CHAPTER I

INTRODUCTION

This chapter presents the introduction of this research. It covers the research background elaborating the main reason for conducting this research. Research questions provides the questions related to this research. Research purpose elaborates the purpose of this research and finding answer to the research questions. Significance of the study elaborates the benefit from this research. Rationale elaborates the limitation and scope of this research. Previous research provides theoretical framework from the previous studies in conducting this research.

A. BACKGROUND

Watching the movie has been a habitual action to refresh the mind. As it is entertaining, it is also educating, for some reasons. For example, during the process of watching, there are dialogues shown in the movie, in which those dialogues are often subbed for distribution and selling purposes. Thus, the subtitles that are created to help viewers understand the movie better are available in many languages. Movie subtitles can be very helpful when it is translated properly. Sometimes, viewers are often confused when they watch a movie with mistranslated subtitles (Tikhonova et al., 2015). Movie subtitles, which are planned to help viewers can misguide viewers to a wrong understanding of the movie. Therefore, a proper subtitles translation is required to deliver the goal of using the subtitles itself.

Regarding this translation process, not every one of us has very good skills in translating words. Many people may face a difficult situation when translating. For example, English major students of The State Islamic University Bandung seem burdened during their translation course, some of them have problems finding their good translation because

of unattractive materials. A translation class has always been using the same source for learning, texts from any printed books or magazines and or stories. All the materials provided could not attract enough interest from the student to learn.

Sometimes students find unusual words that are difficult to understand that they have to translate. Newmark (1988) stated that there are two ways students can choose when they do the translation: (1) starting to translate it sentence by sentence to find the meaning, or (2) reading the whole text several times, then try to figure out what is the text about, and its intention. Afterward, previous studies conducted by Tikhonova et al., (2015), Popescu & Cohen-Vida, (2015), resulted in that movies can give much information depending on which perspective that translators can find the best way to make a good translation. Another study conducted by Kabylbekova et al., (2014) showed that watching movies varies communicative behavior which results in the development of communicative translation skills of viewers due to different aspects received from the movie itself toward a translator. New experiences are gained from everything during the movie shows, namely plot, setting, characters, genre, and words. A movie consists of a quiet amount of dialogues, and in every dialogue, words are spoken continuously. Meanwhile, the habit of communicative translation is currently rare to find among students, especially in English Education Major in State Islamic University Bandung. Thus, the researcher intends to find out the effect of movie subtitles on students' communicative translation skill development among students of the English Department of State Islamic University Bandung.

B. RESEARCH QUESTIONS

From the background explained, the interest of this study is:

1)   How is students' communicative translation skill before treatments?

2)   How is students' communicative translation skill after treatments?

3)   How do subtitles develop students' communicative translation skills?

C. RESEARCH PURPOSES

Based on the research questions, the purpose of this study is:

1)   To find out students' communicative translation skills.

2)   To find out how subbed movie develop students' communicative translation skills

3)   To find out the significance of students' translation ability before and after treatment

D. SIGNIFICANCES OF STUDY

This study is significant theoretically and practically. Theoretically, this research can be a piece of useful information to add to the resource for translation learning. This study tries to express how movie subtitles can affect students' communicative translation skill development. And watching subtitled movies can be implemented as one of the ways to help EFL college students to develop their communicative translation skills.

Practically, the results of this research will help all parties involved in translation learning to also consider extra options in deciding translation materials to be used during translation practice. Watching a subbed movie can become a sensible choice to encourage students to be more interested in the learning process.

E. RATIONALE

The translation is one of the important skills required to acknowledge a language, especially for those who participate in the

academic field. The ability of translation has been a core to improve someone's understanding of a language. The quality of translation shows the ability of language acknowledgment itself (Popescu & Cohen-Vida, 2015). Thus, a translation study is required in various ways to enhance advanced methods to improve translation skills. A word is the smallest unit of a translation process when a word is translated, it affects the bigger part of the translation process. And problems occur when determining this small part of the process. The intended meaning is often difficult to find when translating those words (Chesterman, 2012). A communicative translation is considered the lightest and easiest way to translate as it delivers the context meaningfully to the target language to make it readily acceptable and comprehensible (Newmark, 1988).

The subtitles are a common way to help viewers understand the dialogue in a movie. It represents the meaning and intention of the movie itself, what the movie delivers, and the message behind it. Movie subtitles are used either for entertainment purposes or academic purposes (Ebrahimi & Bazaee; 2016; King; 2002). Subtitles can be in several types, the most common type is the standard subtitles, where a target language (TL) text is shown with the foreign language audio is used (Ebrahimi & Bazaee, 2016; King, 2002; Perego et al., 2010). Movie subtitles can be categorized as audio-visual translation as it helps viewers to understand the language used in the movie, there are various effects occurred when subtitles are embedded in a movie, whether it becomes easier in understanding, or framing the big picture in the whole movie (Kabylbekova et al., 2014; Tsiartas et al., 2009).

Subtitles as a textual version of the dialogue are usually shown at the bottom of the screen within a certain duration among dialogues, which represents what is the dialogue about, or sending a message to viewers about the situation happening on screen (Lilo & Indonesian, n.d.). Several studies have shown that using movie subtitles as a medium to help students with translation problem are preferred due to its enjoyment and

attractive way to eventually improve translation skill (Kabylbekova et al., 2014; Popescu & Cohen-Vida, 2015; Zagot & Vozdvizhensky, 2014). The use of subtitles enhances students' interest in language learning and self-discovery learning through the movie itself. A movie is preferable to text when it comes to learning (Tikhonova et al., 2015).

Zagot & Vozdvizhensky, (2014) explain that translating subtitles into another language can be effective with a reduction technique. By focusing on the main point of utterances and their meaning in TL, the process of subtitles translating has come to a distinguished approach. It was difficult to keep every detail on the screen while dialogues are running, some of the utterances would always be reduced, or omitted to keep viewers enjoying the film. The difficulty in positioning subtitles to be right and true between video and dialogue is considered vital in translating subtitles. The needs of space and time on the screen are important to translators.

F. PREVIOUS RESEARCH

Translating subtitles has been a burden for many translators, yet studies have been performed to reduce the narrow discovery of the translation process. The study has found that differences are a burden in translating subtitles, cultural and lingual contexts can be very difficult to extract. To be precise, translation work requires a deeper understanding not only based on the textual meaning, but also the contextual aspect that entails the meaning itself. On one hand, some translators conduct subtitles translating based on these two aspects as references, but some translators focus on methods and strategies of translation to develop subtitles (Zhang, 2018). It is also concluded that subtitling can be very different following the translator. As Zhang (2018) explained that the western culture of subtitling is mostly different in every aspect from eastern culture.

Regarding these cultural differences, idiomatic expression comes up on the front line to limit the depth of subtitling. A study has shown that

the quality of translation does not always depend on the result of the translation. The quality becomes relatively subjective due to this cultural point of view (Hashemian, 2013). From this point of view, the differences between western and eastern cultural views toward translation create differences in the result. Eastern translating style tends to stick with methods and theories which result in the narrow scope of aspects, while western culture uses several approaches including linguistics, social, and cultural approaches that the scope of translation is relatively wide.

Meanwhile, idiomatic expression comes as the burden of the translation process, there is yet to say that there is no way to overcome this. Research performed by Widiastuti (2011) comes with a method that can reduce this idiomatic expression problem. The research performed a reduction method to omit several expressions which is difficult to translate due to differences in various aspects, and culture is one of them. The translation process comes in handy when a certain method is put ahead to confront difficulties that narrow the scope of translation.

Eventually, the movie subtitles is an interpretation of a distinguished translation work where the translator put much effort to finish the work. Translating subtitles can be very different following the various opinion of the translator in translation. However, this research intends to develop a way of translating by subjecting the previous studies mentioned. Subtitles as the key point of the research will be used as an indicator of how communicative translation is produced. While it is mentioned before that movie subtitles can be very different in the view of the translator, it occurred that many translators have tried to produce subtitles as understandable as it is shown. As communicative translation is the best way to produce a translation, it will be the very result of this research on how communicative translation can be developed by learning and analyzing movie subtitles.