

CHAPTER II

REVIEW OF RELATED LITERATURE

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

A. General Concept of Translation

1. Definition of Translation

Translation is the activity of transferring language from the source/origin language into the target language. 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". Susan Bassnet (1996:2) point out that,

What is generally understood as translation involves the rendering of source language (SL) text into target language (TL) so as to ensure that (1) the surface meaning of the two will be approximately similar and (2) the structures of the SL will be preserved as closely as possible but not so closely that the TL structures will be seriously distorted.

Another, Nida (1969:12) states that translation consist of reproducing in the receptor language the closest natural equivalence of the

source language message, first in terms of meaning and secondly in terms of style. This means that translation is applying someone's ability through transferring the meaning of source language into the target language both written and oral. Translation activity is not only about changing the meaning of a source language into target language but also the learners as a translator also must understand and pay attention to the meaning of vocabulary use.

2. Process of Translation

Nida and Taber in Basuni (2010:19) states that translating process indicated and seen to undergo three phrase as follows:

1. Analysis of the source language message.
2. Transferring the result of analysis into the similar message in the target language. It happens in mind.
3. Restructuring the transferred message into good language.

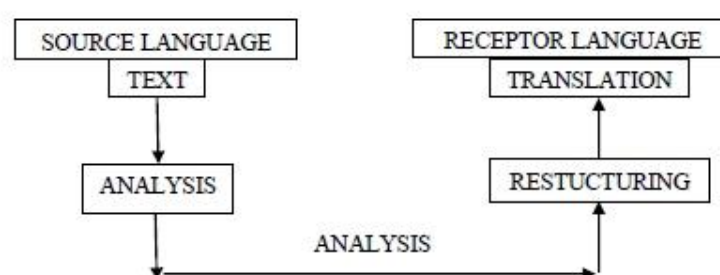


Figure 2.1 Nida's Diagram in the Process of Translation (Nida in Bassnett,2002:25)

Robinson (1997:81) summarized Weick terms that the activity of translation, the enact-select-retain cycle must be formulated as *translate*, *edit*, *sublimate*:

1. *Translate*; act; jump into the text feet first, translate intuitive
2. *Edit*; think about what you have done; test your intuitive respond against everything you know; but edit intuitively too, allowing intuitive first translation to challenge (even successfully) a word reasoned principle that you believe in deeply; let yourself feel the tension between intuitive certainly and cognitive doubt, and do not automatically choose one over the other; use the act-response-adjustment cycle rather than rigid rules.
3. *Sublimate*; internalize what you have learned through this give-and-take process for later use; make it second nature; make it part of your intuitive repertoire; but sublimate it flexibly; always be needed “to doubt, argue, contradict, disbelieve, counter, challenge, question, vacillate, and even act hypocritically”

3. Types of Translation

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

1. 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.

2. 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

3. 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.

4. Strategies of Translation

Strategies are needed for translating sentence. Pinchuck (1977: 188), as quoted in Rizqiyyah (2009), defines translation strategies as the technical devices used to transfer the meaning of a text in one language into another language. The strategies can be seen as follows:

1. Transcription

It means rendering the sounds of an Source Language (SL) into a Target Language (TL) form.

2. Transliteration

It is the process of rendering the letters of one alphabet into the letters of another into a different alphabetical system.

3. Borrowing

Many types of borrowing are made from one language to another. A strategy often used when TL has no equivalent for the SL units is to adopt them without change but sometimes with spelling or pronunciation adjustments.

4. Literal

Wills in Basuni (2010:35) states that literal translation is word-by-word rendering or translation where it does not break the rule of TL. This presupposes a kind of interlingual synonymy. For examples, “three pencils” in English is translated to be *tiga pensil* in Bahasa Indonesia.

5. Transposition

This is one of the most common strategies in translation. It involves replacing a grammatical structure in the SL with one of a different type in the TL in order to achieve the same effect. For instance, a compound “keyword” in English is translated as *Kata kunci* (*Phrase*) in Indonesian.

6. Modulation

Modulation entails a change in lexical elements, a shift in the point of view. Transposition and modulation may take place in the same

time. For example, *loan* in English is translated as *hutang* or *piutang* in Bahasa Indonesia.

7. Adaptation

This strategy is used when the others do not suffice. It involves modifying the concept, or using a situation analogous to the SL situation though not identical to it. For example, *take a bath* in English is translated into *mandi* in Indonesian.

B. General Concept of Movie

1. Definition of Movie

Movie, also known as film is a story as a set of moving image and sound. According to Hornby (2006:950) movie means a series of moving picture recorded with sound that tells a story, shown at cinema/movie. While, 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.

Eliab in Rahman (2012:11) states that analyzing movie the first thing is to understand the elements of movie. The elements are story, character, theme, setting, and style. A good story is the basis for most successful films. It has a very clear beginning, middle, and end. The best way to organize the telling of a story is through proper balance of suspense and action.

A character is a person that created by movies' creator or sometimes events an animal who takes part in action of story. The character in the story is classified into two. They are main character and supporting character. The main character is the character that has many scenes on the story. Meanwhile, the supporting character is character that supports and helps the main character on the story.

Theme is main concepts and idea that underlies the story. Theme is revealed through the values of the character when confronting obstacles and resolving conflict in pursuit of their goal. It can be considered as the foundation and purpose of the story because without purpose the story will be trivial.

The setting refers to all of the information about the place, time and situation of the movie. The setting can be classified to be two kinds. There are physical setting and social setting. The physical setting is setting that can be understood by using sense, such as time and place. The social setting is setting that describes about the situation, lifestyle, culture, language of the society.

Style refers to genre of movie. There are some of genres in the movies, such as:

a. Action movie

It is a film genre in which one or more heroes are thrust into a series of challenges that require physical feats, extended fights and frenetic chases.

b. Comedy movie

It is a genre of film in which the main emphasis is on humour. These films are designed to elicit laughter from the audience.

c. Drama movie

It is a film genre that depends mostly on in-depth development of realistic characters dealing with emotional themes.

d. Horror movie

It is a film genre seeking to elicit a negative emotional reaction from viewers by playing on the audience's primal fears.

e. Musical movie

It is a film genre in which songs sung by the characters are interwoven into the narrative, sometimes accompanied by dancing.

2. Types of Movie

There are several types of movie, as Bordwell and Thompson that was cited on Retno Ayu's thesis defined the types of movie of film as follows.

a. Documentary Film

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

1. Compilation films: produced by assembling images from archival sources.

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

b. Fictional Film

A fictional film 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.

c. Animated Film

Animated films are distinguished from live-action ones by the unusual kinds of work that are done at production stage. Animation films 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.

3. The 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:

1. 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.

2. 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.

3. 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.

4. 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 as cited in Saputra’s thesis explains as follows:

1. To entertain

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

2. 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.

3. 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.

From the explanation above, movie has many advantages to the students that are helping students in seeing language-in-use; increasing their awareness and creation; and also motivating them. Considering this advantages, movie can be a good media for students.

4. The Disadvantages of Movie

Movie also has several disadvantages. Heinich in Saputra (2014: 39-40) 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 naive 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.

d. Cost

Movie has become an expensive medium, both for the software and the hardware.

e. Logistics

Movie must be ordered well in advance of their intended use.

C. Review of Previous Studies

Previously, the writer reviews some previous studies which have a correlation with this study in order to avoid unnecessarily 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 link is obtained by combining two studies into a new one.

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 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’ 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).

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.