

# Investigating Translation Technique: A Result of the Students' Work on Subtitling for the Deaf and Hard of Hearing

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## Abstract

The modern era, especially in the global pandemic Covid – 19, the need of information, knowledge and entertainment becomes a crucial part since the activities must go online. The government rule stated that the information shall be accessible for anyone, the deaf and hearing impaired, for instance. This descriptive qualitative study aims to investigate the translation technique done by the students in working for subtitling for the deaf and hard of hearing (SDH) in Audiovisual translation class. The finding of 208 data revealed that there are 12 of 18 techniques applied proposed by Molina and Albir. The most dominant technique is literal translation, besides it showed that the students as a subtitlers may apply one or more techniques during doing the subtitling. As a pedagogical implication to this study, the results can be considerations in designing the curriculum for Audio visual translation subject with complete theories and practices, especially in terms of building the emotion and characterization.

**Keywords:** translation technique, audio visual translation, subtitling, subtitling for the deaf

## INTRODUCTION

Language as a mean of communication plays an essential portion in human's life (Budiana, Sutopo, & Rukmini, 2017). It has an effect on the need for translation due to the variations in the languages that people use to communicate. It is in line with Newmark's perspective (as cited in Budiana, Sutopo, & Rukmini, 2017, p. 2) that multilingual notices such as reports, documents, posts, and textbooks, eventually started to rise in public places and those are translated as well. It means that translation also becomes crucial part in constructing and comprehending foreign language items such as books, documents, movies and video games. Furthermore, the recent phenomena revealed that translation area is not only assisted by written forms but also by audiovisual forms. Since there have been several items of audiovisual translation (AVT) like:

movies, song video clips, advertisements, and video games, etc., this becomes an interesting subject to be investigated in the terms of translation. The information is often expressed in particular language, such as English, which has become a foreign language in Indonesia. It can be sum up that because their L1 is Bahasa Indonesia, people who lack in English may find it difficult to obtain the detail information. To address this issue is to translate the information so that it is adequately received.

Regarding with obtaining information nowadays, people put a high emphasis on information in order to expand their knowledge of the most up-to-date information. Moreover, this global pandemic of Coronavirus disease 2019 (Covid-19) in the year 2020 – 2021 has had a significant impact on human actions around the world (Nugroho, A. & Atmojo, A. E. P., 2020). One

of the impact is the policy to do social distancing which frequently people used to go to schools, go to works, and do activities outside shall be at home in doing the activities, work from home for employees and online learning for students, for instance. Because of this policy, a question addresses to the needs of information itself. The process is done through online media which may encounter a drawback related to how the information can be accessible without distinguishing disability and normal people. This shall be in accordance to Indonesian Broadcasting Commission stated that people with disabilities, such as hearing loss, have the right to obtain information from television programs through hand cue as one of solutions to aid in disseminating information. To accommodate the issue, subtitling for the deaf and hard of hearing in audiovisual translation field can be one of the innovation in spreading the information for those who have disability in hearing.

In the educational field, audiovisual translation arena is learned seriously by students of English department in one of university around Surakarta. The students are exposed to the theories and practices in order to enable them practice it someday in exploring their teaching. As a result of this course subject, the students are given assignment to make subtitle for the deaf and hard of hearing (SDH). The following is the example of SDH done by the students in a short movie entitled *The Three Little Pigs*:

Source Language (SL): That reminds me!  
Target Language (TL) : *(Babi 3) Aku ingat sesuatu*

Based on the data above, it can be seen that the utterance in SL is translated with amplification technique. This done in order to ease the audiences who have disability in hearing to point out which pig speaking is.

There have been several studies which examine in the field of translation (Sahrain, 2017; Yafi, Haryanti & Prasetyarini, 2015; Nurpermedi, Hartono & Sutopo, 2020; Hudi, Hartono & Yuliasri, 2020). The previous studies examine the translation techniques in printed form such as in

Bilingual Tourism Booklet of Bandung Bali (Sahrain, 2017) and in English translation of Caption in Pekalongan Batik Museum (Nurpermedi, Hartono & Sutopo, 2020). As well as in the printed form (Yafi, Haryanti & Prasetyarini, 2015) conducted in novel *Harry Potter and The Sorcerer's Stone* and its translation by focusing on the translation strategy. While in the field of audiovisual translation conducted by Hudi, Hartono & Yuliasri (2020) investigating the translation technique and its quality of movie subtitle entitled *The English Teacher*. Subtitled movies as the result of audio visual translation became the subject of the studies conducted by Budiana, Sutopo & Rukmini (2017) and Supardi & Putri (2018), which focus on the translation technique used in the documentary movie (Budiana, Sutopo & Rukmini, 2017) and movie soundtrack (Supardi & Putri, 2018).

Some previous studies have attempted to reveal the translation techniques used by the translators either in the printed media or audio visual media. However, this global pandemic which massively encourages people to do the online learning still have yet focus on the disabilities who also need to access the information easily. As an attempt to address these gaps, conducting a descriptive method, the present study aims to investigate the translation technique used by the students in constructing subtitle movie entitled "The Three Little Pigs".

#### Subtitling

Subtitling becomes an essential part along with the progress of audio visual media. Diaz Cintas and Remael (2007) explained the notion of subtitling as a result of translation practices by presenting written text on the bottom of the screen. It is in accordance with Burton in Cintas Anderman (2009. p. 58) that defines subtitle is translated texts displayed below the images, as on a cinema or television screen. To date, the issue about the development of audio visual media such as films, songs, video games, etc becomes crucial topics to discussed. It is important to take notes that audio visual products shall be accessible to

everyone so subtitling plays an important role to address this issue. Mangiron (2013) made a clear example regarding with the need of accessibility as well ensuring game accessibility for the deaf and hard of hearing players, to this specific purpose, audio instructions, dialogues, soundtracks and song effect of a video game shall be entirely subtitled.

Working with subtitles, a subtitler needs to consider the coherence between the message and the created text. The subtitlers should know the general considerations like taking 2 lines and considering the reading speed so that the audiences will not miss out the information. Frequently, Aegisub can be one of the common software to create a subtitle besides some other soft wares. Besides, for the sake of coherence between source language in audio visual product and the written text on screen, the subtitlers should apply the subtitling strategies. There have been several strategies proposed by Gotlieb such as expansion, paraphrase, transfer, limitation, transcription, dislocation, condensation, decimation, deletion and resignation (Gotlieb in Ghaemi and Benyamin, 2010).

#### Translation Technique

Molina and Albir (2002) explicated that translation technique is known as a textual analysis instrument combined with other alternative instruments. It permits the individuals to investigate how translation equivalence works in reference to the initial text. Considering the translation technique as the results of translators' preferences, so that the validity will based on the various contexts such as the aims of the translation, audience expectation, etc. There have been 18 translation techniques proposed by Molina and Albir (2002, p. 511) that might be used by the translators such as adaptation, amplification, borrowing, calque, compensation, description, discursive creation, established equivalent, generalization, linguistic amplification, linguistic compression, literal translation, modulation, particularization, reduction, substitution, transposition and variation.

#### METHODOLOGY

The present study employs descriptive qualitative method to reveal students' assignments in subtitling for the deaf and hard of hearing in terms of translation techniques. Some procedures are applied to construct this study such as collecting data, classifying and analyzing data. Eventually the researchers draw the conclusion.

The data were taken from a short movie entitled "Three Little Pigs" in the form of utterances or sentences in the subtitle for the deaf and hard of hearing done by the students. The data consists of 2 different languages, SL (English) and TL (Indonesia).

There are 208 data which come from three groups of students with the duration about 4 minutes 38 seconds. Each group consists of 3 to 4 students. Those data were coded to ease the researchers analyze the data. The following is the example of data coding done by the researchers:

69/ST2.SDH.SL.TTLP/ST2.SDH.TL.TTLP

It means that data come from number 69, taken from ST2 means that subtitling from second groups. SDH stands for Subtitling for the Deaf and Hard of Hearing. SL is source language, English while TL is target language, Bahasa Indonesia. TTLP stands for The Three Little Pigs or the movie title.

Regarding with analyzing the data, the researchers used the concept of translation technique proposed by Molina and Albir (2002) that consisted of 18 techniques while to valid the data, the study used expert judgement. Expert judgment shall meet the requirements, like working as a lecturer who ever taught translation, subtitling, or AVT and master both English and Indonesia. After reading, coding and classifying data based on Molina and Albir's concept, the applied techniques are measured by using formula proposed by Bungin (2005, p. 171) in Srikandi (2009). The following formula is presented below:

$$\eta = \frac{Fx}{N} \times 100\% \quad \frac{Fx}{N} \times 100\%$$

In which:

$\eta$ : percentage of the types

Fx: the number of types of applied technique

N: total number of all types of applied technique.

**RESULT AND DISCUSSION**

Translation technique aims to determine the problems arose during the process of translation. To address this case, the translators may use more than one techniques in a sentence. Based on 208

data in this study, these data were classified and analyzed by using Molina and Albir (2002) concept. The analysis of applied technique found in subtitle for the deaf and hard of hearing (SDH) entitled "The Three Little Pigs" can be seen on table. 1.

**Table 1. Analysis of Applied Technique**

Translation Technique	
Technique	Quantity
Literal Translation	97
Established Equivalence	27
Reduction	45
Substitution	25
Discursive Creation	27
Compensation	9
Linguistic Compression	41
Amplification	32
Variation	4
Transposition	3
Modulation	2
Linguistic Amplification	2
<b>Total</b>	<b>314</b>

As stated in Table 1 above, there are 12 kinds of techniques found from 18 techniques proposed

by Molina and Albir (2002). The total number of technique used is 314 techniques. The results showed that the common or the highest technique employed is literal translation

technique, for about 97, and there are two techniques that have same quantity, for about 2, namely; modulation and linguistic amplification.

**Table 2. Percentage of Translation Technique**

Percentage of Translation Technique	
Technique	Percentage (%)
Literal Translation	30.89 %
Established Equivalence	8.6 %
Reduction	14.33 %
Substitution	7.96 %
Discursive Creation	8.6 %
Compensation	2.87 %
Linguistic Compression	13.05 %
Amplification	10.19 %

Variation	1.3 %
Transposition	0.95 %
Modulation	0.63 %
Linguistic Amplification	0.63 %
<b>Total</b>	<b>100 %</b>

The classified techniques were presented into form of percentage as seen on table 2 above. According to table.2 about percentage of translation technique, there are four techniques which have high percentage among others, such as literal translation technique about 30.89%, reduction technique about 14.33%, linguistic compression technique about 13.05% and amplification technique about 10.19%. Some examples of applied techniques on SDH made by the students are as following:

**a. Literal Translation**

Literal translation means translating words to words or changing the source language to target language literally. There are 97 literal translation techniques applied by the students by its percentage about 30.89%. As the example of this technique is boldfaced below.

No: 11/ST2.SDH.SL.TTLP/ST2.SDH.TL.TTLP  
 Duration: 0,0:01:01.68,0:01:02.78  
 SL: That reminds me!  
 TL: **Itu mengingatkanku!**

Based on the data sample number 11 taken from second group above, the students translated the utterance literally from source language (SL) into target language (TL). The other example taken from data number 36 of first group as following.

No: 36/ST1.SDH.SL.TTLP/ST1.SDH.TL.TTLP  
 Duration: 0,0:02:11.15,0:02:13.24  
 SL: Wait! What's that?  
 TL: **Tunggu! Apa itu?**

**b. Established Equivalence**

Established equivalence as one of technique found in the students' works about 8.6% by the quantity is 27. This technique is almost similar to literal translation technique which uses expression that

commonly used in dictionary. The example of this technique can be found in data number 9 of third group and data number 23 of second group. These examples are as boldface below.

No: 9/ST3.SDH.SL.TTLP/ST3.SDH.TL.TTLP  
 Duration: 0,0:00:53.04,0:00:54.95  
 SL: Let's fix that, shall we?  
 TL: **Mari kita buktikan?**

No: 23/ST2.SDH.SL.TTLP/ST2.SDH.TL.TTLP  
 Duration: 0,0:01:42.36,0:01:44.36  
 SL: Aha! He's finally here!  
 TL: **Aha! Akhirnya dia kemari!**

**c. Reduction**

This technique can be stated as the opposite of amplification technique. It means that some parts are deleted but it does not change the meaning itself. There are 45 data found that belong to reduction technique by the percentage 14.33%. One of the example of reduction technique found in the students' works of subtitling for the deaf and hard of hearing is following

No: 29/ST1.SDH.SL.TTLP/ST1.SDH.TL.TTLP  
 Duration: 0,0:01:58.35,0:02:00.00  
 SL: What? A trap?  
 TL: **Apa? Jebakan?**

Based on the data number 29 of first group above, it can be stated that the students as the translators deleted the word "a" which in TL is *sebuah*. When it is omitted and transferred into TL, it will not change the meaning.

**d. Substitution**

Substitution is known as one of variation of translation technique that changes the linguistic elements and paralinguistic (intonation or sign). There are 25 data belong to this variation of

technique by its percentage about 7.96%. This variation of technique can be seen in the figure below.



Figure 1. Substitution Technique 1

According to Figure 1 above, the wolf is taking a deep breath that can be seen from the growing movement of his chest. This gesture is transferred by the first group into (*Mengambil Nafas*). Another example of substitution technique can be seen from Figure 2 below that found in data number 49 of second group.



Figure 2. Substitution Technique 2

The pig as showed in Figure 2 above is showing its shoulders up and down movement to show that the pig is laughing slowly so that the wolf behind the door asking permission to enter the house might not listen the pig's laughing. This condition is transferred into "*hahaha (babi tertawa)*".

#### e. Discursive Creation

Discursive creation known as a technique that employs equivalence out of the context in order to catch readers' attention. On this study, there are 27 data by its percentage 8.6% belong to discursive creation technique. The examples are as below.

No: 24/ST3.SDH.SL.TTLP/ST3.SDH.TL.TTLP

Duration: 0,0:01:34.60,0:01:37.66

SL: A young pig deliciously wrapped in a flimsy house!

TL: Seekor babi kecil tinggal dalam **rumah reot!**

No: 32/ST2.SDH.SL.TTLP/ST2.SDH.TL.TTLP

Duration: 0,0:02:02.80,0:02:05.20

SL: Have a nice flight!

TL: **Selamat menikmati.**

Those two examples above showed that to catch people's attention and make them more interesting, the translators change some elements of the sentence. Such as in data number 24 of third group, "a flimsy house" is translated into "*rumah reot*" while in data number 32 of second group, the utterance "have a nice flight!" is transferred into "*selamat menikmati*".

#### Compensation

Compensation technique aims to convey a message of another parts of source language. It is because of in terms of stylistic of source language. There are 9 compensation techniques found in this study by its percentage about 2.87%. The data number 13 of second group can be one of the example of compensation technique. The SL "the pigs came up with an ingenious plan" is transferred into "*Babi babi punya rencana cerdas*". Regarding with the stylistic elements, the word "came up" is translated into "*punya*".

#### Linguistic Compression

There are 41 data of linguistic compression technique with its percentage about 13.05%. This technique as an opposite of linguistic amplification technique is used to synthesize the linguistic elements of SL. The example of the use of this

technique can be found in data number 14 of the third group as following.

No: 14/ST3.SDH.SL.TTLP/ST3.SDH.TL.TTLP

Duration: 0,0:01:03.00,0:01:07.30

SL: I heard there's a big bad wolf in the land and he likes to blow down poorly made houses.

TL: **Ku dengar ada serigala jahat yang suka merobohkan rumah.**

#### h. Amplification

Amplification technique is known as an opposite of reduction technique that means paraphrasing or adding an information from SL. According to data analysis, there are 32 data belong to amplification technique by its percentage about 10.19%. The example can be seen from the data number 10 of the first group, that there is an addition in the result of the subtitling. The utterance from SL "Yep, I can't wait to have my own house!" is translated into TL "(Babi 2) Ya, aku tidak sabar untuk menempati rumahku". There is an addition "(Babi 2)" to show the readers or audiences that which pig speaking is. The other example can be seen from Figure 3 below.



Figure 3. Amplification Technique

According to the Figure 3 above as well found in data number 63 of second group showed that when the wolf screaming is translated into "Aaaaaaaaaa! (Teriak serigala)". The scene as showed in Figure 3, explicitly seems like no actors in the scene above yet in fact there is a wolf that screams inside the house.

#### Variation

The use of this variation technique is to change the linguistic or paralinguistic elements that affects to the linguistic variation in a sentence. Four variation techniques applied in this present study by its percentage about 1.3%. The example of this applied technique can be seen as following.

No: 40/ST1.SDH.SL.TTLP/ST1.SDH.TL.TTLP

Duration: 0,0:02:23.68,0:02:28.80

SL: Right on time! Not by the hair of my chinny chin chin!

TL: **Ini saatnya! Tak kan kubiarkan!**

Regarding with data number 40 of first group above, variation technique is applied to translate the utterance from SL "Not by the hair of my chinny chin chin!" into TL "Tak kan kubiarkan!". It changes the linguistic elements of that utterance which affects to the variation of this sentence.

#### Transposition

Transposition technique is a technique that shifts the grammatical elements such as a shift in category, structure and units, from nouns to verbs, for instance. There are 3 transposition techniques applied in the students' assignment of SDH by its percentage 0.95%. It can be seen from data number 16 of first group that SL "One built house of sticks" is translated into TL "(OWL): Yang satu membangun rumah dari kayu". Based on the data above, the shift is between the word "one" in SL and the word "Yang satu" in TL which means "one" as a quantity is shifted into "Yang satu" as a subject or noun.

#### Modulation

Modulation technique is a technique that is applied by changing lexically or structurally the point of view, focus or category regarding with SL. Two modulation techniques were applied in SDH made by the students by its percentage about 0.63%. The example can be found in data number 60 of first group as following.

No: 60/ST1.SDH.SL.TTLP/ST1.SDH.TL.TTLP

Duration: 0,0:03:43.02,0:03:48.66

SL: That landing wasn't so bad.

TL: **Pendaratan yang bagus.**

The utterance "That landing wasn't so bad" in SL is transferred into "*Pendaratan yang bagus*" in TL, that means in indirectly the utterance in SL shows that the landing is comfortable and good enough. Therefore, it is translated into "*Pendaratan yang bagus*" in TL.

### I. Linguistic Amplification

Amplification technique is a technique that is done by adding linguistic elements in the SL. There are two amplification techniques applied by the percentage is about 0.63%. This technique can be found in data number 63 of third group that the utterance in SL "Because there's no telling what they've got waiting for the intruders" is translated into TL "Karena tidak ada yang tahu. Apa yang mereka rencanakan untuk penyusup".

Regarding with the object of the translation product, in this case, subtitling for the deaf and hard of hearing people, it is important to notice that people have the same right to access the information, entertainment and knowledge. In this global pandemic, Covid – 19, many activities must go online along with the government rules announced. This might bring big challenges to provide the information as well the knowledge for the students who have disabilities, hearing impairment, for instance. Based on the research finding above about some translation techniques proposed by (Molina and Albir, 2002) found in students' works on subtitling for the deaf and hard of hearing might be applicable to spread the information for those who have disabilities in hearing.

The researchers in this present study found 12 of 18 translation techniques with the most dominant technique used in SDH is literal translation by its percentage around 30.89%. While the lowest technique found is modulation and linguistic amplification by both percentages of those techniques about 0.63%. When the students

did this subtitling as knowing that this will be for those who are not easily access the information, the students sometimes combine one or more technique while translating one utterance/sentence. For the example, the students still use literal translation to translate the SL to TL yet it might be combined with amplification. The figure 3, can be one of the example of the use more than one technique that is the combination between substitution and amplification techniques. The screen does not provide the actor, while the wolf is screaming, so it might be difficult for people who are having hearing impairment. They will not know what happened in the scene (what the actors are talking about), therefore the students tried to translate this situation by using substitution and amplification techniques. The application of those techniques is in accordance to vehicular matching and translation + explicit attribution proposed by Szarkowska et.al (2013, p. 295). Vehicular matching means showing the deaf and hard of hearing audiences the transcribed of SL which similar to substitution technique while translation + explicit attribution is similar to transferring the SL conversation and telling the viewers that a language is spoken. Szarkowska et.al (2013, p. 295) add an example "[IN FRENCH] Good morning" that might be same with amplification technique as stated in figure 3 of the finding in this study, "Aaaaaaaa! (*Teriak serigala*)". Both brackets may have the same function as an additional information for the deaf and hard of hearing viewers. Szarkowska et.al means to show the viewers about the French accents of the actor while speaking whereas the present study means to show the viewers that there is someone speaking in that scene. Besides, to address the atmosphere such as important sound appears, as best choice is to simply indicate the presence of sound i.e. ambulance siren (Nevez, 2005, p. 244 – 245). Presenting the sound in the screen as a way to enhance the nuance for the viewers (hearing disabilities) also found in data 8/ST2.SDH.SL.TTLPS/ST2.SDH.TL.TTLP that SL: "Ehem" is translated into TL: "*Ehem (Berdehem)*"

that means showing the presence sound of clearing throat.

In the education and learning context, Ohene et al (2007. p. 2) mentioned that deaf and hearing impaired students use subtitles to read conversation and determine character as well still encountering the lack of subtitle that difficult to build the degree of emotion. The present study is still limited on some cases such as how about if multi-sounds appear at the same time, i.e. when the character is screaming at the same time a sound of explosion presents, conveying the nuance, in terms of emotion, as well. There are some ways formulated by Ohene et al (2007) to deal with the degree of emotion. Those are changing the fonts, colors and the use of kinetic typography as a way to describe emotion in the subtitles. Dealing with the educational implication, the study might be the considerations of designing new curriculum especially for translation class. The curriculum shall suit the students' needs along with the rapid changes of time. Providing audio visual translation, SDH, with complete theories and practices at class aims to prepare the students to compete in the digital era, as professional teachers or subtitlers, furthermore in this situation of global pandemic Covid – 19. Generally, the students are able to help spreading the information of audio visual media for those who need, i.e. the deaf and hearing impaired, through subtitling for the deaf and hard of hearing.

## CONCLUSION

From the data finding and discussion above, it can be concluded that from 3 groups of students working on subtitling for the deaf and hard of hearing, there are 12 of 18 applied techniques formulated by Molina and Albir (2002). The present study reveals some ways to help the deaf and hearing impaired by transcribing or describing on screen for the dialogues of characters that cannot be seen on screen. This global pandemic Covid – 19 shall be the reflection to change the curriculum since that there are students who lack in accessing the information via sounds. Developing and designing complete curriculum of translation for audio visual media, or known as

audio visual translation, for learning in class, hopefully can be a way to massively spread the information and knowledge.

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