CHAPTER I
INTRODUCTION

The Background of the Study
Videos, as a form of multimedia technology, allow contextual clues to be offered. It is believed to be able to stimulate and motivate students’ interest in the learning process (Behen, 2006). This belief is line with Arthur (1999) who claim that videos provide authentic and real model to be imitated and provides cultural awareness of the target language. In addition, many researchers have suggested the benefit of using video in supporting foreign language learning (Herron, Hanley, & Cole, 1995; Arthur, 1999; Cakir, 2006; Kitajima & Lymann-Hager; Winke, Gass, & Sydorenko, 2010). Along with development of video available in this digital world, some interesting features of video are also provided. One of these interesting features embedded in the video is caption. Caption refers to the text appears on the screen transcribing the soundtrack in the same language (Markham, 1999). It was originally developed for hearing-impaired people to assist them accessing the information provided in the video. As the development of information and technology increases, more videos; including movies, video clips, documentaries or personally uploaded videos have now included the caption on their presence. And these kinds of videos are available in various sources. They may be attained from the internet, YouTube, DVDs, or Viewpoint.

The accessibility of these captioned videos has then attracted some educators and researchers to bring captioned videos in classrooms practice. It has also been experimented by some researchers in investigating the potential benefit of captioned video for foreign language learning. For example, Danan (2004) found that captions embedded in videos facilitated language learning by helping learners visualize what they hear, especially if the input is slightly beyond their linguistic ability. It was also believed that the visualization provides contextual cues to the
viewers. In addition, this contextual cues will assist learners in understanding the new vocabularies more easily (Markham, 1999). For that reason, captioned video was assumed as an alternative media of teaching that can help foreign language learners in increasing their comprehension (see; Borras & Lafayette, 1994; Garza, 1991; Markham, 1999; Danan, 2004). This supports the fact that comprehension is the first crucial aspect in translation in which this research is dealing with.

Given the fact that captioned video provides not only textual but also audio visual properties, it was reasonable to implement those properties in bridging learning process in translation program. Those properties ensure more supports in understanding meaning of the source language since understanding appropriate meaning in a language is required in a translation process (Bassnett, 2002). This process requires the translators to have good comprehension toward the source language in order to be able to render the intended meaning of the source language text. It is in accordance with the statement that defines translation as “a rendering meaning activity of a text into another language in the way that the author intended the text” (Bassnett, 2002, p. 5). In addition, to understand the appropriate meaning, a translator needs to know what the real context is (Nida, 2001). This demand on comprehension and the knowledge on the context in translation is considered available in the captioned video.

The aforementioned discussion on captioned video and translation are two things, among others, that inspired the researcher to carry out the current research on the use of captioned video in translation teaching. In the context of this research, the benefit of using captioned video will be measured through the students’ translation quality. This research was also in accordance with Davies (2004) who inquired “whether or not translation can be taught? And how this should be done?” (p. 25). Those two questions demand the answer as the challenge for translation trainers and educators to find out the appropriate practice and procedure in carrying out the translation program. Hence, this research attempts to see the benefit of using multimedia technology, captioned video in particular, in
translation teaching. It was also believed as Chesterman (2000) claims, like any other skill translation can be learned. It now depends on the teachers and the instructors in designing appropriate teaching practice and learning sources to be applied in the classroom setting. The finding of the current research is expected to prove the potential benefit of using captioned video in translation teaching and may eventually provide alternative in designing translation teaching program. This consideration is also supported by Bartrina and Espasa (2004) stating that translation training program call for as many teaching alternatives as possible to be implemented in the learning process.

The Problem Statements
Considering many issues regarding the need of a new insight of translation teaching, the present study attempts to integrate the potentially beneficial learning procedure in translation. As what has been previously pointed out in the previous section, captioned video offers new directions and enrichment in translation teaching. Therefore, this study tries to address the following question: can the use of captioned video in translation teaching improve students’ translation quality?

The Objectives of the Study
Referring to the stated research question, it can be deduced that this study is aimed to find out whether captioned video can improve students’ translation quality.

The Scope of the Study
This study focuses on the implementation of captioned video in translation teaching. The main focus is on the translation as a learning tool in foreign language learning. In other words, the study deals with process-oriented translation teaching. In addition, since there are many kinds of videos available for teaching, this research will limit the study on the captioned video that refers to the video consisting on screen text along with the video as learning sources in translation.
It also has to be made clear that in this study, the learners are not trained to be able to produce caption, instead they were exposed to the captioned video in teaching learning process as they are supposed to improve their translation quality. Furthermore, the translation process during the teaching learning activities are not fully translating the caption, instead they are practicing translating through the language fragmented design hierarchically from word level into above word level and grammatical complex level.

**Significance of the Study**
Translation as an academic and professional field requires as many as valuable inputs to develop its practice. It may be considered as a young discipline (Bassnett, 2002). However, it offers challenges for those who are concerned with this problem. Henceforth, the current study is expected to give the following contributions:

1) Theoretically, to enrich and add up the existing literature on the use multimedia technology, captioned video in particular, in translation teaching; due to the fact that translation teaching may be considered as ‘new’ branch of language study (Bassnett, 2002; Anderman & Rogers, 2000).

2) Practically, to introduce the integration of captioned video as part of the multimedia technology in translation teaching practice. In this case, for teaching practitioners the current research suggests the integration of readily available teaching resources that can be obtained from the internet or television program into classroom teaching.

3) Professionally, to prepare students with a life skill of translating which has increased in demand of market service and to equip them a good learning tool in foreign language learning. As translating is inevitably needed in globalization setting requiring the information exchange from different language speakers across the world. The demand for translation and translator will be more promising as professional careers.
4) To provide a new insight for educational policy makers in accommodating more advanced and available source of language learning.

Definition of Key Terms

In order to clarify the frequently used in this study, it is necessary that the author provide the definition of the key terms. It is aimed to help those who may concern to this study understand the important concepts. To that end, the clarifications of the key terms are presented as follows:

(1) Caption refers to the text appears on the screen transcribing the soundtrack in the same language (Markham, 1999)

(2) Translation quality is defined as the criteria used in determining acceptability and appropriateness of translated texts and laying out specific expectations for approved translation products (Riazi, 2003; Beeby, 2000)

(3) Equivalence according to Pym (2010b) is the idea that one language could have the same value when it is translated into another language

Organization of the Thesis

The thesis starts with Chapter One, which provides the background, the problem statements, the objectives, the scope, the significance the definition of key terms and the organization of the thesis. It is then followed by Chapter Two, which provides some rationales and, at the same time, reviews several different points of view relate to the concept of translation competence and captioned video before summarizing and choosing one of the viewpoint that the researcher took as the basis for the whole thesis. In Chapter Three, the author provides the step-by-step explanation related to the research Method and design. Chapter Four discusses the findings of the study that focuses on finding potential benefit of using captioned video in improving learners’ translation quality. The thesis ends with providing some suggestions and a brief conclusion for the whole study.