

CHAPTER V

CONCLUSION AND SUGGESTIONS

Conclusion

After completing the experiments, the research has now come to draw some important conclusion related to the findings of the current study. As mentioned earlier the current study was guided by research question that seek the effect of using captioned video in improving learners' translation quality. To this end experimental study under one shot pretest posttest designed was used to complete the experiment. The result showed that captioned video accompanied by its contextual cues was significantly affect learners' translation quality. This improvement has been statistically analyzed to convince the significance of the effect. This finding also confirm previous studies claiming that caption has significant effect in improving learners comprehension, translation competence and speaking ability.

Learners' quality in translating was seen significantly improved after the treatment. By comparing their initial translation quality in the pretest to their translation quality in the posttest the research drew some conclusion that the post test score was slightly better than the pretest score. However it should be noted that the total score obtained were made up some criteria covering such aspects as accuracy, finding equivalent, grammar and ST style, register and TL culture and the use of shift, addition, omission and inventing equivalent. From these assessed aspects, the researcher has found out that the strongest improvement occur in the aspect of accuracy, finding equivalent and register and TL culture. In the aspect of accuracy the learners show better improvement in comprehending the intended message in the source language text. In the matter of finding equivalent, the learners' translation products have shown a wide range of vocabulary and structures usage especially when dealing with specialized vocabulary with

unsuitable equivalents. In the aspect of using register and TL culture, learners have a fair degree of sensitivity to nuances of meaning, register, and cultural context. However the weakest improvement that was revealed in this research happen in Grammar aspect in which the learners seem to remain unaware. This may due to the fact that the main features of captioned video that mainly help in the comprehension process.

The finding on the benefit of captioned video in foreign language program also justified that the integration of update technology and multimedia offers alternative to be used as learning sources that fulfill learners need in current development. When learner watching the movies and texts aids are displayed, the image, texts and the sound are inter-correlated in catching learners' attention to be more engaged in the teaching learning activities. This connection between three contextual aids has helped learners in enhancing their comprehension toward source language text which in turn helped them in accurately finding appropriate meaning in the target language text.

However, the implementation of captioned in translation teaching is not problem free. Finding appropriate video and along with its embedded caption was another consideration to be taken into account. Not all video available on the internet fit to be used in classroom teaching. Teachers and educators should select and filter the appropriate videos along with their caption to be applied in the classroom. In addition, the modification of caption in the preparation process was time consuming. This should be taken into account to make sure that the teacher will have enough time to plan and prepare the learning material and process.

Suggestions

Based on the aforementioned discussion and finding, it is suggested that the integration of captioned video in translation teaching be implemented as the alternative for traditional paper-based instruction. Despite the novelty of the implementation, the potential advantages have influenced the participants' translation quality after the experiment. It is also the indication for teachers and

instructors to accommodate more various learning materials to be implemented in the classroom. The finding of this study is far from being perfect, it is recommended further investigation is needed in supplementing the current research. The confusion for the new learning environments encountered by the students may provide reasoning to start with further investigation. In addition, selecting and preparing the learning materials for the classroom activities are rather time consuming, it is important that the preparation process involve editing and revising for the language content. It, therefore, requires more effort compared to preparing the paper-based material. Editing video and the caption attached to it requires the use of sophisticated computer software. In brief despite the fact that the integration of captioned video is a complicated and time consuming task to be prepared, it provides potential benefit to be used in the classroom setting in order to help learner acquired the targeted skill or achievement.