, taking data only in the form of interrogative sentences from all sentences in the film The Spongebob Movie: Sponge on The Run, and evaluating the quality of the translation obtained from respondents through a questionnaire.

Results and Discussion

Interrogative Sentence

Based on the translation of the types of interrogative sentences from SL to TL, the types of translation of English-Indonesian and English-Arabic dubbing interrogative sentences in the film The Spongebob Movie: Sponge on The Run can be divided into two namely, (1) translation of interrogative sentence types without shifts consisting of 137 data (87%) and (2) translation of interrogative sentence types with a shift consisting of 20 data (13%).

Table 1. Classification of Translation Types of Interrogative Sentences

No	Sentence Type Translation	Quantity	Percentage
1.	Interrogative sentence translation without shift	137	87%
2.	Interrogative Sentence Translation with shifts	20	13%
Total		**157**	**100%**

This indicates that most of the interrogative sentences in TL have been translated into the appropriate type into TL both in TL 1 and TL 2 by the translator. Then based on the markers of translation without changes, it can be classified into three categories, namely wh-questions, yes-no questions, and intonation. The results of the classification of the types of interrogative sentences in the English-Indonesian dubbing translation are as follows: (1) wh questions as many as 88 data (61%), (2) yes-no questions as many as 27 data (19%), and (3) intonation as many as 30 data (21%). Then, the results of the classification of English-Arabic dubbing question sentence types are as follows: (1) wh questions totaling 85 data (58%), (2) yes-no questions totaling 32 data (22%), and (3) intonation markers 30 data (20%). The biggest percentage of types of interrogative sentences in both TL 1 and TL 2 is the wh-question type. This is because the characters speak a lot of data in the film The Spongebob Movie: Sponge on The Run using wh-words to ask for answers or explanations regarding something. One example of translating the type of interrogative sentence is as follows:

Table 2. Example of Translation WH-Question "When"

No Data	SL	TL 1	TL 2
029/SOTR/ 1:19:29	Poseidon: **When** will you learn to focus on what really matters?	*Oh, penasehat.* **Kapan** *kau akan belajar untuk fokus pada hal yang penting?*	يَا مُسْتَشَارْ ، **مَتَى** سَتَتَعَلَّمُ تَرْكِيْزًا عَلَى الأَشْيَاءِ المُهِمَّةَ؟ *Yâ mustasy-syar, matâ satata'allamu tarkîz 'alâl asyyâil muhimmah?*
Speech Context	Poseidon said the sentence above to his adviser. At that time, Poseidon was busy with himself and his appearance when the advisor asked about the files that Poseidon needed to sign.		

In the table, interrogative sentences in SL are marked with wh-words 'when'. Wh-words 'when' is used to ask about things related to time. Therefore, interrogative sentences in SL are included in the wh-question type.

In TL 1 the interrogative sentence is marked using the question word 'kapan'. The question word 'kapan' is also used to ask questions related to time. Therefore, the type of interrogative sentence in TL 1 is also included in the type of wh-question.

Then, the question mark in SL 2 can be seen from the use of the word مَتَى /matâ/ which can be interpreted as 'when' in SL (Baalbaki, 1987: 949) and 'kapan' in TL 1 (Munawwir: 1997: 1308). As for the word مَتَى /matâ/ in TL 2, it is included in the *isim istifhâm*, so the type of interrogative sentence in TL 2 is included in the wh-question. Therefore, according to the translation of the type of interrogative sentence from SL into TL 1 and TL 2, namely the type of interrogative sentence wh-question.The examples of translating interrogative sentences with changes are as follows:

Table 3. An example of changing the type of interrogative sentences from SL to TL 1

| No Data	SL	TL 1	TL 2
044/SOTR /1:15:22	Spongebob: Gary, **do** you want to be friends?	Gary, kau mau jadi temanku?	سَرِيْغ ، أَتَكُوْنُ صَدِيْقًا لِي؟ *Sarî', atakûnu shadîqan lî?*
Speech Context	Spongebob and Gary's first meeting. After getting acquainted Spongebob asked Gary if Gary would be willing to be his friend.		

In the table, interrogative sentences in SL are marked by using the present tense auxiliary verb 'do' so that the types of interrogative sentences in SL can be categorized into yes/no questions. The translator maintains This type of sentence in translating into TL 2. The auxiliary verb 'do' in SL is translated into TL 2 using أ /hamzah/ which means 'apakah' in Indonesian (Munawwir, 1997:1). Therefore, the type of interrogative sentence corresponds to SL and TL 2, is included in the yes/no question.

Meanwhile, in translating into TL 1, the type of interrogative sentences changed from those previously included in yes/no questions to interrogative sentences with intonation. Because, explicitly there is no interrogative sentence marker in TL 1 sentences. However, the character in that scene said the sentence with a raised final

intonation. Therefore, in TL 1 the sentence 'Gary, do you want to be my friend?' is included in the interrogative sentence with intonation markers. *Translation Techniques* The translation technique used by the translator in dubbing the interrogative sentences of the film The Spongebob Movie: Sponge on The Run was 16 of the 18 translation techniques of the Molina & Albir version. In the translation of SL into TL 1, there are 453 microdata analysis techniques which include 187 data (41%) common equivalence techniques, 49 data (11%) literal techniques, 41 data compensation techniques (9%), 40 data borrowing techniques (8 .8%), linguistic compression technique 23 data (5%), modulation technique 18 data (4%), reduction technique 17 data (3.8%), linguistic amplification technique 14 data (3%), transposition technique 13 data (2.9%), variation technique 12 data (2.6%), amplification technique 12 data (2.6%), calque technique 11 data (2%), particularization technique 5 data (1%), generalization technique 5 data (1%), discursive creation techniques 4 data (0.9%), and adaptation techniques 2 data (0.4%).

As for the translation of SL into TL 2, there are 533 microdata analysis techniques which include 245 data (46%) common equivalence techniques, 51 data literal techniques (9%), 38 data reduction techniques (7%), 27 data modulation techniques (5%), amplification techniques 27 data (5%), linguistic amplification techniques 26 data (4.9%), adaptation techniques 21 data (4%), discursive creation techniques 22 data (4%), compensation techniques 15 data (3%), linguistic compression techniques 12 data (2%), borrowing techniques 13 data (2.4%), particularization techniques 10 data (2%), transposition techniques 10 data (2%), variation techniques (1.7%), Calque technique 4 data (1%), and generalization technique 3 data (0.6%). The use of the techniques found in this study can be seen in the following diagram:
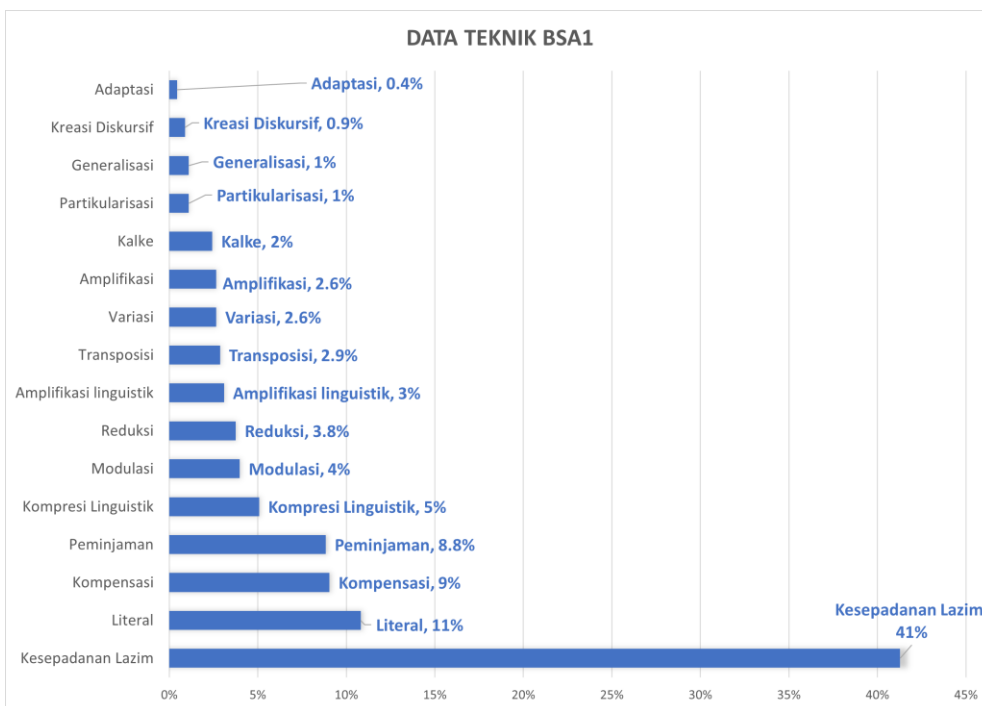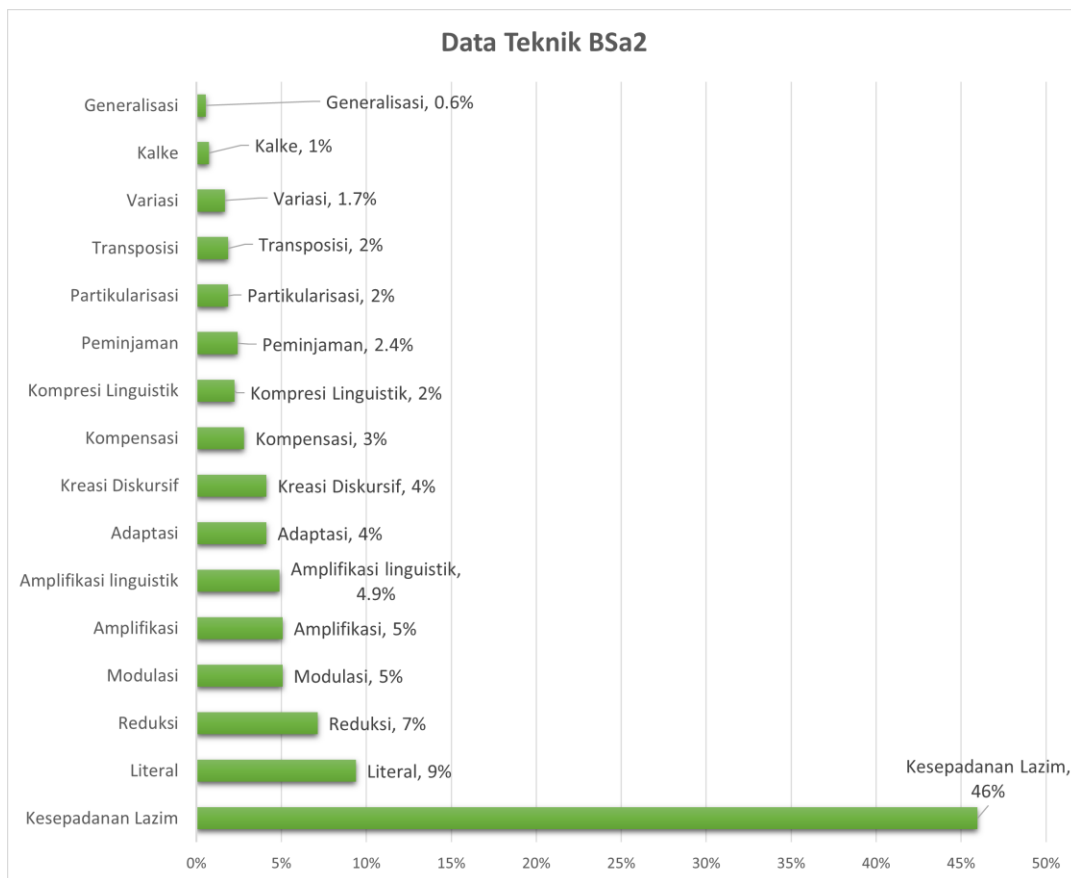
From the two diagrams above it can be seen that the dominant technique used by translators is the usual equivalence technique both in TL 1 with 187 data (42%) and at TL 2 the usual equivalence technique is 244 data (45%). The application of the conventional equivalence technique is dominantly used in TL 1 and TL 2 because many interrogative sentence data in SL are translated with common terms in the target language so that the message to be conveyed can be well received by TL users. The following is an example of using common equivalence techniques in dubbing interrogative sentences for the film The Spongebob Movie: Sponge On The Run.

Table 4. Examples of the Application of Common Equivalence Techniques in Dubbing Interrogative Sentences

No. Data	SL	TL 1	TL 2
043/DB/SOTR/ 1:15:32	Spongebob: **What's** your name?	**_Siapa_** namamu?	مَا اسْمُكَ؟ _Masmuk?_
Speech Context	The above sentence was said by Plankton after Karen stated that Plankton's real enemy in stealing the secret Krusty Krab recipe was not Mr. Krab but Spongebob.		

The example data in the table above is an example of the application of the usual equivalence technique from SL to TL 1 and SL to TL 2. The usual equivalence

technique can be seen from the word found in SL namely 'what's' or short for 'what is'. Literally, the word 'what' in SL means 'what' in TL 1 and means 'مَا' /mâ/ in TL 2.

In TL 1, the translator uses the word *'siapa'* to translate the word 'what's'. The intent of the question on SL causes this. The purpose of the interrogative sentence in SL is to ask for a name. Therefore, the translator uses the usual equivalence technique on the data above and translates the sentence 'What's your name?' which has the intention of asking someone's name into a sentence with an interrogative word that is commonly used to ask names in TL 1, namely the interrogative word *'siapa'*. So the interrogative sentence in TL 1 becomes *'Siapa namamu?'* Not *'Apa namamu?'*.

Whereas in TL 2, the sentence 'What's your name?' is translated by the translator as ' مَا اسْمُك؟' / *Masmuk* / with the word 'مَا' / *mâ* /. The particle "s' in the word 'what's' which stands for to be 'is' is not translated into SL 2. This is due to the difference in grammatical rules in SL and TL 2. In SL writing the question word is followed by to be. This rule is not found in TL 2, *isim istifhâm* does not have a particle or linguistic element that follows it, so the word 'what's' is generally translated as 'مَا' / *mâ* /. Based on the above, the writer analyzes the technique used in translating the interrogative sentence 'What's your name?' into *'Siapa namamu?'* in TL 1 and becomes 'مَا اسْمُك؟' / *masmuk*/ in TL 2 is a common equivalence technique. This technique is the technique most used by translators in SL 1 and TL 2 because it produces translations with more natural and common word equivalents so that the translation results can be understood well by TL users.

In addition, the least used technique from SL to TL 1 and SL to TL 2 is the generalization technique, namely, 5 data in TL 1 and 3 data in TL 2. The following is an example of applying the generalization technique in The Spongebob Movie: Sponge on The Run.

Table 5. Examples of Applying Generalization Techniques in Dubbing Interrogative Sentences SL to TL 1

No. Data	SL	TL 1
027/DB/SOTR/ 1:19:52	Poseidon: I **owe** it to my subjects to look fabulous, don't you think?	*Aku **harus** tampil menakjubkan demi rakyatku, bukan begitu?*
Speech Context	The sentence above was conveyed by Poseidon to his adviser when he was focusing on taking care of himself because he was doing it for his people.	

An example of applying the generalization technique in the Table above can be seen in the translation of the word 'owe' into the word *'harus'* in SL 1. In SL, the word used is 'owe' which means *'berhutang'* (Echols, 1975:414). In KBBI, 'in debt' or 'in debt' means having debt and the word *'berhutang'* itself has a definition of *'kewajiban membayar apa yang sudah diterima'* or 'obligation to pay what has been received' (KBBI, 1988: 1000), and *'kewajiban'* or obligation is synonymous with *'keharusan'* or 'must' (Thesaurus Alfabetis Indonesian: 645). The word *'keharusan'* in KBBI has the meaning of *'sesuatu yang harus dilakukan atau yang mesti terjadi'* 'something that must be done or that must happen' (KBBI, 1988: 300). *'keharusan'* has a broader scope and 'hutang' is

included in it. Therefore, the author analyzes the translation of words in a specific scope, namely 'owe' into the word 'harus', which has a broader or general scope as an example of applying the generalization technique from SL to TL 1.

Table 6. Example of Applying Generalization Techniques in Dubbing Interrogative Sentences SL to TL 2

No. Data	SL	TL 2
075/DB/SOTR/ 59:32	Mr. Diablo: *What do I look like?* **A parking meter**?	مَاذَا أَبْدُو لَكَ؟ **جَامِعَ عُمْلَات؟** *Mâdzâ abdûlak, jâmi'a 'umlât?*
Speech Context	The sentence above was conveyed by Mr. Diablo to Spongebob and Patrick when they were trying to escape from Mr. Diablo.	

The table above shows an example of applying the generalization technique from SL to TL 2 in the phrase 'a parking meter'. The translator translated the phrase into the phrase 'جَامِعَ عُمْلَات' / *jâmi'a 'umlât* /. In SL, 'parking meter' is 'a device at the side of the road that you put money into so that you can leave your vehicle there for a particular amount of time' (Cambridge learner's dictionary, 2001: 400&466) or 'one that measures the time during which car is (for a fee) parked in a public place' (Oxford Advanced Learner's Dictionary, 1948:533) So it can be said, that the 'parking meter' is a specific tool used to collect parking fees. This phrase is translated into TL 2 to become the phrase 'جَامِعَ عُمْلَات' / *jâmi'a 'umlât* /, which means 'coin collector'. This phrase is still too broad because it does not specify what coins are collected or what collects coins. Therefore, the writer analyzes the phrases in the data above translated using generalization techniques. This technique is one of the least used by translators in both TL 1 and TL 2 because the resulting translation results are less specific and include the meaning of words contained in SL when translated into TL 1 and TL 2 so that the translation becomes less understandable by TL users.

Translation quality

Assessment of translation quality is measured through three translation quality instruments proposed by Nababan namely, aspects of accuracy, aspects of acceptability, and aspects of readability (2012:44). Meanwhile, to get a value for the quality of the translation, respondents gave a score using a scoring system which includes three values, namely a score of 3 for a high score, a score of 2 for a moderate score and a score of 1 for a low score. The results of the scores of the three respondents on each data were added up, and the average was calculated. Meanwhile, the average result in the decimal form will be rounded according to the standard for rounding off numbers. Number rounding can be seen in the table as follows:

Table 7. Table of Rounding of Translation Quality Assessment Scores

Score	Result Score
0 - 1,5	1
1,6 - 2,5	2
2,6 - 3	3

It can be seen from the table above that data that gets a total score in the range 0 – 1.5 is rounded up to 1 or low, data that gets a total score in the range 1.6 - 2.5 is rounded up to 2 or moderate, and data that gets a total scores in the range of 2.6 – 3 are rounded up to 3 or high.

The results of the assessment of the quality of the translation of interrogative sentences in English-Indonesian and English-Arabic dubbing in the film The Spongebob Movie: Sponge on The Run in each aspect, namely in the translation of the English-Indonesian dubbing the aspect of accuracy is 49%, the aspect of acceptability is 34%, and the aspect readability is 17% with an average quality of the translation of English-Indonesian interrogative sentences getting a score of 2.73 with the following details:

Table 8. Mean Assessment of Translation Quality Dubbing Question Sentences SL to TL 1

No	Aspect	Mean	Value	Total
1	Accuracy	2.67	x 3	8.01
2	Acceptability	2.76	x 2	5.52
3	Readability	2.84	x 1	2.84
	Total			16.37
	Mean			**16,37 : 6 = 2.73**

As for the English-Arabic dubbing translation, aspects of accuracy are 49%, acceptability aspects are 17%, and readability aspects are 17% with the average quality of translation of English-Arabic interrogative sentences getting a score of 2.69 with the following details:

Table 9. Mean Assessment of Translation Quality Dubbing Question Sentences SL to TL 1

No	Aspect	Mean	Value	Total
1	Accuracy	2.64	x 3	7.92
2	Acceptability	2.72	x 2	5.44
3	Readability	2.77	x 1	2.77
	Total			16.14
	Mean			**16,14 : 6 = 2.69**

The results of the assessment of the quality of translation, both English-Indonesian and English-Arabic dubbing, are included in a weighting of 3 (three) or a high score. This means that the quality of translations of English-Arabic and English-Indonesian dubbing interrogative sentences in the film The Spongebob Movie: Sponge On The Run includes quality translations that are accurate, acceptable, and legible.

Discussion

The results above showed that the quality of both English-Arabic and English-Indonesian question sentence dubbing translations was included in the good category. In the English-Arabic translation of 157 data, 111 quality data were obtained with high

accuracy, acceptability, and readability. Meanwhile, the English-Indonesian translation obtained quality data as many as 113 data. However, the final score shows that the translation of TL 1 is higher than TL 2. TL 1 translation quality gets a final score of 2.73 and TL 2 translation quality gets a final score of 2.68. This is because in TL 2 there is data that gets an inaccurate, unacceptable, and low readability assessment. Data that averaged inaccurate, unacceptable, and low readability scores amounted to 2 data (1%).

In these two data, there is the use of discursive and variation creation techniques. Meanwhile, in the TL 1 translation, no data with low-quality scores was found. As for the relationship between technique and translation quality, the two are interrelated. This is because the reasons given by respondents for each data have similarities with the results of the analysis of English-Indonesian and English-Arabic dubbing question sentence translation techniques in the film The Spongebob Movie: Sponge on The Run. That is, the application of translation techniques by translators can affect the quality of translation of question sentences, especially in dubbing the film The Spongebob Movie: Sponge on The Run.

Conclusion

Based on the comprehensive analysis of the English-Indonesian and English-Arabic dubbing translations of interrogative sentences in "The Spongebob Movie: Sponge on The Run," it is evident that the majority of translations were effectively executed, maintaining the integrity and intent of the source language (SL). The study revealed that 87% of the interrogative sentences were translated without any significant shift in type, predominantly as wh-questions, indicating a high accuracy level in preserving the original sentence structure and meaning. The translation techniques, particularly the common equivalence technique, were pivotal in achieving this high accuracy. This technique was found to be most effective in translating interrogative sentences, as it ensures that the translations are accurate and resonate well with the target language (TL) audience in terms of familiarity and comprehensibility.

However, the study also highlighted areas for improvement. Although the overall quality of translations in both the English-Indonesian (TL 1) and English-Arabic (TL 2) versions was high, there were instances where the translations deviated from the source, resulting in a minor percentage of interrogative sentences being translated with shifts. These shifts occasionally led to inaccuracies or reduced acceptability and readability in the TL. Notably, the TL 2 version exhibited a slightly lower overall translation quality score compared to TL 1, which suggests a need for more nuanced translation approaches in certain contexts, especially where cultural and linguistic differences are more pronounced. The interplay between translation techniques and translation quality was significant, indicating that the choice of technique directly impacts the effectiveness of the translation in conveying the intended meaning and maintaining the essence of the original content.

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