

## **CHAPTER 1**

### **INTRODUCTION**

This section provides the background of the study. This section is separated into five parts: first, background of the study that discussed why this is important to complete, the gap and novelty. Second, problem formulation which is the research question. Third, operational definition or the context of terms that used in this study. Fourth, research aims that is the focus of the research and the last one is research significance, that discusses the significance of this study.

#### **1.1 Background of the Study**

The rise of digital media allows TV and movie productions to be shown with a diverse range of subtitles in a variety of languages. There is a significant demand for skilled subtitle writers who can work in a variety of language combinations in this specialized media. Even for those who have no interest to work in the media. Subtitling is a unique instrument for language acquisition since it combines aural, visual, and written skills (Church et al., 2007). However, due to the expense and lengthy training, the use of subtitles was a bit limited. On the other hand, this does not mean much for students majoring in the English education Department at one of the Universities in Tasikmalaya, wherein in one of the courses, students are required to be able to make subtitles, which is one of the assignments they must fulfill. They have been trained in several courses that support them in making subtitles, such as intersemiotic translation and translating and interpreting courses.

The courses referred to above is translating and interpreting. This course discusses the principles of translating and interpreting. Subtitles, which are a branch of translation science, or we call it Audio Visual Translation (AVT), are also discussed in this course. According to Kendenan (2019), because of the significant contribution of subtitling to global interaction, additional discussion on linguistics and technical limits is still required. Subtitling has its own set of difficulties in the translating process. Therefore, those difficulties were a unique journey for those who make subtitles. Moreover, in this research, the researcher

is interested in exploring the students' subtitling process to find out what their experiences are in making subtitles for animated movies.

Animation movies were used in this research because not only it is one of their assignments, and the genre of the movie was animation, but also the animation movies according to Lin and Tseng (2012) stated this genre of movie can make it easier for students to do their assignments because of its attractive visual appearance so students do not get bored easily. An animated movie is a way of picturing a figure by relying on the ability to sketch and imagine (Church et al., 2007). For students, an animated movie can help them understand and remember unfamiliar words and story meanings. Lin and Tseng (2012) discovered that learning difficult words with text-based definitions and videos was more efficient than learning them with text-based definitions and pictures or text-based definitions alone. It can be said that animated movies are the right medium to use to stimulate students' learning motivation. Therefore, researchers studied students who used animated movies as a medium because of it several benefits.

Previous study related to the topic was conducted by Kendenan (2019), entitled "A Study of Students' Subtitling Project on "Ambilkan Bulan." Movie. This research examined how student subtitles practice translating the Indonesian movie "Ambilkan Bulan" into English. The data were gathered from students' translations in the Subtitling class and descriptively analyzed to identify the strategy used by students based on Gottlieb's ten subtitle strategies and the common technical constraints they faced. The findings show that students use all these strategies with varying frequency and linguistics-related problems. The most common strategy is transcription, but students still struggle with the technical aspects of cueing duration, rhythm, and subtitle division. The study above is focused only on the students' strategies while making subtitles. Therefore, to complete the shortcomings, this research aim does not focus on the strategies but focuses on the students' experiences while making subtitles of animated movies. The use of technology has also been highlighted in the previous research. In this research, the participants did not use any subtitling

softwares to help them during the subtitling process. Animation movies were also used in this research rather than other movies. It also became a gap where, in the previous study, the researcher did not use movies with animation genres.

## **1.2 Formulation of the Problem**

Based on the background of the study, the researcher addresses the following question, “What are the students’ experiences in making English subtitles of animated movies?”.

## **1.3 Operational Definitions**

To avoid misconceptions about the terms used in this research, the researcher provides definitions, such as

- 1.3.1 Subtitle** : Subtitles are brief renderings of a movie conversation indicating their basic idea through the written text presented in the movie, usually at the bottom of the screen. In this research, the subtitle is one of the student's assignments in translating and interpreting courses at one of the universities in Tasikmalaya.
- 1.3.2 Subtitling Process** : Subtitling is the process of creating synchronized subtitles for dialogue in the movies. Therefore, in this research, the participants did the subtitling process as one of the assignments in the translating and interpreting course at one of the universities in Tasikmalaya.
- 1.3.3 Animation Movie** : Animation movies are movies with an animation genre of thirty minutes and are used as a medium to create subtitles by participants in this research as one of

the assignments from a translating and interpreting course at one of the universities in Tasikmalaya.

#### **1.3.4 EFL Students' Experiences**

: English as a Foreign Language (EFL) refers to non-native speakers studying English in countries where English is not the dominant language. Meanwhile, students' experiences are the students' experiences in engaging in making subtitles on animated movies. EFL students' experiences related to the student's assignment in translating and interpreting course at one of the universities in Tasikmalaya.

#### **1.3.5 Translation Course**

: This course provides translation and interpreting as a concept, principle, and practice, as well as a skill set. This course is one of the stages in the 4th semester of the English Education Department at one of the universities in Tasikmalaya.

#### **1.4 Aim of the Study**

The present study aims to explore the students' experiences in making subtitles for animated movies in translating and interpreting course at one of universities in Tasikmalaya.

#### **1.5 Significances of the Study**

##### **1.5.1 Theoretical Used**

This research will add to the theory and knowledge of students' experiences making subtitles for animated movies.

##### **1.5.2 Empirical Used**

This research provides empirical insight into the researcher regarding the students' experiences in making subtitles of animated movies.

##### **1.5.3 Practical Used**

Students can use the findings of this research to implement learning strategies from student's experiences that are appropriate for their situation.