

# Participant Types In Translation In Subtitle Film "The Conjuring 2: The Enfield Poltergeist"

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# Participant Types In Translation In Subtitle Film "The Conjuring 2: The Enfield Poltergeist"

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**Abstract**— Translation of participants realized in nouns greatly influences the integrity of the meaning that the source language wants to convey. In fact, with differences in language rules, the meaning of translation in the target language can be very different from the meaning in the source language. This can lead to a misunderstanding of a series of events. The purpose of this study was to find out in depth about the types of participants in translating participants from English to Indonesian on the subtitle of the film "The Conjuring 2: The Enfield Poltergeist". This study uses a systemic functional linguistics approach with content analysis method. The results of this study were dominated by the participant range with a total of 41 elements of nouns (23.4%), and actor participants with a total of 29 elements of nouns (16.6%). Both types of participants were included in the material process which shows that the clauses contained in this movie subtitle show that the texts are a description of every process that is being carried out or is happening. Translation of participants in subtitles takes into account the use of language contained in each clause so that the delivery of messages from the source language (SL) is delivered based on the grammar or content of the message into the target language (TL) with due regard to the suitability of the grammar applicable in TL.

**Index Terms**— nouns, participant, linguistic functional systemic, subtitle, translation language, film.

## INTRODUCTION

In linguistics, the role of actors or characters or words that refer to humans, animals, objects, and concepts or understanding is a form of nouns seen in terms of semantics [1][2]. The role of nouns in a story cannot be underestimated in a story, because it is very influential in the delivery of its original meaning especially in a translation process.

Translation is the act of transferring written messages from a language's text in another language. Translation is a skill that is made in an attempt to replace a written message in a language with the same message or statement in another language [3][4][5]. According to [6], translation is an attempt to recreate the message in the source language (SL) with a natural equivalent that is as close as possible to the target language (TL), which deals with meaning and style. According to [7][8], defines translation as the transfer of meaning from SL into TL. This transfer of meaning is carried out in the form of the first language into the form of the second language through its semantic structure by maintaining or transferring meaning, while the form may be changed.

Language is an important element in translation. Languages contained in the source language are required to have the same meaning as the use of language after being translated in the target language [9][10]. Choosing the right words to do language translation must be done in order to create the same meaning that is intended to be conveyed in the source language. One element in language that can influence the public in understanding a film is nouns. In this case, the noun presented the participant.

Participants in an event are realized by the noun group. In any event, participants are very bound to the process in it. This happens because the process that represents the verb is a determining element that binds participants and the circumstantial so that a series of events can be understood in their entirety. In addition, in analyzing the translation of participants which was realized by this noun form, noun translation forms that were translated differently from the source language to the target language [11][12]. This also greatly influences the integrity of the meaning that SL wants to convey. The concept of the participant can be applied by an interpreter as in the film [13][14]. If a translator is wrong in translating a participant, the meaning will be changed or different from SL. In fact, with the different forms, because it prioritizes the language rules contained in TL, the translation of participants can be very different from the original meaning so that it will lead to misunderstanding of a series of events. For example, the use of the word "We" in English, which is translated into Indonesian can be "we" or "us" where the meaning of the two words is different. This is if there is an error in translating it will change the meaning conveyed by the source language to the target language. Therefore, the translation of the noun as a participant must be carefully considered so as not to be confused or even misinterpreted. So that the role of the participants made a major contribution to translation. No less important participants themselves have the type of participant.

The type of participant determines the difference between participants from SL and participants of TL [15][16]. The purpose of grouping the types of participants to find out whether there is a shift in the meaning contained in a translation [17]. The type of participant can be considered by the translator in doing the translation so that the translation text is in accordance with the meaning to be conveyed from TL. Ideally, the translation of the type of participant is adjusted to the situation and conditions conveyed by SL to TL

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and is very dependent on the clause [18]. The noun elements that realize the participants in it are one of the compulsory elements in a clause. But the determination of the type of participant is not independent of the material process. Through the material process the type of participant can be determined and the more the type of participant is found the better the translation process. This means that conversations that take place between people or dialogue that are in line are in accordance with the conditions so that translation becomes easier. In addition, the type of participant can make it easier for readers to understand the purpose of translation [19]. Some types of participants such as actors, goals, range, beneficiary, senser, phenomenon, attribute and others have roles that are described in a clause or grammatical unit which is the core of the sentence, and can consist of a subject and a good predicate accompanied by objects, complements, or information or not [20].

The many types of participants found in a film aim to make the sentences used for a translation more effective so that the clauses formed have a coherent reciprocal relationship [21][22]. Conversely, if the type of participant is incomplete, there can be errors in the meaning of the translation. Even though until now the type of participant in the translation process, there are still obstacles especially in understanding the content or storyline of the film. Constraints that occur because of differences in language, namely the use of foreign languages or English as SL in a film. Meanwhile, the elements contained in foreign languages or English are different from the language used daily by film lovers, especially Indonesian people who use Indonesian [23]. Some differences between English as a source language and Indonesian as the target language include terms of sentence structure, idioms, meaning [24]. Therefore, it is necessary to translate the subtitles or subtitles of the film so that the film connoisseurs can capture the meaning of the film's message and take part in the storyline displayed [25].

The existence of subtitles on a film can help film connoisseurs understand the contents of the film, not make the connoisseurs of film busy reading [26]. Therefore, the language of subtitles must be a short, solid, and right on target [27]. Subtitles must be made through a material process which shows that the clauses contained in the film subtitles are texts that are an overview of every process that is being carried out or is happening. The noun element that represents the type of participant in the movie subtitle clause does not only look in terms of the use of the word but the use of the right word according to the experience or situation. So that in addition to the material and circumstantial process, the type of participant that appears will make it easier to understand the meaning that will be conveyed.

Some of the results of previous studies such as those carried out by Ayendi [28], with the title *Transitivity in Kaba Puti Nilam Tjajo* with Dang Tuanku Gombang Alam, this study is limited to only analyzing the transitivity with regard to the meaning of experience functions and is dominated in the type of material process. Type of participant traits tends to have a more dominance level of need for the type of participants who are non-human or non-human. The type of participant that dominates is attributive and identifying with the number 508 (49.7%). Another study conducted by

Suyastrawan [29] with the title "Transitivity of English Verb in Brave A Mother's Love Movie Storybook" is still limited to verb transitivity (process).

### Nouns as Participants

Systemic functional system (SFL) was developed by Halliday, Matthiessen, & Halliday [30] from systemic grammar as a study of language theory. This systemic term is aimed at languages that have their own systems for performing certain functions in society. The function intended is the function of controlling the environment functionally. So it can be concluded that SFL theory is a theory that studies the function of language in its use. The language that can play this function is called text. Thus, systemic functional linguistics is a theory with an analytical approach to the text.

Functional concepts in linguistics relate to three things: text, systems and linguistic structures [30]. First, SFL emphasizes the use of language to meet human needs. Language is found in the text as a whole and not in separate sentences. Therefore, SFL believes that texts are always produced in context. Second, SFL emphasizes on language as a system that is formed and structured to convey three meanings known as language metafunctions in the linguistic system, namely ideational functions, interpersonal functions, and textual functions. Third, each language unit is functional to that unit to be an element [31]. Thus, a proposition group or insertion clause functions in a complex clause to build the complexity in a text.

Participants in an event realized by the noun group are part of the SFL theory, namely transitivity [32]. Where in practice, the noun group is one of the functional systems in linguistics that affect a language usage in society, especially in an event. In any event, participants are very bound to the process in it. This happens because the process that represents the verb is a determining element that binds participants and the circumstantial so that a series of events can be understood in full.

In addition, in analyzing the translation of participants which was realized by this noun and noun translation forms that were translated differently from source language to the target language [33]. This also greatly influences the integrity of the meaning that the source language wants to convey. In fact, with the different forms because it prioritizes the language norms found in the target language, the translation of participants realized by nouns can very different from the original meaning so that it will lead to misunderstanding of a series of events.

The role of participants is represented in a clause. A clause is a grammatical unit which is the core of a sentence consisting of a subject and a predicate accompanied by an object, complement, or explanation or not [20]. Thus, the clause is a unit of words that has the function of subject and predicate so that transitivity is used as a tool to analyze the experiential meaning that is represented in the clause.

The types of participants reflected in the process contained in transitivity include: (1) Participants of Actors, Goals, Range, and Beneficiaries, (2) Participants of Senser and Phenomenon, (3) Participants Behavior, Behavior, and Phenomenon, (4) Participants Sayer, Receiver, and Verbiage, (5) Attributive and Identifying Participants, and (6) Existent Participants [30].

### Participant Actor, Goal, Range, and Beneficiary

Participants in the form of actors, goals, ranges, and beneficiaries are participants that occur in the material process [30]. The actor is a logical subject (a function in the transitivity structure) which is the action. The goal is a logical direct subject. Goals and ranges have similarities as other entities that are influenced by the selection of participants in the mental process. Goals appear through material processes. The range is just another name for the material process itself. The range cannot be identified with what question is done to by? In addition, the range is not a personal pronoun and is often expressed by prepositional phrases. The beneficiary participant is the participant who benefits from the process. The beneficiary participant is divided into two, namely the client and recipient. Recipients can be identified for whom something is given, whereas the client can be identified for whom something is done.

This research aims to find out in depth about the types of participants in translating participants who realized nouns from English to Indonesian in the subtitles of the film "The Conjuring 2: The Enfield Poltergeist (TCTEP 2)". In contrast to previous studies that only examined verbs that represent processes in literary discourse texts, this research was conducted to find out more about the translation of participants realized by the nouns in the subtitles of the TCTEP 2. Film TCTEP 2 has a different clause form and if seen from the transitivity can also affect the translation of participants contained in each clause from the source language (English) to the target language (Indonesian). The film is also a sequel to the 2013 scary horror film, "The Conjuring", directed by James Wan. The story in the film is still inspired by a real event experienced by paranormal couples Ed and Lorraine Warren in the incident in Enfield, England in 1977, according to the title. The film was written in English which was later translated into Indonesian.

### METHOD

This study uses a systemic functional linguistics (SFL) approach. The method used is content analysis. This approach is a language approach used to analyze how language is used in various contexts that exist in social interaction in a society [30]. Therefore, as a first step, the data obtained is described based on the transitivity system, namely participants, processes, and circumstantial. However, after being described based on its transitivity system, this study focused on the participants only. This research focuses on translating participants in the subtitle of the film TCTEP 2 from English to Indonesian. Therefore, the data in this study is a clause obtained from the translation of subtitles in the film TCTEP 2. The original subtitles (OS) use English and are translated into Indonesian (IL). In target text, there are many sentences that are converted into simpler sentences. This is because the data is the result of a subtitle translation whose form of translation must be adjusted to the standardization of subtitling.

The data obtained in the form of clauses grouped in tables based on the types of participants in the translation of participants. The tables that are created will then show how the type of participant in the translation contained in the subtitles clauses of the film and show how important the role

of participants in a clause.

### Data Collection

Data collection techniques in this study are adapted to the focus and research objectives. According to [34], in general, there are four types of data collection techniques in qualitative research, namely observation, interview, documentation, and combination/triangulation. That is, researchers collect data while testing data credibility with various data collection techniques and various data sources. In collecting data, researchers act as the main instrument (human instrument). Therefore, researchers themselves are collecting data, assessing data quality, analyzing data, and interpreting data.

In addition, there are also supporting instruments, namely data obtained from the subtitles of the TCTEP 2 and classified as a horror film originating from an English text, then translated into Indonesian.

The procedure for collecting data in this study is to classify the data consisting of translated clauses and not all of the translated clauses are translated in full because there are some that are not translated in certain parts.

### Data Analysis

According to [35], data analysis techniques are processes of data sequence categories, organizing them into a pattern, category, and unit of basic description. It is from interpretation, which gives a significant meaning to the analysis, explains the pattern of descriptions and looks for relationships between the dimensions of the description. Therefore, data analysis is concluded as a process of organizing and sorting data systematically into patterns, categories, and units of basic descriptions so that themes can be found and working hypotheses can be formulated as suggested by the data [35]. The sequence in the data analysis is to analyze the types of participants in the translation of participants who realized the noun in the subtitle of the film TCTEP 2. The theory used in this analysis is Halliday and Matthiessen's theory. In conducting this analysis, each clause is described based on the transitivity system first, namely the process (a group of verbs) which is given a red color, participants (noun group) are given a green color, and the circumstantial (adverbial group) is given a blue color. After that, determine the type of process first in each clause, then analyze the type of participant in the noun section which then in the noun section is the focus of the research.

## FINDINGS AND DISCUSSION

### Participant Type in the Film Subtitles TCTEP 2

Based on 100 clauses analyzed, there were 175 participants who were translated from English into Indonesian which were divided into several types of participants which can be seen in Table 1.

Table 1 Percentage of participant types

No.	Participant	Number of Participants	Percentage
1	Actor	29	16.6
2	Goal	12	6.8
3	Range	41	23.4
4	Beneficiary	6	3.4
5	Senser	15	8.6
6	Phenomenon	15	8.6
7	Verbiage	2	1.1
8	Attributive	26	14.9
9	Identifying	29	16.6
Total		175	100%

In Table 1, there are nine types of participants. The percentage results indicate that the type of participant "range" with the number 41 (23.4%) is more dominance, and is followed by the type of actor and identifying which both have the same percentage of 29 (16.6%).

#### Participant types of actor, goal, range, and beneficiary

Some findings that indicate participant actors, goals, range and beneficiaries are shown in Tables below:

Table 2. The Examples of Actor Participant Types

No	SL	TL
1	Then <u>let's</u> get started.	<u>Mari kita</u> mulai.
2	<u>Keith and I</u> [...] are going to sneak out tonight with his friend, Michael,	<u>Keith dan aku</u> akan [...] keluar malam ini bersama temannya, Michael...
3	If <u>my mum</u> ever found out,	Jika <u>lbuku</u> [...] tahu,

\*The words that are underlined: actor participant type

Table 2, shows the actor participant types who is a logical subject (a function in the transitivity structure) which is the action.

Table 3: The Examples of Range Participant Types

No	SL	TL
1	to see <u>if we could confirm the activity that had been reported by the Lutzes.</u>	tahu <u>apa kami bisa</u> <u>memastikan kejadian</u> <u>yang dilaporkan keluarga</u> <u>Lutz.</u>
2	if <u>the killings</u> had been motivated purely by anger	<u>pembunuhan tersebut</u> [...] murni disebabkan oleh kemarahan...
3	Kill <u>her.</u>	Bunuh <u>dia.</u>

\*The words that are underlined: range participant type.

Table 3 shows the range participant types which is another name for the material process.

Table 4. The Examples of Beneficiary Participant Types

No	SL	TL
1	So don't get caught, <u>*you priss.</u>	Jangan sampai ketahuan, tolol.

\*The words that are underlined: beneficiary participant type.

Table 4 shows the beneficiary participant types who are a participant who receives benefits from the material process.

Table 5. The Examples of Goal Participant Types

No	SL	TL
1	and close <u>*your eyes.</u>	dan tutup <u>mata.</u>
2	<u>What</u> is happening?	<u>Apa</u> yang terjadi ?
3	Ignore <u>him.</u>	Abaikan saja <u>Dia</u>

\*The words that are underlined: goal participant type.

Table 5 show the goal participant types that are logical direct subject and appear through the material process.

Table 6. The Examples of Actor and Range Participant Types

No	SL	TL
1	Two months prior to our involvement, <u>*the Lutz family</u> had fled <i>"their home</i> in the middle of the night,	Dua bulan sebelum keterlibatan kami..., <u>..keluarga Lutz</u> lari <i>dari rumah mereka</i> tengah malam...
2	if <u>we</u> could confirm <i>the activity that had been reported by the Lutzes.</i>	apa <u>kami</u> bisa memastikan <i>kejadian yang dilaporkan keluarga Lutz.</i>

\*The words that are underlined: actor participant type

\*\* The words with italic: range participant type

Table 7. The Examples of Actor and Beneficiary Participant Types

No	SL	TL
1	But <u>*this one...</u> still haunts <i>"me.</i>	Tapi <u>yang ini...</u> masih terus menghantui <i>ku.</i>
2	<u>The Church</u> had reached out <i>to us</i> for help.	<u>Gereja</u> meminta <i>bantuan kami.</i>

\*The words underlined: actor participant type

\*\* The words with italic: beneficiary participant type

Table 8. The Examples of Actor and Goal Participant Types

No	SL	TL
1	<u>*you</u> to sit <i>"quietly</i> [...]	<u>kalian</u> [...] <i>tenang</i> [...]
3	The year before the Lutzes moved in, a young man named	Setahun sebelum keluarga Lutz pindah, pemuda bernama Ronny

Ronny DeFeo	DeFeo...
had .... murdered	membunuh
his entire family	seluruh keluarganya
brutally, in this house.	secara kejam di rumah ini.

\*The words that are underlined: actor participant type

\*\* The words with italic: goal participant type.

Table 9. The Examples of Actor, Range and Beneficiary Participant Types

No	SL	TL
1	and <u>they</u> put <i>me</i> through <b>to you.</b>	dan [...] menghubungi <i>mu.</i> [...] [...]

\*The words that are underlined: actor participant type

\*\* The words with italic: range participant type

\*\*\*The words with bold: beneficiary participant type

The participant types of actor, goal, range, and beneficiary are participants that occur in the material process. The actor is a logical subject (a function in the transitivity structure) which is the action. The goal is a logical direct subject. Goals and ranges have similarities as other entities that are influenced by the selection of participants in the mental process. Goals appear through material processes. The range is just another name for the material process itself. The range cannot be identified with what question is done c to y? In addition, the range is not a personal pronoun and is often expressed by prepositional phrases. The beneficiary participant is the participant who benefits from the process. The beneficiary participant is divided into two, namely the client and recipient. Recipients can be identified for whom something is given, while the client can be identified for whom something is done. For example, can be seen in the sentencing statement below:

SL : "If **my mum** ever found out",  
TL : "Jika **ibuku** [...] tahu", .....(Example 1)

In Example 1, the formed clause is a form of action taken by "my mum" in SL as a participant. The word "my mum" above is a participant called the *actor* with ownership meaning. Likewise in the TL clause which is formed from the act of "ibuku" which is a participant called *actor*. The word "ibuku" shows someone's ownership of his mother. Another example can be seen in the sentence below::

SL : Two months prior to our involvement, **the Lutz family** had fled **their home** in the middle of the night,  
TL : Dua bulan sebelum keterlibatan kami..., **...keluarga Lutz lari dari rumah mereka** tengah malam.....(Example 2).

The sentence in Example 2 is a form clause of the behavior of actions taken by the "Lutz Family". The word "the Lutz Family" above is a participant called *actor*, as well as in TL in the phrase "Lutz family" is a participant called *actor*. As for the phrase "their home" (SL) and the phrase "dari rumah mereka" (TL) are called *range* (the second participant) because the

phrase "their home" in SL and the phrase "dari rumah mereka" in the TL above are only a continuation of the material process.

The meaning stated in SL uses the clause symbol that represents two participants, namely the family name "the Lutz Family" and the place name which is a continuation of the process carried out by them represented by the noun group centered on "their home". However, in TL, the meaning of the clause was represented by two participants, namely the "Lutz Family" which means the family of a character named Lutz and "dari rumah mereka" which shows prepositional phrases, especially the original meaning. The meaning of origin (place, condition, material, time) in prepositional phrases is expressed by the preposition (Damaiani & Sitaesmi, 2005). Examples that are classified as *actor* types and *beneficiary* are in Example 3 below:

SL : **The Church** had reached out **to us** for help.  
TL : **Gereja** meminta **bantuan kami**.....(Example 3)

The clause in Example 3, can be classified as a material process with two participants, *actor* and *beneficiary*. Based on the theory, when viewed from the SL clause is a form of action behavior carried out by "The Church". The word "The Church" above is the first participant called *actor* and the word "to us" is called the *beneficiary* (the second participant). Meanwhile in TL, "Church" is an *actor* participant, while the second participant "our help" is called the *beneficiary* participant which shows that the participant is the recipient of the request made by the *actor*.

The meaning stated in SL using the clause symbol that represents two participants, the participants "The Church" which is the place name nominee and the participant "to us" as the recipient of the actor's request. However, in TL, the meaning of the clause was also represented by two participants, namely the "Gereja" (the first participant) which contained the name of a place of worship that could be represented as representing personnel in the church like a priest who asked something of the second participant "bantuan kami" which is a combination of 'bantuan' and 'kami' as basic noun forms. Nouns with suffixes are generally derived from verb sources, just as the word 'help' which belongs to the verb word class has decreased with the suffix -a being 'bantu' class noun (Alwi & et al, 2003). Examples of actor and goal types of participants can be seen in example 4 below:

SL : "It will protect **you**".  
TL : "Itu akan melindungi **kalian**".....(Example 4)

The clause in Example 4 is a form of action taken by "It". The word "It" above is a participant called *actor* and the word "you" is called *goal* (the second participant). Likewise in the TL clause which is formed from the act of "Itu" which is a participant called *actor* and the word "kalian" which is referred to as *goal* (the second participant).

The meaning of the noun element that represents the participant of *actor* in SL on the word "It" is interpreted as a pronoun that refers to something mentioned in the previous clause, "in a halo of glowing white light". In the second participant represented by the noun "you" is the pronoun person who is being invited to speak. Likewise, in the TL

clause, the noun elements that represent the participant actor are "Itu" as a pronoun referred to in the previous clause and the goal is "kalian" as the pronoun person.

### Participant types of senser and phenomenon

Some findings that indicate participant types of senser and phenomenon are shown in tabels below:

Participant types in the form of *senser* and *phenomenon* are participants who occur in mental processes. A senser is a person who feels emotional, thinks, or feels being noticed (based on awareness). The phenomenon is the participant in a noun that shows what is felt emotionally, thought out, being watched, or perceived consciously. Some of the research findings that have been analyzed are listed in Table 10 below:

Table 10. The Example of Senser Participant Types

No	SL	TL
1	Envision <u>yourself</u> in a halo of glowing white light.	Bayangkan <u>diri kalian</u> dalam lingkaran cahaya putih.
2	or if as Ronny DeFeo testified in court, <u>he</u> had been under the influence of something demonic.	Atau, seperti pernyataan Ronny DeFeo di pengadilan..., <u>dia</u> [...] di bawah pengaruh sesuatu yang jahat.
3	<u>I</u> have to see [...]	<u>Aku</u> harus melihat <u>nya</u> .

\*The words that are underlined: senser participant type

Table 11. The Example of Phenomenon Participant Types

No	SL	TL
1	to discover <u>*if the killings had been motivated purely by anger or if, as Ronny DeFeo testified in court, he had been under the influence of something demonic.</u>	tahu <u>apa pembunuhan tersebut murni disebabkan oleh kemarahan..., Atau, seperti pernyataan Ronny DeFeo di pengadilan..., dia di bawah pengaruh sesuatu yang jahat.</u>
2	I think <u>I will let Keith French kiss me.</u>	[...] [...] <u>Akan kubiarkan Keith French menciumku.</u>

\*The words that are underlined: phenomenon participant type

Table 12. The Example of Senser and Phenomenon Participant Types

No	SL	TL
1	<u>They</u> wanted "to see if we could confirm the activity that had been reported by the Lutzes.	<u>Mereka</u> ingin tahu apa kami bisa memastikan kejadian yang dilaporkan keluarga Lutz.
2	<u>I</u> would like you to sit quietly and close your eyes.	<u>Ku</u> ingin kalian tenang dan tutup mata.

3	<u>We</u> had hoped <i>to discover if the killings had been motivated purely by anger or if, as Ronny DeFeo testified in court, he had been under the influence of something demonic.</i>	<u>Kami</u> ingin tahu apa pembunuhan tersebut murni disebabkan oleh kemarahan..., Atau, seperti pernyataan Ronny DeFeo di pengadilan..., dia di bawah pengaruh sesuatu yang jahat.
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\*The words that are underlined: senser participant type

\*\*The words with italic: phenomenon participant type

Participants in the form of *senser* and *phenomenon* are participants who occur in mental processes. A *senser* is a person who feels emotional, thinks, or feels being noticed (based on awareness). The *phenomenon* is the participant in a noun that shows what is felt emotionally, thought out, being watched, or perceived consciously. A statement about the type of participant sensers and phenomena can be seen in detail in example 5 below:

SL : Envision **yourself** in a halo of glowing white light.  
TL : Bayangkan **diri kalian** dalam lingkaran cahaya putih...(Example 5)

The SL participant contained in the clause above is in the form of a *senser* in the word yourself that experiences a mental reaction in which the selection process from the word "Envision" influences the role of participants in the mental process. The word "yourself" is a noun form of plural pronouns that represent participants in the *senser*. As for the TL clause, your participants experience a mental reaction because the selection of the process from the word imagine influences the role of participants. Your word is also a noun form of plural pronouns that represent participants in the *senser*. Other statements are given in Example 6 below:

SL : "I have to see [...]"  
TL : "Aku harus melihatnya....." (Example 6)

The SL participant contained in the clause above is in the form of a *senser* in the word "I" which experiences a mental reaction where the selection of the process from the word "have to see" influences the role of the participants in the mental process. The word "I" is the noun form of the single person pronoun that represents the participant *senser*. As for the TL clause, the participant "aku" experience a mental reaction because the selection of the process from the word must see affect the role of the participant. The word "aku" also say that it is a noun form of single person pronoun that represents participant *senser*. Unlike the SL clause, in TL there is a second participant. The second participant in TL is called a *phenomenon* where participants are expected or felt, namely the desire to see by the first participant so that the first participant experiences a mental reaction.

### Participant type of verbiage

Some findings that indicate participant types of senser and phenomenon are shown in tabels below:

Table 13. The Example of Verbiage Participant Type

No	SL	TL
1	claiming <u>*that the house was haunted.</u>	...menyatakan <u>kalau rumah mereka berhantu.</u>

\*The words that are underlined: verbiage participant type

Table 14. The Example of Sayer Participant Type

No	SL	TL
1	<u>It</u> was not <u>me,</u>	[...] Bukan <u>aku,</u>

\*The words that are underlined: sayer participant type

Table 15. The Example of Verbiage and Receiver Participant Type

No	SL	TL
1	<u>it</u> was <i>*Camilla.</i>	<u>Itu</u> [...] <i>Camilla.</i>

\*The words that are underlined: verbiage participant type

\*\* The words with italic: receiver participant type

Table 16. The Example of Verbiage and Sayer Participant Type

No	SL	TL
1	<u>It</u> was not <i>*me,</i>	[...] Bukan <i>aku,</i>

\*The words that are underlined: verbiage participant type

\*\* The words with italic: sayer participant type

Verbiage participants are participants who occur in a verbal process. This participant is referred to as *Verbiage*. *Verbiage* is a statement contained in a verbal processing clause or the message itself. The message can be expressed in normal form.

SL : claiming that the house was haunted.  
TL : ...menyatakan kalau rumah mereka berhantu.....(Example 7)

The clause in Example 7 is a verbal process that presents what is said or *saying*. Participants contained in the process are stated by someone to their interlocutor and expressed implicitly. However, the contents of the message or the contents of the statement submitted are stated explicitly. The content of the message is a statement that is denounced and represents participants as *verbiage*, both in the SL "that the house was haunted" and TL "kalau rumah mereka berhantu". Another example is shown in Example 8 below:

SL : It was not me,  
TL : [...] Bukan aku,.....(Example 8)

The clause in Example 8 is a verbal process that presents a spoken word. Participants contained in the process are stated by someone to their interlocutors and stated explicitly. The content of the message is a statement that is denoted and represents participants as *sayer*, both in the source language and in the target language.

### Participant type of attributive and identifying

Participants in the form of attributive and identifying are participants who occur in the relational process. Here are some findings obtained from the results of participant analysis in the form of attributive and identifying.

#### Partisipan attributive

The results of data analysis conducted on attributive participants are found in Table 17 below:

Table 17. The Example of Verbiage Attributive Type

No	SL	TL
1	<u>This</u> is as close to hell as I ever wanna get.	[...] [...] Cukup sedekat ini saja aku dengan neraka.

\*The words that are underlined: verbiage participant type

#### Partisipan identifying

The results of data analysis that has been carried out on attributive participants are found in Table 18 below:

Table 18. The Example of Identifying Participant Type

No	SL	TL
1	After everything we've seen, there isn't <u>*much that rattles either of us anymore.</u>	Setelah semua yang kami lihat..., .. [...] [...] [...] <u>tak banyak yang membuat kami takut lagi....</u>
2	We  are <u>ready?</u>	[...] sudah [...] <u>siap ?</u>
3	Lorraine, Lorraine <u>what is happening?</u>	Lorraine, Lorraine, <u>apa yang terjadi ?</u>

\*The words that are underlined: identifying participant type

Table 19. The Example of Attributive and Identifying Participant Type

No	SL	TL
1	After everything we've seen, <u>there</u> isn't <i>*much that rattles either of us anymore.</i>	Setelah semua yang kami lihat..., .. [...] [...] <i>tak banyak yang membuat kami takut lagi....</i>
2	that <u>the house</u> was <i>haunted.</i>	kalau <u>rumah mereka</u> [...] <i>berhantu.</i>
3	Then <u>let's</u> get <i>started.</i>	<u>Mari kita</u> mulai.

\*The words that are underlined: attributive participant type

\*\* The words with italic: identifying participant type



Table 20. The Example of Verbiage and Identifying Participant Type

No	SL	TL
1	<u>What</u> did, do <i>you</i> with <i>Camilla?</i>	<u>Apa</u> [...] lakukan <i>yang kau</i> dengan <i>Camilla ?</i>

\*The words that are underlined: verbiage participant type

\*\* The words with italic: identifying participant type

The *attributive* participant is divided into two namely *attribute* and *carrier*. The classification or descriptive term is called *attribute* and is shown to a participant called the *carrier* which always has a noun or nominal group. Examples of *attributive* participant types are in Example 9 below:

SL : that **the house** was haunted.

TL : kalau **rumah mereka** [...] berhantu.....(Example 9)

The clause in Example 9 is a relational process that has an *attributive* type clause that has two participants, namely *carrier* and *attribute*. In SL, the word the house is called a *carrier* because based on the previous theory it is stated that the carrier is formed by a *nominal group*. The word haunted is called *attribute* because it is a classification or descriptive designation that is shown to a participant called a *carrier*. As with the TL clause, the word "rumah mereka" is called a *carrier* because it is a form of ownership phrase noun, which is a core "rumah" followed by a sign or "mereka" ownership so that it includes the ownership phrase noun (Alwi & et al, 2003). In addition, the word "berhantu" is an *attributive* because it describes the state of the *carrier*. Examples of identifying types are in Example 10 below:

SL : **We** are through.

TL : [...] [...] **Cukup**.....(Example 10)

The clause in Example 10 is a relational process that contains an *identifying* clause and it has two participants called *tokens* in the word "We" because it is marked by a *through* as a status marker or what is called a *value* in SL. The word "We", which represents the participant's *token*, is a form of a *noun* and the word "through" which represents the value is the form of the *nominal group*. As for TL, the word "cukup" represents the participant value as a marker of status from the token form which is stated implicitly.

This research is based on the translation of participants who realized nouns. Several studies have been conducted by Suyastrawan (2013). Both types of participants are included in the material process. In this material process, shows that the clauses contained in this film subtitle show that the texts are a description of every process that is being carried out or is happening. Translation of participants takes into account the use of language contained in each clause so that the delivery of messages from SL is delivered based on the grammar or content of the message into TL by heeding the suitability of the grammar that applies in TL. This supports the theory that has been expressed by (Halliday et al., 2014). Regarding material processes that involve actor actors, goals, ranges, and beneficiaries. In this case, the noun elements that represent

participants in the clauses contained in the film subtitles are the processes carried out or what is happening. This can be seen in the clauses contained in the film subtitles. This movie subtitle is a dialogue spoken by actors or actresses in the film TCTEP 2 in the form of a clause text that shows what is happening or is being done.

## CONCLUSION

Based on the type of participant represented by the noun contained in the subtitle clause of the film "The Conjuring 2: The Enfield Poltergeist", it was dominated by the participant *range* with a total of 41 elements of nouns (23.4%) followed by *actor* participants with a total of 29 elements of nouns (16, 6%). Both types of participants are included in the material process. The emergence of all types of participants indicates that the sentence is made effective so that the clause formed has a coherent reciprocity. In the material process shows that the clauses contained in this film subtitle show that the texts are a description of every process that is being carried out or is happening. Translation of participants takes into account the use of language contained in each clause so that the delivery of messages from SL is delivered based on the grammar or content of the message into TL by heeding the suitability of the grammar that applies in TL. The noun element that represents the participants in this movie subtitle clause does not only look in terms of the use of the word, but the use of the right words according to the experience or situation.

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