

CHAPTER II

REVIEW OF RELATED THEORIES

This chapter presents the result of reviewing some literature related to the topic of the study covering: general concept of translation, general concept of movie and previous studies.

A. General Concept of Translation

1. Definition of Translation

Translation is the activity of transferring language from one language (sources) into another languages (target). For example if people transferring English language to Indonesia language. The people transfers same information to another language. So the people must know the meaning of a information and espress it to target language. People have to deliver all of contents of a information, so should be no plus and minus. So Newmark (1981:7) as cited in Armellino (2008) said that "Translation is a craft consisting in the attempt to replace a written message and/or statement in one language by the same message and/or statement in another language".

There are several types of translation. Roman Jakobson in Bassnett; (2014:25) makes a very important distinction between three types of translation:

a. Intralingual Translation or Rewording

Intralingual translation is the translation within one language, for the example is from standard to education language. In this term, it can involve dialect or paraphrase.

Example: the rewriting of British novels for the North American market.

b. Interlingual Translation or Translation Proper

Interlingual translation is the translation between some languages. Here, the translator translates language to other in different language.

Example: J.K Rowling's Harry Potter children's book have been translated into over 40 languages

c. Intersemiotic Translation or Transmutation

The Intersemiotic translation is the translation that forms a group of signs to another (verbal sign to non verbal sign). In this case, it can be music or image.

Example: no smoking or exit signs in public places or icons.

2. Strategies of Translation

Translation is as the fifth language skill alongside the other four basic skills, they are listening, speaking, reading and writing. Ross (2000) as cited in G. Kavaliauskiene's journal said that "Translation holds a special importance at an intermediate and advanced level: in the advanced or final stage of language teaching, translation from L1 to L2 and from L2 to L1 is recognized as the fifth skill and the most important social skill since it promotes communication and understanding between stranger".

Strategies are needed for translating sentence. Molina & Albir (2002) propose 18 strategy that has been applied in the translation product which usually used by the translators. The translation techniques are:

a. Adaptation

This technique replaces the cultural element of the source text (ST) with one of the element in the target language which is similar.

Example:

SL: He is cool

TL: Dia itu *keren*

Cool itself would be mean *dingin* in Indonesian but on the utterance above “cool” refers to something that really catch our eyes. So it means translator describe if “he” looks *keren*.

b. Amplification

Amplification is the technique of introducing the details that are not formulated in the ST: information, explicative paraphrasing, e (Molina & Albir, 2002).

Example:

SL: *Rujak cingur adalah makanan tradisional Betawi.*

TL: *Rujak cingur* is tradional food of Betawi that consist vegetable of fruit salad with slices of beff snout.

Translator give details of “*Rujak Cingur*”, and it is not explaines in SL. So translator add information of their translation.

c. Borrowing

Borrowing technique is implemented by taking a word or expression straight from another language.

Example:

SL: How do I become a Scarer.

TL: *Bagaimana aku bisa jadi Scarer.*

“Scarer” is a job on this movie where monsters collecting children’s scream by slithering inside the children’s room in the midnight and scared them. Thus “Scarer” is left un-translated because it will change the meaning if “scarer” is translated into *lebih menakutkan*.

d. Calque

Literal translation of a foreign word or phrase; it can be lexical or structural. a calque (or loan translation) can be defined as a word-for-word translation from one language into another. (Molina & Albir, 2002).

Example:

SL: *Normal* word

TL: Kata *normal*

Translator loan *normal* to the translation. So, the translator use the same word of the translation.

e. Compensation

The technique of making up for the translation loss of important ST features by approximating their effects in the TL through means other than those used in ST (Hervey and Higgins 1992:248). The example is the problem of translating nuances of formality from languages that use forms such as English

informal “can” and formal “may”. It expresses degrees of formality in different ways.

f. Description

This technique replace a term or expression with a description of its form or/and function in the ST message to make it clear in the target text (Molina & Albir, 2002; Ardi, 2010). For example ST: male clubhouse is translated into *tempat berkumpul para pemuda*.

g. Discursive Creation

This technique is implemented by finding a temporary equivalence that is totally unpredictable out of context. (Molina & Albir, 2002).

Example:

ST: Tears of the sun

TL: *Perang sipil Afrika barat*

The movie entitled 'Tears of the sun' transferred freely into Perang sipil Afrika barat. It is based on the story of the movie.

h. Established Equivalent

This technique is also known as recognized translation/accepted standard translation (Newmark, 1988) or “terjemahan resmi” (Hoed, 2006; Suryawinata & Hariyanto, 2003).

Example:

ST: iPhone 6 mushroomed in Indonesia.

TL: iPhone 6 *menjamur* di Indonesia.

The word “mushroomed” translated into *menjamur* as it already listed in the dictionary.

i. Generalization

Generalization technique is applied by using a more general or neutral term, e.g., to translate the French guichet, fenêtre or devanture, as window in English (Molina & Albir, 2002).

Example:

ST: This SUV is very expensive.

TL: *Mobil ini sangat mahal.*

“SUV” is sport utility vehicle; it is combination of a truck and a minivan. In target text it is translated into *mobil* because the term, “SUV” is not common for target readers.

j. Linguistic Amplification

Linguistic amplification according to Molina and Albir (2002:510) is a technique that adds linguistic elements. This is often used in consecutive interpreting and dubbing.

Example:

ST: Let me.

TL: *Biar aku saja yang mengantarnya.*

In the example above, a target language element *biar aku saja yang mengantarnya* added that has correlation with the context.

k. Linguistic Compression

Linguistic compression according to Molina and Albir (2002:510) is a technique that synthesizes linguistic elements in the target text. This is often used in simultaneous interpreting and in subtitling.

Example:

ST: Can you open the door please?

TL: *Bukalah.*

The target text is reduced linguistically by deleting subject “you” and object “door”, and translated into *bukalah*.

l. Literal Translation

Literal translation according to Molina and Albir (2002:510) is a technique that translates a word or an expression word for word.

Example:

ST: I hate cat.

TL: *Aku benci kucing.*

The source text can be translated literally because it is equivalent with the target text.

m. Modulation

Modulation according to Molina and Albir (2002:510) is a technique that changes the point of view, focus or cognitive category in relation to the source text; it can be lexical or structural.

Example:

ST: You are going to have a child.

TL: *Kamu akan menjadi ibu.*

The phrase “has a child” is translated into *menjadi ibu* that change the point of view and also change the grammatical category.

n. Particularization

Particularization according to Molina and Albir (2002:510) is a technique that uses a more precise or concrete term. It opposes the generalization technique.

Example:

ST: My father plants rice.

TL: *Ayahku menanam padi.*

The word “rice” is translated into sub-ordinate of *beras: padi* to make it acceptable in target language.

o. Reduction

Reduction according to Molina and Albir (2002:510) is a technique that suppresses a source text information item in the target text. It opposes to amplification.

Example:

ST: Most of people in Indonesia celebrate Ramadan (month of fasting).

TL: *Kebanyakan masyarakat Indonesia merayakan Ramadan.*

The additional information in source text is deleted because the target readers have been familiar with the term Ramadan.

p. Substitution

Substitution according to Molina and Albir (2002:511) is a technique that changes linguistic elements for paralinguistic elements (intonation, gestures) or vice versa.

Example:

ST: I cross my finger for your happiness.

TL: *Aku mendoakanmu bahagia.*

The paralinguistic element in the source text “cross my finger” transferred into linguistic element to target text *mendoakan*.

q. Transposition

Transposition according to Molina and Albir (2002:511) is a technique that changes a grammatical category.

Example:

ST: Laila sings a song.

TL: *Lagu itu dinyanyikan Lita.*

The element category in the source text is changed grammatically. The object “song” in source text become subject in the target text, so does the subject Laila in source text becomes object in target text. Verb is also changed into V3/passive in target text.

r. Variation

Variation according to Molina and Albir (2002:511) is a technique that changes linguistic or paralinguistic elements (intonation, gestures) that affect aspects of linguistic variation: changes of textual tones, style, social dialect, geographical dialect, etc.

Example:

ST: He run to these cats.

TL: *Dia mengejar kucing itu*

The element of the source text “run to” is changed into “*mengejar*” to make it acceptable for the target readers when adapting text for the children.

B. General Concept of Movie

1. Definition of Movie

The movie is a moving pictures that takes by the camera for the cinema, and TV. The something entertaining and also as a projected on a screen that combines a story, scenes, history, incident and also music. The movie also as a strategy that can be used to improve the students’ translation skill from elementary level to university. According to Hornby (2006:950) movie means a series of moving picture recorded with sound that tells a story, shown at cinema/movie. Arsyad (2013:50) defines that movie interpreted as view of image in frame that projected by projector lens mechanically, so that generate the picture seen as real as on screen. Movies are produced by recording image from the world with cameras, or by creating images using animation techniques or special effect.

There are several types of movie, as Bordwell and Thompson (2008) defined the types of movie of film as follows.

a. Documentary Movie

A documentary movie supports to present factual information about the world outside the movie. As a type of movie, documentary presents themselves as factually trustworthy. There are two types of documentary movie according to Bardwell and Thompson, they are:

- 1) Compilation movie: produced by assembling images from archival sources.

2) Direct cinema: recording an on going event, as it happens with minimal interference by the filmmaker

The example of documentary movie is Cinema vérité. It is a type of documentary film that includes no narration; the camera simply follows the subject. One famous example of such a film is *Don't Look Back*, a biography about [Bob Dylan](#)'s tour of the UK in 1965. The "Ken Burns" style, named after the director who popularized the format, often includes narration of written documents from a historical period, with music and images shown on screen to help the past come alive for the audience.

b. Fictional Movie

Fictional movie presents imaginary beings, places or events. However, even the type is fictional, that does not always mean that it is completely unrelated actuality. For one thing, not everything shown or implied by the fiction films needs to be imaginary, a typical fictional film stages its events. In a fictional film the agents are portrayed or depicted by an intermediate, not photographed directly in documentary. Examples of fiction movie include *To Kill a Mockingbird* by Harper Lee, *A Tale of Two Cities* by Charles Dickens, *1984* by George Orwell and *Pride and Prejudice* by Jane Austen.

c. Animated

Animated movie are distinguished from live-action ones by the unusual kinds of work that are done at production stage. Animation movies are not be done continuously filmed outdoor action in the real time, but they create a series

of images by shooting one frame at a time. Examples of animated movie include *Pinocchio* (United States, 1940), *Animal Farm* (United Kingdom, 1954), *Lucky and Zorba* (Italy, 1998), and *The Illusionist* (British-French, 2010), *The Lion King* (US, 1994), *The Prince of Egypt* (US, 1998), *Akira* (Japan, 1988),^[33] *Spirited Away* (Japan, 2001), *The Triplets of Belleville* (France, 2003), and *The Secret of Kells* (Irish-French-Belgian, 2009).

2. Advantages of Movie

Watching movie brings benefits to its viewers, especially for students.

Harmer (2001: 282-283) states that there are many reasons why movie (film) can be used in language learning. The advantages of using movie are:

a. Seeing Language-in-use

When using movie, students do not just hearing language, they see it too. This greatly aids comprehension, for example; general meaning and moods are often conveyed through expression, gestures, and other visual clues. Students can imitate some expressions or gesture in spoken language.

b. Cross Cultural Awareness

A movie uniquely allows students beyond their classroom. This is especially useful if they want to see, for example, typical British “body language”

when inviting someone out, or how American speaks to waiters. Movie is also of great value in giving students a chance to see such thing as what of food people eat in other countries, and what they wear. They not only learn about language, but also they can learn about culture of another country.

c. The Power of Creation

When students make their own movie as media in teaching and learning process, they are given potential to create something memorable and enjoyable, so students will be enjoyable in learning activity.

d. Motivation

For all of the reasons so far mentioned, most students show an increase level of interest when they have a chance to see language in use as well as hear it. It can motivate students in teaching learning process.

In addition, according to Twyman and Whitney (1999) as cited in Saputra's thesis explains as follows:

a. To Entertain

Film is popular for human being as entertainment. Many people prefer watching film to relieve their stress.

b. To Educate

Movie can be used to support in education. As media audiovisual, movie can help the students to accept their material in school or campus. By watching

English movie students able to learning language, able to improve knowledge, rich the information, etc.

c. To Inform

Movie gives the useful information for people. It also gives the information to other country about cultures, politics, socials, economic, governments, history, etc.

Gebhardt J. (2004:2) believes if movies bring many advantages. There are as follows:

Movies are popular and have universal appeal across cultures, providing current language usage.

- a. They present visual context in which the dialogue take place, action accompanying speech.
- b. They show gestures, facial expression and other body language appropriate to the dialogue.

From the explanation above, movie has many advantages to people, especially for students. So, the movie can be a good media for them. It can help them more easy to study. Because they can be motivated and they are many advantages to them. So the student can use it to improve their skill.

3. Disadvantages of Movie

Movie also has several disadvantages. Heinich (1959) mentions the disadvantages of films or movies as follows:

a. Fixed Pace

Although projectors and video players can be stopped and sequences replayed, this is not usually done in group showings, nor would it be practical try cater to individual need in this way. The program runs at a fixed pace, some viewer likely to be falling behind while others are waiting impatiently for the next point.

b. Still Phenomena

Although film and movie are advantages for concepts that involve motions, they may be unsuitable for the topics where detailed study of a single visual is involved, for example, a map, a writing diagram, or an organizational chart.

c. Misinterpretation

Documentaries and dramatization often present complex or sophisticated an issue. A scene intended as satire might be accepted literally by a young or native viewer. A villain maybe taken as hero. Some students (and parents) have misinterpreted the speculations of a troubled mind as being the attitude of the films maker toward all the characters who involved in the story.

C. Review of Previous Studies

Previously, the writer reviews some previous studies which have a correlation with this study in order to avoid unnecessary replication. They are useful for the reference and comparison to the researcher's study since they have similar topic with the study. The previous studies give links between frequency on watching English movie and translation skill.

The first previous study is "*The Correlation between Student's Habit in Watching English Movie and Vocabulary Mastery at The Second Year of SMAN 1 Anggeraja*" by Zainuddin (2016). His study resulted in that there was a positive correlation between students' habit and vocabulary mastery in watching English movie. The correlation coefficient is 0,776 and the critical value of r table is 0,339. It means that the correlation is significant since the correlation coefficient is higher than the critical value.

The second study is entitled "*The Correlation between Students' Vocabulary Mastery and Their Translation Ability of The Second Year Students of Senior High School*" by Novikasari (2011). Her study resulted in that there is a correlation between the students' mastery of vocabulary and their translation ability. The correlation is positive since the higher students' mastery of vocabulary, the higher their translation ability. In addition, the correlation is significant because the correlation coefficient (0,749) is higher than table value (0,391).

The third study is entitled "*The Correlation Between Students' Habit In Watching English Movie And Their Vocabulary Mastery At Mts Islamiyah Ypi Batang Kuis In 2016/2017 Academic Year*" by Suci Ramadayanti Gultom (2017).

It can be seen the tcount is 5,36. It can be confirmed to the t distribution table where value on $N = 29$ and the real level $\alpha = 0,05$ is 1,70. Because the t count (5,36) is higher than t table (1,70), so there is a significant correlation between students' habit watching English movie and their vocabulary mastery.

The fourth study is "*Correlation Between Frequency of Watching English Movies and Vocabulary Mastery of The Second Grade Students of MAN 1 Semarang In The Academic Year Of 2011/2012*" By Arif Rahman (2012). The Finding is any correlation between students' frequency of watching English movies and students' vocabulary mastery of the second grade students at MAN 1 Semarang in the academic year of 2011/2012. It can be proved with the result of r of product moment coefficient value that has been gotten ($r_{xy}=0.584$) is higher than r of table coefficient value either 5% table coefficient value ($r_t=0.244$) or 1% table coefficient value ($r_t=0.317$).

The fifth study is "*The Correlation Between students' Habit in Watching Movie and Listening Skill*" by Usman Abdullah and Indah Fadhilah Rahman (2017). The result of coefficient correlation between two variables was 0,444. That result indicated that there was moderate correlation between students' habit in watching English movie and their listening skill. This statement was proved based on the result r_x was higher than r_t ($0,444 \geq 0,306$ in significant level 5%).

The sixth study is "*Correlation Between Students' Habit in Watching English Movie and Their Vocabulary Size*" by Galant Jodie Pratama, Ari Nurweni and Huzairin (2015). The study resulted there is a correlation between students'

watching English movie habit and their vocabulary size. That was shown by the coefficient correlation which was higher than critical value of r table (0,554 is bigger than 0,449).

The seventh study is "*The Correlation Between Frequency of Watching English Movies And Vocabulary Mastery*" by saiful, Hamid Ismail Abdullah and Rina Asrini Bakri (2019). The study resulted there is a correlation between students' watching English movies and their vocabulary. But the correlation between the students' frequency in watching English movies and the students' vocabulary mastery is low correlation. It is shown by the value of r-test 0,358

The eight study is "*The Correlation Between Students' Habit in Watching English Movie and Vocabulary Mastery at The Sixth Semester at English Education Study Program in Muhammadiyah University of Metro*" by Eva faliyanti and Mira Arlin (2018). There is positive correlation between students' habit in watching English movie and vocabulary mastery at the sixth semester at English education study program in Muhammadiyah University of Metro Academic Year 2017/2018. It can be seen that the value of coefficient correlation index (r_{xy}) = 0,798 is more than 0,000. It means that there is positive correlation. It is proven by the result of the calculation that *robserve*d is 0,798 and *rtable* is 0,320 in criterion 1 and 0,413 in criterion 2. It shows that *robserve*d is higher than *rtable*. The correlation between students' habit in watching English movie and vocabulary mastery at the sixth semester at English education study program in Muhammadiyah University of Metro Academic Year 2017/2018 is high.

The other study is entitled “The Correlation between Students’ Vocabulary Mastery and Their Translation Ability of The Second Year Students of Senior High School” by Novikasari (2011). Her study resulted in that there is a correlation between the students’ frequency of watching movie and their translation ability. The correlation is positive since the higher students’ watching of movie, the higher their translation ability. In addition, the correlation is significant because the correlation coefficient (0,749) is higher than table value (0,391).

The other study is “The Correlation Between Students’ Frequency of Watching Movie and Their Translation Skill Ability at The First Semester of The Eleventh Grade of MAN 2 Bandarlampung in Academic Year Of 2017/2018” by Anggi Yogi Saputri (2017). Her study resulted in that there is a correlation between the students’ frequency of watching movie and their translation skill. It means that H_a was accepted and H_o was rejected because $\text{Sig (P Value)} = 0.000 < \alpha = 0.05$. Based on this research, it was suggested that to have a high frequency of watching movie, the students should have a good of their translation skill.

Referring to the previous study above, the writer used English Department Students as sample of the study. It is realized that guessing meaning is suitable for them, based on their language level. Furthermore, this research is different from the previous studies above because that both of researcher used Senior High Students as sample, meanwhile the writer use college students as sample.