CHAPTER I

INTRODUCTION

This chapter discusses: (1) background; (2) problems of the study; (3) objectives of the study; and (4) significance of the study.

1.1 Background

Hollywood has released so many box office films. Such Hollywood films recently released are: *Transformers: The Last Knight*, *Cars 3*, *Annabelle: Creation*, and *It*. Every year the viewers wait for the release of films, such as prequel, sequel, or a new film that they have waited for so long. For the rise of interest of people to watch a movie, ordinarily people crowd the cinema.

Indonesian usually prefers to watch imported film. The number of viewers for imported film, especially the Hollywood, far above the number viewers of national film. It could even be said imported films occupy cinema in the whole archipelago (Kompas, 2015). It can be proved in 2015, Hollywood film hold the market share 80% of the total cinema in Indonesia. While up to the mid 2016, the market share for Indonesian film was only 30% (Lestari, 2016). People spend their leisure time by watching films. Those who watch film have their own aims, as entertainment, education, inspiration, knowledge, and challenge for them.

Apparently, film is useful for education, because film is one of many kinds of instructional media. It is used as media for teacher to facilitate learner to reach objectives of a subject.

Types of instructional media such as real objects and models, printed texts (books, handsout , worksheets), printed visuals (pictures, photos, drawings, charts, graphs), display boards (chalks, bulletin, multipurpose), interactive whiteboards, overhead transparencies, audio (tape, disc, voice), video and film (tape, disc), television (live), computer software, and the web (The Florida State University, 2011, p.103).

As Harmer (2011, p.134) said as language teacher, the using a variety of teaching aids is needed to explain language meaning and construction, engage students in a topic, or as the basis of a whole activity. Instructional media can be used to connect theories taught in the classroom with real world events and policies (Priscah & Omenge, 2016, p.7).

Using media is very useful for teacher and learner. As Naz & Akbar (2008, p.35) stated instructional media for learning-teaching process provide with the tools to engage learners powerfully in the learning process. Ministry of National Education (2009, p.3-4) explained the reason why teachers should apply media in teaching - learning activities, such as: instructional media can solve the lack of the learners' experiences, create the possible direct interaction between the learners and their environment, learners' motivation arouse by using media in learning, and media integrated the experience from the concrete things to the abstract ones.

Consider that instructional media has many benefits for both teacher and learner, then it is hoped that teacher maximize the use of instructional media in the class.

Film is an 'expressive audiovisual process' with a language of its own, one which is extremely complex and highly evolved while at the same time seeming

'obvious' or 'transparent' (British Film Institute, 2016, p.13). Mishan (2005, p.216) define film as the one that is designed to appeal most directly and fully to our emotions and also the one most clearly entrenched in learners' minds as a medium of entertainment. Watching films in English have many implication for education, especially in increasing the four skills, such as:

> It is a perfect way to get used to hearing native speaker talk to each other. Hearing native speak will also help speaking skill, especially fluency. The cast of the film indirectly teach the viewers how to link words together, how words are pronounced, and where to put intonation on certain words and sentences. If English subtitle is used, the viewers will be able to see how the words are written, and also learn the grammar usage. By reading the subtitle, the viewers are trained to read in order to comprehend the story of the film. Many new words and phrases, especially idiomatic expressions, colloquial expressions, and slang most founded in the film, that often do not find in books (Bloomsbury International, 2013).

A great advantage of video materials and films is that they provide authentic language input, as film is usually made for native speakers. Khan (2015, p.47) believes that using films in the ESL classroom present students with instances of English used in "real" situations outside the classroom, specifically interactive language – the language of real-life communication. Moreover, the integration of movies in the EFL/ESL classes can also improve the students' academic writing skills (Baratta & Jones, 2008, p.32). Solomons (2011, p.28) a creative director, argue that film matters because it has the power to connect us to a world outside of our own, even if the only travelling we do is from our sofa.

Hollywood films spreads in all parts of the world including Indonesia. Indonesia does not use English for communication in daily life, so language

transfer is involved to facilitate people's comprehension about the source language (SL) of one film into the target language (TL). As Munday (2008, p.5) said that the process of translation between two different written languages involves the translator changing an original written text (the source text or ST) in the original verbal language (the source language or SL) into a written text (the target text or TT) in a different verbal language (the target language or TL). Therefore, it should be translated in order that people understand the idea, plot, and message delivered by the film.

As cited in Baker and Saldanha (2011), interest in the history of translation has been growing steadily since the early 1990s. Despite the growing volume of literature on translation history since the early 1990s, there have been few attempts at reflecting on how and why the history of translation should be researched and documented. Scattered individual articles have appeared, more often asking questions such as 'what is the history of translation?' than answering them, or simply calling for more studies. The one salient exception is Pym's *Method in Translation History* (1998). Pym argues that a history of translation should focus on translators rather than texts, address the social context and be relevant to the present. He gives concrete and detailed advice on how to locate, compile and interpret the material necessary to achieve those aims. Woodsworth (1998) provides a comprehensive overview of developments up until 1995; this entry focuses on developments from 1995 onwards.

The process of transferring language from source language into target language in the film is called subtitling. Subtitling presents the translated and

source languages simultaneously, but it transforms speech into writing without altering the source sound track, that appears over the image is that of the source language (Schirmer Encyclopedia of Film, 2016). Furthermore, subtitle is a written language of the spoken language at the center bottom of the screen during the scenes of a film. The aim of subtitle is to make easier for people to comprehend idea, plot, and message which makes the equivalent between SL and TL. Although Armstrong (2005, p.44) admits that no very close equivalent is available, but the translator needs to seek a solution, probably situated on a different linguistic level compared with the SL, in order to produce an effect on the reader of the TT that should be as close as possible to that produced on the reader of the ST.

When translating SL into TL, the translator may encounter difficulty in translating words or sentence that have weird meaning or can not be translated word by word. That is called idiomatic expression. Idiomatic expressions are described as fixed expressions, i.e., as phrases or sentences whose figurative meaning is not clear from the literal meaning of their individual constituents (Abel, 2003, p.329). Idioms are numerous and repeatedly occur in the English language. McCarthy & O'Dell (2010, p.6) said idioms are fixed combinations of words whose meaning is often difficult to guess from the meaning of each individual word. Idiomatic expressions have a great extent use in everyday life, and they are frequently used in a variety of situations, from friendly conversations, films, and business meetings to more formal and written context. As Kelly (2014) said that many of the English idioms that a person may hear

spoken in America actually came from the movies. Thus, it can be concluded that idiomatic expression is a daily life expression that has its own meaning, so it can not be translated word by word.

Translating idiomatic expression is one of the most difficult tasks for translators. The main problems consist in recognizing an idiom, understanding it, and distinguishing idiomatic from non-idiomatic usage (Meryem, 2010, p.4). Similarly as Thyab (2016, p.108) state the difficulty that non-native speakers of English Language might face in realizing and understating the meaning of idioms, understanding idioms and knowing their actual meaning. According to Straksiene (2009, p.15), one of the main difficulties for the translator may be lack of equivalence in the target language. If the translator is not able to translate the idiomatic expression clearly, then viewers will fail to comprehend the film.

The topic "An Analysis of Idiomatic Translation Used in the Subtitles of The Secret Life of Pets" was chosen because in watching film, viewers tend to be confused to get the point of a scene when they find idiomatic expression. The viewers need time to understand the word which quite unfamiliar or totally new for them. It is because the translator does not meet the equivalence when transferring the source language into target language, at least a good translation in the subtitle can help them to get the meaning. By analyzing the English idiomatic expression, the researcher wants to give the form and meaning of the idiomatic expression found in the film subtitle. This topic is very important to help

Indonesian learners in studying English as a foreign language especially idiomatic expressions.

In this case, the film with idiomatic expression translation that would be analyzed is animation film entitled *The Secret Life of Pets*. This film is distributed by Universal Pictures, which was released in August 2016. There is no age limitation to enjoy this film, since the genre of the film is animation, adventure, comedy, family. Animation film was chosen because is suitable to be watched by the students in term of age appropriately. This film was chosen to be analyzed because The Motion Picture Association of America's (MPAA) film-rating system for this film is rated PG – Parental Guidance Suggested (filmratings.com). Consider that in this film violence, sexuality, and discourtesy were not found, so this film is suitable to be learning media for students to learn idiomatic expression. As King (2002, p.6) advice for selection criteria of choosing film for students, the appropriateness of content and the comfort level of students need to be taken into account in the selection process. Films with explicit sex, gratuitous violence and excessive profanity should probably be ruled out. Further, King (2002, p.6) explain choosing films that are age-and culture-appropriate and suitable for both genders is also important. Additionally, this film is recently released, there has never been a research that use this film as a research object. The viewers will spend their 87 minutes for watch a story about pets that act very cute when along their owner, but inversely, when they are alone their life is shocking.

For the subtitle that the researcher analyzed, was from subscene.com – a database of subtitles for international film viewers. The researcher downloaded both English and Indonesian subtitles from this website. Lee (2017) in article entitled "The 3 Best Subtitle Sites for Your Movies & TV Series" put *subscene* in the first position. Additionally, Suliman (2013, p. 3) claim that the subtitles from the website match perfectly with the conversation and the image flow, it makes subscene.com as a valid and reliable source of the primary data.

1.2 Problems of the Study

Based on the background, the research problems are consist of these following questions:

1. What classifications of idiomatic expressions are found in *The Secret Life of Pets*?
2. What is the most dominant classification of idiomatic expressions in *The Secret Life of Pets*?
3. What strategies of translating idiomatic expressions are used by the translator in the subtitle *The Secret Life of Pets*?
4. What is the most strategy used in translating idiomatic expression in *The Secret Life of Pets*?

1.3 Objectives of the Study

From the problems above, objectives of this study are:

1. To find out the classifications of idiomatic expressions in *The Secret Life of Pets.*
2. To identify the most dominant classification of idiomatic expression in *The Secret Life of Pets.*
3. To find out the strategies of translating idiomatic expression used by the translator in *The Secret Life of Pets.*
4. To identify the most strategy of translating idiomatic expression used by the translator in *The Secret Life of Pets.*

1.4 Significance of the Study

This study is expected to give benefits to some parties. For the researcher, this study is hoped to broaden knowledge about the translation of idiomatic expression in the film subtitles. This film can be source of learning idiomatic expression for the students, because the more idiomatic expression students know, the more native-like their language will sound and they are fond of watching to enrich their skill about English. For the teacher, this film can be teaching media to their student learning about idiomatic expression. For other researchers, this study is aimed to be one of the references for further study about translation of idiomatic expression. And this study also have implication for people who want to try to be a translator, they can get information, and apply strategies of translating idiomatic expression.