SUBTITLING STRATEGY IN SOUL MOVIE AND ITS APPLICATION IN TEACHING VOCABULARY

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Abstract. The research aims to analyze of subtitling strategy in *Soul* movie and how its application can be used to teach vocabulary. The purpose of this research are to describe of subtitling strategy in *Soul* movie and to describe the applying of subtitling strategy in teaching vocabulary. This research was a qualitative research. The researcher made a study by Henrik Gottlieb's theory. In analyze data, the researcher took some steps. First, the researcher watched and read the script of *Soul* movie both English version and Indonesian version. Second, the researcher analyzed and classified the data based on the subtitling strategy. Third, the researcher gave coding data. Fourth, the researcher concluded the types of subtitling data and its application in teaching vocabulary. The results showed that there were 30 subtitling strategy data found in the *Soul* movie that are: 4 condensations (13.3%), 3 decimations (10%), 6 deletions (20%), expansion 7 (23.3%) and 10 transfer (33.4%). Based on the findings, it is possible to conclude that the majority of the strategy is to transfer. Based on the research, the *Soul* movie give several benefits to the students learning vocabulary. The researcher hopes that this thesis will expand teachers', students', and other researchers' knowledge of translation, particularly subtitling strategies for teaching vocabulary.

Keywords: *Subtitling Strategy, Movie, Teaching Vocabulary*

1 Introduction

In this study, the researcher intends to analyze the subtitling strategy in Soul movie and its application in teaching vocabulary for to tenth grade senior high school students. The purpose of the research is to describe the subtitling strategy in the Soul movie as well as the application of subtitling strategies in the teaching of vocabulary for tenth and senior high school students. Traditionally, there were two types of subtitles: [1] interlingua subtitles, which imply a transfer from a source language (SL) to a target language (TL), and [2] intralinguas subtitles, which do not involve a language change (Diaz Cintas, 2003) [1]. According De Linde & Kay (2016) [2] explained that subtitles are a hybrid of speech and writing in that they represent oral utterances in discrete written captions with speech transistorized. Three major factors influence the translation of dialogue into subtitles: [1] Captions must merge with the film's

existing material and semiotic structure. [2] Speech must be presented in a modified written format. [3] Subtitles should be designed with the viewer's reading abilities in mind. According to others by Taylor (2000), Henrik Gottlieb's [3] translation strategies (161- 170) for the Subtitling of Film are as follows:

(1) Condensation
This requires a less noticeable shortening of the text, but as we'll see later, that wasn't always the circumstance.

(2) Decimation
This refers to removing important matters that confuse the audience, and also some taboo words.

(3) Deletion
This refers to the process of removing parts of the text as a whole, including repetition, question tags, and filler words.

(4) Dislocation
This refers to when the original uses a special effect, like a lovely song in a cartoon, where the effect is more important than the content.

(5) Expansion
This requires including additional information in the translation as a result of formal differences between two languages in order to make the translation more understandable and acceptable in the target language.

(6) Imitation
It means translating the same form, usually with the names of people and places.

(7) Paraphrase
this entails translating a text from the source language (SL) to the target language (TL) to provide an acceptable form and target language (TL).

(8) Resignation
This is used when the interpreter is unable to reach a solution when trying to translate the SL subtitle, the meaning is unavoidably lost.

(9) Transcribing
It refers to situation in which a term is unexpected within the source text, such as when a third or nonsense language is used.

(10) Transfer
It refers to strategies of translates the source language completely and accurately into the target language.

By using the previous strategy, the researcher can find the dialogue for the data source from the movie. According Danesi in Alawiyyah (2018) [4] explained the types of movie, that are:

(1) Feature film is a fiction creation which always the narrative structured

(2) Animated film is utilization techniques of film to create illusion action series picture from two or three things at once.

(3) Documenter is a non-fiction creation film which describe real life situation which happen in society and every individual there explained feeling and experiences in situation which without preparation, and directly on camera or interviewer.

Then, according by Barsam (2007: 64-70) [5] the types of movie that are:

(1) Narrative movies, typical narrative movie are based on scenarios where almost every behavior and spoken sentence is predefined.

(2) Documentary movies, are more concerned with recording reality, educating viewers, and presenting social or political analysis.

(3) Experimental movies, remind us that film, like artwork, statue, music, or architecture, can be created in an infinite number of ways as long as artists exist.

Furthermore, according by Thornbury (2002:1-2) [6] states that vocabulary learning is more than the study of individual words though language is containing of words. This language is a way to communicate both in oral and written form. According to others by Brown (2000:375-376) [7] states that at the end of the twentieth century, there is a resurgence of systematic attention to vocabulary learning across a range of proficiency levels and contexts. From the statement, the research went to explained about teaching vocabulary using subtitling strategy movie. Mayer's cognitive [8] multimedia learning theory holds that "there are two distinct channels ([1] visual and [2] auditory) there is limited channel capacity for processing information, and learning is an active process of filtration, choosing, organizing, and integrating information". Movies, as an example of an audio-visual channel, with the help of subtitles provide the learner with a large amount of vocabulary that the learner first needs to pay attention to and then process. Pavio's dual-coding [9] theory states that, "[1] when images are associated with meaning, the number of signals connected to the message increases" as a result students are more likely to remember the message. As a result, when students watch subtitled movies, they are exposed to three independent systems that are inextricably linked: the text, the image, and the sound.

This research is expected to give some strategy in teaching vocabulary from the subtitling strategy in *Soul* movie. Subtitle as a media for students can demonstrate their ability in the learning process, as well as automatically receiving knowledge without exerting much effort, because subtitle media is supported by an audiovisual subtitling strategies. This will also increase their level of confidence as students. With the advantages of subtitled movies, it was concluded that learning vocabulary would be more effective and interesting.

2 Method

In this research, the researcher applied descriptive qualitative research. According Lincoln and Guba in Sugiyono (2011:222) [9] state that instrument of the choice in natural inquiry is the human. The main instrument in this research is the research itself. It means that the researcher uses her knowledge to make interpretation in collected data. The supporting data are taken from other sources such as books, journals, e-book and internet to support the analysis related to the topic. The data of this research are utterances by the characters, script and subtitling in soul movie. Steps of analyzing data:

(1) Watching the *Soul* movie with subtitles in both the English and Indonesian versions.
(2) Reading the movie script and analyze the subtitling strategies in each sentence found in the movie.
(3) Classifying the data based on the subtitling strategy.
(4) Giving codes the data.
(5) Analyzing the subtitling strategy from the movie.
(6) Concluding the analyze.

Techniques of Coding Data:
01/JG/SC/00:02:26-00:02:30

01   : Number of Data
NC (Name of Character): Joe Gardner (JG), Libba Gardner (LG), Moonwind (M), Counselor Jerry (CJ), Dez (D), Gerel (G), Dorotha Williams (DW), 22 (22), Curly (C), Principal Arroyo (PA), Lulu (L), Terry (T), New Soul (NS), Greta (GT), Nightmare Joe (NJ).

SC   : Subtitling Condensation
SD   : Subtitling Decimation
SDL   : Subtitling Deletion
SDS   : Subtitling Dislocation
SE   : Subtitling Expansion
SI   : Subtitling Imitation
SP   : Subtitling Paraphrase
SR   : Subtitling Resignation
ST   : Subtitling Transcription
STF   : Subtitling Transfer

3 Findings and Result

The analysis has conducted with 30 data obeyed of subtitling strategies used by the dialogues in *Soul* movie. The summary of subtitling strategy by the dialogues is shown in the table below:

Table. 1. Summary findings of Subtitling Strategy in *Soul* movie

No	Subtitling Strategy	Quantity	Percentage %
1	Condensation	4	13.3%
2	Decimation	3	10%
3	Deletion	6	20%
4	Expansion	7	23.3%
5	Transfer	10	33.4%
	Total	30	100%

Based on the result above, the researcher obeyed of subtitling strategy. Based on the table 1 the dominated of subtitling strategies in *Soul* movie are transfer strategy. The five subtitling strategies in the table 1, in the condensation have 16% with 4 dialogues in the movie, decimation have 13.3% with 3 dialogues in the movie, deletion have 10% with dialogues in the movie, expansion have 23.3% with 7 dialogues in the movie and transfer have 33.4% with 10 dialogues in the movie. The total of subtitling strategy finds in *Soul* movie is 30 data. Based on the table above, the dominated of subtitling strategy in the movie are subtitling strategy transfer has 10 data in the dialogues with percentage 33.4%.

Based on the research, it can be applied in the teaching vocabulary because this subtitling strategies in movie has contains elements of narrative text for tenth grade senior high school. Then, in this movie there are many words that can add new vocabulary for students. Which will make it easier for students to learning vocabulary.

1. The types of subtitling strategies employed in Soul movie
1.1 The Process of Condensation

Using the condensation strategy, the researcher shortens the text to avoid misinterpretation. Although the translation is shorter, it retains its meaning. When using a subtitling strategy, the pragmatic effect can sometimes be lost. As a result, the text's true

purpose must be communicated. The following are the translation scenarios in which the strategy is employed:

07/DW/SC/00:06:20-00:06:25

DW: *"Get on up here, teach, we are not got all day."*

TL: *"Cepat, kita tak banyak waktu"*

1.   25/JG/SC/01:02:30-01:02:45

JG: *"No, no this time, repeat after me"*

TL: *"Ulang setelahku"*

2.   24/JG/SC/00:59:15-00:59:20

JG: *"So close to getting my dream, sometimes always gets in the way"*

TL: *"Entahlah, selalu ada yang menghalangi mimpiku"*

3.   05/LG/SC/00:04:06-00:04:10

LG: *"And just think, playing music will finally be your career"*

TL: *"bermain music akhirnya menjadi karirmu"*

1.2 Decimation

Extensive massage reduction, followed by a reduction in its important expression and parts. Decimation is used to translate when the actors are arguing with the fast speaking. As a result, the translator is also condensing the utterance because they have difficulty quickly absorbing unstructured written text.

1.   12/CJ/SD/00:14:16-00:14:22

CJ: *"Your body's in holding pattern"*

TL: *"Tubuhmu kritis"*

2.   08/JG/SD/00:08:25-00:08:38

JG: *"Sorry, I zoned put little back there"*

TL: *"Maaf, aku melamun"*

3.   14/CJ/SD/00:17:17-00:17:20

CJ: *"I'm seriously doubt that"*

TL: *"Aku ragu"*

1.3 Deletion

Reducing the source language message without reducing its meaning. However, no original message content is lost. Deletion is referring to the elimination of parts of the text.

1.   01/JG/SDL/00:01:45-00:01-50

JG: *"So, Connie get a little lost in it."*

TL: *"Connie tenggelam di dalam musiknya."*

2.   04/JG/SDL/00:02:47-00:02:50

JG: *"I will be right back, practice your scales"*

TL: *"Aku segera kembali, berlatihlah"*

3.   13/CJ/SDL/00:15:04-00:15:07

CJ: *"Okay! First stop is excitable pavilion. You four, in you go!"*

TL:*"Pemberhetian pertama excitable pavilion. Kalian berempat, masuklah."*

4.   02/JG/SDL/02:14-02:16

JG: *"That guy was lost in the music"*

TL: *"Dia tenggelam dalam musiknya"*

5.   10/JG/SDL/10:55-10:58

JG: *"This can't happen. I'm not dyin' today."*

TL: *"Aku tidak boleh mati hari ini. Kesuksesanku baru dimulai"*

6. 16/NS/SDL/00:18:48-00:18:50
NW: *"I'm agreeable sceptic who's cautious get flamboyant"*
TL: *"Aku skeptis yang berhati-hati namun menarik"*

1.4 Expansion

Due to the formal differences between the two languages, it provides additional information in the translation to make the translation more understandable and acceptable in the target language. Expansion is used when the original text (SL) necessitates an explication in translation due to a based on culture nuance that cannot be retrieved in the translation (TL). 03/JG/SE/00:02:18-00:02:22

JG: *"He was in it, and he took the rest of us with him."*
TL: *"Dia tenggelam dalam musiknya, dia berada di dalamnya dan dia membawa kami tenggelam bersamanya."*
1. 06/JG/SE/00:04:48-00:04:52
JG: *"I would die a happy man"*
TL: *"Aku serasa akan meninggal karena sangat bahagia"*
2. 29/NJ/SE/ 01:24:21-01:24:25
NJ: *"All you make are bad decision "*
TL: *"Semua keputusan yang kau buat adalah keputusan yang salah."*
3. 17/CJ/SE/00:19:20-00:19:25
CJ: *"Where literaly anything on Earth could inspire"*
TL: *"Tempat yang bisa menginspirasi di Bumi ini"*
4. 22/JG/SE/00:25:31-00:25:34
JG: *"Because mine is piano"*
TL: *"Karena segala hidupku tentang piano"*
5. 20/22/SE/00:21:22-00:21:25
L: *"I'm gonna make you wish never died"*
TL: *"Aku akan mrmbuatmu berharap agar tidak pernah ingin mati"*
6. 28/DW/SE/01:16:23-01:16:26
DW: *"I'm trying to find this thing they call the ocean"*
TL: "Aku sedang mencari yang orang sebut lautan"

1.5 Transfer
Transfer entails completely and accurately translating the source text because the researcher translates the dialogue word for word. Furthermore, using this strategy preserves the original text's structure. 21/JG/STF/00:24:39-00:24:45

JG: *"My life was meaningless"*
TL: *"Hidupku tidak berarti"*
1. 11/JG/STF/00:10:56-00:11:02
JG: *"Not, when my life just started"*
TL: *"Tidak, ketika kesuksesan ku baru saja dimulai"*
2. 26/JG/STF/01:03:05-01:03:10
JG: *"Music is all I think about"*
TL: *"Musik adalah semua yang saya pikirkan"*
3. 09/JG/STF/00:10:10-00:10:13
JG: *"Look, I'm not supposed to be here"*
TL: "Dengar, seharusnya aku tidak berada disini"

4. 15/T/STF/00:18:04-00:18:08
T: *"Don't play dumb with me"*
TL: *"Jangan bermain bodoh denganku"*
5. 18/GT/STF/00:20:36-00:20:40
GT: *"I see pain, dead, destruction"*
TL: *"Aku melihat derita, kematian, kehancuran"*
6. 19/22/STF/00:22:49-00:22:52
22: *"You really are good shrink, doctor"*
TL: *"Kau psikiater yang hebat,Dokter"*
7. 23/JG/STF/00:30:34-00:30:38
JG: *"I gotta get back to my gig"*
TL: *"Aku harus kembali ke pertunjukanku"*
8. 27/JG/STF/01:16:04-01:16:08
JG: "It's just I've been waiting on this day for my entire life"
TL: *"Hanya saja aku sudah menunggu hari ini seumur hidupku"*
9. 30/JG/STF/01:27:11-01:27:15
JG: *"I know. But, I'll go as far as I can"*
TL: *"Aku tahu. Tapi, aku akan pergi sejauh aku bisa"*

Based on the discussion above the researcher obeyed subtitling strategy. Based on the table is the dominated subtitling strategies in *Soul* movie are transfer strategy. The five subtitling strategies in the table are the condensation 16% with 4 dialogues in the movie, decimation 13.3% with 3 dialogues in the movie, deletion 10% with dialogues in the movie, expansion 23.3% with 7 dialogues in the movie and transfer 33.4% with 10 dialogues in the movie. The total of subtitling strategy found in *Soul* movie is 30 data. Based on the table above, the dominated subtitling strategy in the movie transfer revealed 10 data in the dialogues with percentage 33.4%.

The application of Subtitling Strategy in Teaching Vocabulary for Tenth Grade Senior High School

While teaching English, the teacher should be aware of and recognize the students' ability, require, and interest in order to select the best method of delivering the essence of learning towards the students. Indonesian students are considered beginners in English because they study English as a foreign language. The use of media in learning can stimulate their interest and help them focus for longer periods of time. As a result, they can maintain their focus on learning.

The Usefulness of Subtitled Movies in Vocabulary Learning Using subtitles to learn new vocabulary discovered in this study, the research participants learned and received new vocabulary after watching the movie with subtitles. The respondents were given two types of subtitling, bimodal and standard subtitling, and it showed up that after watching a movie more than once and using those two distinct types of subtitling, the respondents obtained more vocabulary effectively. Koolstra and Beentjes (1999) [10] claimed that students were required to watch a subtitled movie on a regular basis in order to learn vocabulary from it. So either, subtitled movies will have an impact on vocabulary acknowledgement if the students watch the movies more than once. Students may recognize new vocabulary and learn new idioms and expressions if they watch the movie twice or more. Furthermore, watching a subtitled movie multiple times may help students improve other skills such as listening comprehension or

reading, as well as pronunciation. As a result, watching English movies with subtitles can be an effective way to improve one's English vocabulary.

Vocabulary learning from subtitling strategy can be done with the above theory, namely the theory of Gottlieb. In this *Soul* film, five theories are found. Each theory has a different explanation. To understand these five theories, more understanding is needed. After understanding the theory, students can apply some of the new vocabulary they get from watching movies. After separating some vocabulary, students can translate the word to make it easier to understand. Furthermore, students can enter each vocabulary into the appropriate theory type. From one movie students can collect a lot of new vocabulary and with it can improve learning abilities especially in teaching vocabulary.

The steps are written in procedure in the lesson plan as follow:

First activity, pre teaching, teacher saying with a friendly greeting to the students when entering the classroom, then check for the presence of students, last apperception by stating the topic and the objective of the meeting.

Second activity, whilst-teaching, teacher delivers an open question about narrative text, then brainstorming about narrative text from some source, teacher asks the students to watch a film entitled *Soul* movie, students are requested to identify difficult vocabulary and understanding the meaning of functional are narrative text, then teacher gives a worksheet to the students, and evaluates the students work and gives correction.

Third activity, post teaching, teacher concludes the meeting and opens a question-answer session as a reflection of today's discussion, then teacher gives a slight description about the subject matter for the next meeting, finally the teacher leads prayer and says goodbye.

Example:

1.What are the moral values in the soul movie?

2. Collect 15 vocabularies that contain noun, verb, and adjective

3. Make a summary of the soul movie

4. Write the structure of the narrative text in the soul movie

The answer sheet:

1.The moral values of the soul movie are to teach not to give up easily, we are all individuals before we even start living, plans change but things can still work out, enjoy the little things, enjoy the big things, and your spark is not your purpose.

Noun: Piano, Music

Verb: Walking, Talking, Playing

Adjectives: Life, Voice, Teach

2. The plot revolves around Joe Gardner, a middle school music teacher who seeks to reunite his soul and body after they are unknowingly separated just before his chance to shine as a jazz musician. Soul is Pixar's first film with an African-American main character.

Orientation

The character in *Soul* movie are: Joe Gardner, Libba Gardner, Moonwind, Counselor Jerry, Dez, Gerel, Dorotha Williams, 22, Curly, Principal Arroyo, Lulu, Terry, New Soul, Greta, Nightmare Joe.

The dialogues take place in the school hallway, the great beyond, the before great beyond, Libba Shop, in the cafe, and other.

Complication

The problem started when Joe got a permanent job but Joe also got an offer to appear in jazz music with Dorothea.

Resolution

After going through many things when he became a soul and returned to his body, Joe realized that not everything he wanted he had to have.

4 Conclusion

Based on the analysis of the research, the researcher has a result. This research was carried out in order to explain the subtitling strategies used in the Soul film using Gottlieb's ten classifier of subtitling strategies. Moreover, the researcher of Soul movie used the following subtitling strategies: condensation, decimation, deletion, expansion, and transfer. The total number of data from the movie subtitle was 30, with the details: condensation occurring in this research was condensation was 4 (13.3%) data, decimation was 3 (10%) data, deletion was 6 (20%) data, expansion was 7 (23.3%) data and transfer was 10 (33.4%) data. Based on the findings of each strategy, it is possible to conclude that transfer is the most commonly used strategy in subtitle translation. The results show that translation strategies are required when translating one language into another. If possible, we can simply use one of the strategies to translate the sentence. We can also combine multiple strategies in one entice to clearly transfer the message from the source to the target language.

The subtitling strategies used in the film Soul can be applied in the teaching vocabulary process, which has been linked in vocabulary improvement by the teacher to their students. Subtitling strategies used vocabulary especially for Tenth Grade Senior High School. Subtitling strategies in film entitled *Soul* movie can give several benefits to the students in learning vocabulary by increasing their motivation, interest and understanding.

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