

**An Analysis of Subtitling Strategies Used by the Third Year Students of English  
Education Department IAIN Surakarta in the Subtitle of “Little Red Riding Hood”.**

**THESIS**

Submitted as a Partial Requirements

for the *Undergraduate Degree* in English Language Education Department



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## **DEDICATION**

This thesis is dedicated to:

1. My beloved father (Wiworo) and mother (Sri Herningrum)
2. My brother (Andang Mayriza)
3. My classmate in Genius Class
4. My lecturers at English Education Department Cultures and Language Faculty and my almamater of IAIN Surakarta
5. All people around me who love, care, patience, prayer and support for me.

## **MOTTO**

“Life is full of beauty. Notice it. Notice the bumble bee, the small child, and the smiling faces. Smell the rain, and feel the wind. Live your life to the fullest potential, and fight for your dreams.”

**-Ashley Smith-**

“Start where you are. Use what you have. Do what you can.”

**-Arthur Ashe-**

## PRONOUNCEMENT

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I hereby sincerely state that the thesis titled **“An Analysis of Subtitling Strategies Used by Third Year Students of English Education Department IAIN Surakarta in the Subtitle of ‘Little Red Riding Hood’.”** is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Surakarta, 22<sup>nd</sup> March 2021

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10. Everyone who has helped the researcher to conduct the research and write this thesis.

The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and readers in general.

Surakarta, 22<sup>nd</sup> March 2021

The researcher,

Berty Aulia Elmianti

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## TABLE OF CONTENT

TITLE.....	i
ADVISORS SHEET .....	ii
RATIFICATION.....	iii
DEDICATION .....	iv
MOTTO .....	v
PRONOUNCEMENT .....	vi
ACNOWLEDGMENT.....	vii
TABLE OF CONTENT .....	ix
ABSTRACT.....	xi
LIST OF TABLE .....	xii
CHAPTER I: INTRODUCTION	
A. Background of the Study.....	1
B. Identification of the Study .....	5
C. Limitation of the Study.....	5
D. Problem Statement of the Study.....	5
E. The Purpose of the Study.....	6
F. The Benefits of the Study .....	6
G. Definition of Key Terms .....	8
CHAPTER II: LITERARY REVIEW	
A. The Definition of Translation.....	9
B. Translation Strategies .....	11
C. Problem in Translation .....	18
D. Subtitle .....	25
E. Subtitling Strategies.....	30
F. Previous Study .....	36
CHAPTER III: RESEARCH METHODOLOGY	
A. Research Method.....	41
B. Setting of Research.....	42
C. Subject of the Study .....	42
D. Source of Data and Data .....	42

E. Techniques of Data Collection .....	43
F. Techniques of Data Analysis .....	44
G. Trustworthiness of the Data .....	47
CHAPTER IV: FINDING AND DISCUSSION	
A. Research Finding.....	48
B. Discussion .....	111
CHAPTER V: CONCLUSION AND SUGGESTION	
A. Conclusion.....	115
B. Suggestion .....	116
BIBLIOGRAPHY .....	117
APPENDICES .....	123

## ABSTRACT

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Advisor : Ikke Dewi Pratama, S.S., M.Hum.

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This research is aimed to describe: (1) the subtitling strategies used by the third year students of English Education Department IAIN Surakarta in composing the subtitle of “Little Red Riding Hood”, (2) to describe the most dominant strategy used by the third year students of English Education Department IAIN Surakarta in composing the subtitle of “Little Red Riding Hood”, and (3) to describe the students’ understanding on the application of subtitling strategies in composing subtitle of “Little Red Riding Hood”..

This study is descriptive qualitative research. The researcher used the students’ subtitling “Little Red Riding Hood” as the data source to investigate the translation strategy and the dominant strategy used by students. Researcher instrument using questionnaire and 15 responses. The researcher observed the object by listening and watching the dialogue or utterance and reading the Indonesian subtitle of the students’ subtitling project entitled “Little Red Riding Hood”. The researcher applied investigator triangulation to one of the translation and subtitling lecturer in IAIN Surakarta. The researcher analyzed the types of subtitling strategies using the theory by Gottlieb (1992).

The result of this research showed that there are ten types of subtitling strategies, they are: expansion, transfer, imitation, paraphrase, condensation, deletion, dislocation, decimation, transcription, and resignation. The findings of the analysis are six of ten subtitling strategies used by students. They are transfer strategy (59%); imitation strategy (13%); paraphrase strategy (8%); condensation strategy (7%); deletion strategy (7%); and expansion strategy only (6%). The most dominant strategy is transfer strategy because the students often used this strategy. It was also found out that the students understand the application of the strategies in the task as they have learned the theory of subtitling strategies before composing the subtitle.

## LIST OF TABLE

Table 1	Strategies Taxonomies.....	14
Table 2	The Total Subtitling Strategies Used by the Third Year Student of English Education Department IAIN Surakarta in Composing Subtitle of ‘Little Red Riding Hood’.....	106
Table 3	The Total Subtitling Strategies Used by the First Group in Composing Subtitle of ‘Little Red Riding Hood’.....	107
Table 4	The Total Subtitling Strategies Used by the Second Group in Composing Subtitle of ‘Little Red Riding Hood’.....	108
Table 5	The Total Subtitling Strategies Used by the Third Group in Composing Subtitle of ‘Little Red Riding Hood’.....	109
Table 6	Questionnaire.....	110

# **CHAPTER I**

## **INTRODUCTION**

In the first chapter, the researcher discuss about the background of the study, the problem identification, the problem limitation, the problem statement, the objective of the study, the benefit of the study and the definition of key terms.

### **A. Background of the Study**

Today there is a big amount of information around the world related to entertainment, sport, education, games, and even about literature work, and that information uses English. Brumfit (2001:35) says that English is an international language that it is the most widespread medium of international communication. People have to learn English to get the clear information if they want to share information around the world. In fact, people will find it difficult when they want to transfer their native language into English. There is an activity to facilitate the process of transferring from native language into English and it is called translation.

Translation is the replacement of textual material in one language as source language (SL) by equivalent textual material in another language as target language (TL). Larson (1984:3) defines translation as “The process of transferring the meaning of the source language into the receptor language. This is done by going from the form of the first language to the form of a second language by way of semantic structure. It is meaning which is being transferred and must be held constant.” From the statement above, it can be

said that translation is a process of transferring the first or native language which becomes the source language into the second language that becomes the target language without changing the idea or meaning of the source language.

Hartono (2012: 15) says that translation was a kind of activity which inevitably involved at least two languages and two cultural traditions. Based on that statement translation deals with the complexity of language, which means many problems come up when people want to translate an idea or information. The general problems when people want to translate is the ability in choosing appropriate words which have more than one meaning (ambiguous), and the ability to find the equivalent meaning of expression from source language into target language when it does not have the concept of certain word from the source language.

Translation is as a central part of communication. Todd (2000:6) says that a language is a set of signal by which we communicate. Moreover, translation study is as a field of research. The new field of translation studies is audiovisual translation (AVT). The most widespread forms of audiovisual translation are subtitling and dubbing. Each of them is interfered with the original text to different extent. Basically, dubbing is referred to any technique of covering the original voice in an audio-visual production by another voice. On the other hand, the activity of subtitling is the process of translation where one language as source language is transferred into another language as the target language. It involves transferring the characteristics of spoken dialogue to the written mode. Subtitling is not always an easy job because it has some constraints and limitations. Many of the translators have tried various ways to

cover the constraint, attempts have been done to observe what strategies are adopted in subtitling work.

Subtitling has given many contributions in movie/video, where the genre can be: drama, action movie, comedy, romance, cartoon animation and others. Subtitling is a way to translate the foreign movie/video without tampering the original soundtrack and dialogues. They are usually displayed at the bottom of the screen. Through subtitling, the audience of the foreign film can enjoy the film by reading the translated text on the bottom of screen without ambiguous thinking. They are easier in understanding the film. To help viewers in their reading and boost subtitling coherence and cohesion, a careful segmentation of the information is called for. The golden rules to ensure that subtitles can be easily to understood in the short time that appear on screen is to structure them in such a way that they are semantically and syntactically self-contained (Diaz, 2008: 278).

In the research, the researcher takes subtitling because it is one of the major subjects in English Education Department especially in the third year and becomes the interest subjects for the students in their study. The researcher wants to gain information about types of subtitling strategies that used by students when do subtitling project. In taking the data, the researcher takes the students' project of subtitling. In this case, cartoon animation is a kind of film that lecturer choosed to be subtitling project. Kemp (1963:3) says that cartoon can increase the understanding, add interest to a subject, lengthen the memory of information, teach a skill effectively, contribute to a desirable attitude and stimulate people to action. Cartoon give important benefits to the

students, it can build their motivation and improving their skill in English. When the students subtitle their project, it can improve their skill in English especially in listening, students' vocabularies, pronunciations, and arrange the sentences grammatically. To learn about translating strategies is important. Furthermore, subtitling cartoon animation is an interesting thing to do and the students' project is interesting to analyze.

The researcher did the research on subtitling because subtitling makes the audiences easier in learning foreign language, they hear what the native speaker said and the meaning of its. It helps the audiences enjoying the film because the function of subtitle is to make audiences easier in understanding the foreign film. Besides that, watching the subtitle film is a way to increase the concentration in fast reading and makes the viewers imagine what happened in the film in real.

Based on the explanation above, the researcher wanted to analyze the types of subtitling strategies and the dominant strategy that students used in the students' work of Little Red Riding Hood. The researcher will take the research entitled **“An Analysis of Subtitling Strategies Used by the Third Year Students of English Education Department IAIN Surakarta in the Subtitle of “Little Red Riding Hood”.”**



## **B. Identification of the Study**

1. Subtitling strategy is important part in translating a word or sentences.
2. Subtitling is one of the major subjects in English Education of IAIN Surakarta.

## **C. Limitation of the Study**

There are many problems commonly occur when students want to transfer meaning. The discussion of this research is limited on the students' work especially in subtitling (script text) to investigate the types and the dominant strategies used by students in subtitling related to the subtitling strategies used by Gottlieb's theory.

## **D. Problem Statement of the Study**

Based on the background of the research, the researcher identifies the problem as follow:

1. What are the types of subtitling strategies used by the third year students of English Education Department IAIN Surakarta in composing the subtitle of "Little Red Riding Hood"?
2. What is the most dominant strategy used by the third year students of English Education Department IAIN Surakarta in composing the subtitle of "Little Red Riding Hood"?
3. How is the students' understanding on the application of subtitling strategies in composing subtitle of "Little Red Riding Hood"?

### **E. The Purpose of the Study**

According to statement of formulation of the problem statement above, the general purpose of the study are:

1. to describe the subtitling strategies used by the third year students of English Education Department IAIN Surakarta in composing the subtitle of “Little Red Riding Hood”.
2. to describe the most dominant strategy used by the third year students of English Education Department IAIN Surakarta in composing the subtitle of “Little Red Riding Hood”.
3. to describe the students’ understanding on the application of subtitling strategies in composing subtitle of “Little Red Riding Hood”.

### **F. The Benefits of the Study**

From this study, the researcher hopes that there will be benefits to the researcher himself especially and other people who read this study generally.

The benefits are as follows:

#### 1. Theoretical benefits

Theoretically, this research is to:

- a. Investigate the difficulties of the students in subtitling related to the translation strategy that students used in the students’ product.
- b. Investigate the dominant strategy that mostly used by the students in subtitling *Little Red Riding Hood*.

## 2. Practical benefits

Practically, this research hopefully has useful findings:

- a. For the researcher, the result of this research gives deeper understanding about students' difficulties in subtitling class related to the translation strategy and the dominant strategy that students used in the students' product of *Little Red Riding Hood* by the English Education Department students in the third year students of IAIN Surakarta.
- b. For the readers, it is hoped that this study will be useful to them in broadening knowledge about students' difficulties in subtitling class related to the translation strategy and the dominant strategy that students used in the students' product of *Little Red Riding Hood* by the English Education Department students in the third year students of IAIN Surakarta.
- c. For the lecturers, it is hoped that this research can be used as a reference to increase students' skill in subtitling and lectures' strategies in learning to solve the students' difficulties related to the translation strategy and the dominant strategy that students used in the students in subtitling class. It is also can be used to compare some theories that are stated by the expert and to know about the development of the students in the next class of subtitling.
- d. For other researchers, the result of this research can be used as a reference and knowledge for other researchers.

## **G. Definition of Key Terms**

### 1. Analysis

The process of breaking a complex topic or substance into smaller parts to gain a better understanding of it. (Nida, 1974:206)

### 2. Source Language (SL)

Source language or the language in which original author of message formulated it. (Nida, 1974:206).

### 3. Target Language (TL)

Target language or the language into which a message is translated from the original. (Nida, 1974:205)

### 4. Subtitling

Subtitling means that a text is shown together with visual material, such as film usually consist of written version of the lines in two rows near the bottom of the picture, the language can either be the same or different one (Borell, 2000). Thus, subtitle is text at the bottom of screen in movie within foreign language for helping the viewers understand the correct message in target language. In subtitle not only includes translate from the dialogue by the character, but also song lyrics sung by the character.

## **CHAPTER II**

### **LITERARY REVIEW**

The researcher need to understand some crucial theories for the basic foundations and guidelines. In this theoretical review, researcher discusses several kinds of theories related to the research in which it will be basic foundation to analyzing the data research.

#### **A. The Definition of Translation**

In general, translation was changing a text from one language into another without changing the meaning or the idea that occur in the source language. The following definitions of translation proposed by linguists around the world will be explained below. According to Newmark (1988:5) translation is rendering the meaning of a text into another language in the way that the author intended the text. Newmark, gave more explanation from his statement above that translation was not only translating the language but also the translator should transfer the meaning of the text, so the reader knew about the author intention.

From the definition of translation above, the researcher concluded that translation was a process of changing the language (source language) to another language (target language) by considering equivalence and language structures, so the information from the source language still remained.

Massoud (1988) in Sadeghi (2010:3) argued that the requirement of good translation is as follows;

a good translation is easily understood, fluent and smooth, idiomatic, translation conveys to some extent, the literary subtleties of the original, distinguished between the metaphorical and the literal, reconstructs the cultural or historical context of the original, a good translation makes explicit what is implicit in abbreviations, and an illusion to saying, songs and nursery rhymes, for last criteria that good translation will convey, as much as possible, the meaning of the original text.

Based on the opinion above the translator has to learn not only the way or technique of translation but also the history of language and proper meaning of one word, phrase, sentence and even more on the target language. Catford (1965:20) said that translation was the replacement of textual material in one language (SL) by equivalent textual material in another language. This definition concerned in two keywords in understanding translation. These are textual material (where text might have been expected) and equivalent. The use of these terms concerned in idea that translation transposed the source language grammar (clauses and groups) into target language equivalents and translated the lexical units into proper and right sense in the context of the sentence.

Crystal cited in Regmi (2010:17) defined translation as a process where “the meaning and expression in one language (source) is tuned with meaning of another (target) whether the medium is spoken, written, or signed”. Torop cited in Regmi (2010: 18) has argued that translation, as a process of converting ideas expressed from one language into another, was embedded in the sociocultural language of a particular context and also described the translation process as basically a boundary-crossing between two different language. Based on those idea, it was clear explanation that when translator transfered the message or idea from source language into target language it also transfered sociocultural aspect from source language into target language.

Next, Sperber and Wilson in Hartono (2012) stated that translation was the replacement of a text in one language by a representation of an equivalent text in second language. This definition means that by translating a text into another language, translator should create the target text as the representation of the equivalent source text.

## **B. Translation Strategies**

In translation, the translator must be able to solve every translation problem to produce a good translation product. Translation strategies can be used by the translator to solve the problems. According to Baker (2005:188), “a translation strategy is a procedure for solving a problem encountered in translating a text or a segment of it.” One of the translation problems that mostly happened is cultural problem, because in a text, there

are some cultural words in source language that cannot be translated in target language. The most famous translation strategy for cultural problems found by Venuti and it is named by *Translator's Invisibility*.

Translator's invisibility theory according to Venuti (1995: 1-42) is about the translator's language manipulations in translating the text into the target language. Venuti (1995:8) states "In Trask's analogy, translators play act as authors, and translations pass for original texts. Translators are very much aware that any sense of authorial presence in a translation is an illusion, an effect of transparent discourse..."

This strategy also called as the ideology of translation. The strategy is divided by the translation procedure and dominance culture orientation presented below.

#### 1. Foreignization

It is a source-culture-oriented translation which strives to preserve the foreign flavor as much as possible in order to transfer the source language and culture into the target one. The "foreign" in foreignizing translation is not a transparent representation of an essence that resides in the foreign text and is valuable in itself, but a strategic construction whose value is contingent on the current target-language situation. Foreignizing translation signifies the difference of the foreign text, yet only by disrupting the cultural codes that prevail in the target language.

Example:

(SL) Blackberry

(TL) *Blackberry*



## 2. Domestication

It refers to the target-culture-oriented translation in which unusual expressions to the target culture are exploited and turned into some familiar ones so as to make the translated text intelligible and easy for the target readers. In this strategy, the foreign text is imprinted with values specific to the target-language culture. Domestication is now recommended on the basis of a general human nature that is repeatedly contradicted by an aesthetic individualism.

Example:

(SL) Marry is trying her white **wedding dress**.

(TL) *Marry sedang mencoba **kebaya putihnya***. (Heyditya, 2014)

Beside the Translator's Invisibility theory above, the researcher also uses another translation strategy theory by Vinay and Darbelnet. The reason of choosing this theory is because the researcher found some relationships of both Translator's Invisibility theory and Vinay and Darbelnet's theory. From the taxonomies of procedure according to Translation Scholars in Zare-Behtash (2009:1579), the relationship of Translator's Invisibility theory and Vinay and Darbelnet's theory is described in the table below.

Table 1: Strategies Taxonomies

Foreignization	Domestication
Borrowing	Transposition
Calque	Modulation

Literal translation	Equivalence
	Adaptation

Source: (Zare-Behtash 2009: 1579)

It is divided into two groups: direct translation and oblique translation. Direct translation has three procedures: borrowing, calque, and literal translation. Below is the explanation of each procedure.

#### 1. Borrowing

Borrowing means taking a word or expression straight from another language. It can be pure or naturalized (Guera, 2012: 7-8). According to Vinay and Darbelnet in Venuti (2000: 85), "...in order to introduce the flavour of the source language (SL) culture into a translation, foreign terms may be used..." The advantage of borrowing strategy is that it brings an original connotation to the word in target language.

Example:

(SL) Email

(TL) *Email*

#### 2. Calque

Calque means literal translation of a foreign word or phrase; it can be lexical or structural. Calque is a special kind of borrowing, so, as borrowing strategy mentioned above, it has the same influence on the enhancement of cultural integration. However, sometimes this translation strategy will cause difficulties in conveying messages in the TL.

Example:

(SL) Directorate General

(TL) *Direktorat Jendral*

### 3. Literal translation

Literal, or word for word, translation is the direct transfer of a SL text into a grammatically and idiomatically appropriate TL text in which the translators' task is limited to observing the adherence to the linguistic servitudes of the TL. In principle, a literal translation is a unique solution which is reversible and complete in itself. It is most common when translating between two languages of the same family, and even more so when they also share the same culture.

Example:

(SL) Black Market

(TL) *Pasar Gelap*

### 4. Transposition

The method called transposition involves replacing one word class with another without changing the meaning of the message. Transposition means to change a grammatical category. When adopting transposition, the translator has the awareness to the relative markedness of the words in the ST and pays attention to the meaningful choices made by the author.

Example:

(SL) Password

(TL) *Kata sandi*

## 5. Modulation

Modulation refers to a variation of the form of the message, obtained by a change in the point of view. Modulation can be adopted when, though literal or transposition translation results grammatically correct utterance, the patterns of target language in the target text are considered as abnormal or awkward. The application of this skill demands very much the translator's capacity to mastering bilingual languages.

Example:

(SL) It is not difficult to study English

(TL) *Mudah untuk belajar bahasa Inggris*

## 6. Equivalence

Equivalence refers to a strategy to describe the same situation by using completely different stylistic or structural methods for producing equivalent texts. According to Vinay and Darbelnet (2000: 90), "We have repeatedly stressed that one and the same situation can be rendered by two texts using completely different stylistic and structural methods." Equivalence is not only useful but also necessary in translating idioms and proverbs.

Example:

(SL) Black and blue

(TL) *lebam/babak belur.*

## 7. Adaptation

Adaptation means replacing a source language cultural element with another element of the target culture. By adopting this method an equivalence of the same value is created in both source and target text.

Example:

(SL) Cricket (UK)

(TL) *Baseball (US)*.

According Baker (2002: 85) there are four strategies:

### 1. Using an idiom of similar meaning form

This strategy involves using an idiom in the target text language which conveys roughly the same meaning as that of the source language idiom and, in addition consists of equivalent lexical items. The kind of match can only occasionally be achieved. The example:

ST : This thesis really **racked my brain**.

TT : *Tesis ini benar-benar **memeras otakku***. (Arianto, 2013)

### 2. Using an idiom of similar meaning but dissimilar form

It is often possible to find an idiom or fixed expression in the target language which has a meaning similar to that of the source idiom of expression, but which consists of different lexical items.

ST : Alike as two peas in a pod.

TT : *Bagaikan pinang dibelah dua*. (Arianto, 2013)

### 3. Translation by paraphrase

This strategy is most common way of translating idioms when a match cannot be found in target language and it seems inappropriate to use idiomatic language in the target language because of the differences in stylistic preferences of the source and target language.

ST : It is easy as ABC

TT : *Ini hal yang sangat gampang.* (Arianto, 2013)

#### 4. Translation by omission

An idiom sometimes be omitted altogether in the target text. This may be because it has no close match in the target language, its meaning cannot be easily paraphrased, or for stylistic reason.

SL : Come on man. What you got for me?

TT : *Kau punya apa untukku?* (Arianto, 2013)

### C. Problem in Translation

Translating the SL text into TL text is difficult task for the translator, because he will across by the complexities of problem. According to Soemarno (1985:46), the translator is challenged to manage two aspects involved in translation, message and style. The first is concerned with the information that the source communication from the translation want to say, the second is concerned with the language kind in term of formal or informal language. Two aspects make the translation difficult since they are related to social-cultured background. In the other

part, the translator find some difficult, for the example he can back to the analysis step or to the transference step. It has to be implemented gradually until the translator product a good translation. Form this problem, the translator must be restricted in order to make final message fully acceptable in the reader.

Catford (1965:21) states that “the central problem of translation practice is that of finding the target language translation equivalence. A central task of translation theory is defining the nature and condition of translation equivalence”. From the states above, it can be seen that the main problem in the translation is to find the appropriate equivalence. The similarity in meaning is the major concern of looking the equivalence. To convey some meaning, a language frequently uses different form from another language. This is due to a fact that each language has its own system and rules different from other. Dealing with the seeking of the appropriate equivalence, Nida (1960: 161) suggests two kind of equivalence:

1. Dynamic Equivalence

In this type, the message should be expresses as appropriate and brief as possible for the target readers. The focus is not the original text but the target text.

2. Formal Equivalence

This type of equivalence focuses on the form of rules of the source language text transferred into target language. Translation with formal equivalence seeks to re-express formal element, likes grammar unit,

consistency in the uses of word and meaning in the source language text.

On the other hand, Baker (1998: 23) proposed that a translator often faced difficulties in translating a language to another language. Those difficulties were related to; Non-equivalence at the word level, equivalence above word level and equivalence at grammatical level, textual equivalence (thematic and cohesion) and pragmatic equivalence. In this study, the researcher wanted to analyze three equivalences; at the word level, above word (phrase) level and grammatical level.

The following were some common types of non-equivalence at word level.

1. Culture – specific concepts

The source-language word might show a concept which is totally unknown in the target language (Baker, 1992:6). It might relate to a religious belief, a social custom, or even a type of food. Every language had its own cultures that were difficult to translate to another language. For example: the word “pahing or kliwon”. This was a very Indonesian concept which is rarely difficult to translate into other languages.

2. The source – language concept was not lexicalized in the target language

Baker (1992: 21) stated the source-language word might expressed a concept which was known in the target culture but simply not lexicalized, that was not “allocated” a target – language word to



express. For example the word “savoury” had no equivalent in many languages, although it expressed a concept which is easy to understand.

3. The source – language word is semantically complex

The source – language word be semantically complex. This was fairly common problem in translation. Words did not have to be morphologically complex to be semantically complex. In other words, a single word which consisted of a single morpheme could sometimes express a more complex set of meaning than a whole sentence. For example the word “tengkurap” in Indonesian Language which meant sleep with body faced ground.

4. The source and target language made different distinction in meaning

Both in source – language and target language might have the utterances, but they were different in meaning because the contexts were strongly different. Like Baker (1992: 11) stated what one language regards as an important distinction in meaning another language might not perceived as relevant. For example the word “kepanasan” in Indonesian language which meant going out in strong bright of sun without the knowledge that today the sun will extremely hot and going out with the knowledge that today the sun will extremely hot (panas-panasan). English did not make any distinction of those words, so it would be difficult to find the equivalence.

5. The target language lacks a superordinate

The target language might have specific words (hyponyms) but no general word (superordinate) to head the semantic field (Baker, 1992: 22).

6. The target language lacks a specific term (hyponym)

Since each language made only those distinctions in meaning which seemed relevant to its particular environment, languages tend to have general words (superordinate) but lack specific ones (Baker, 1992:20). For example English had many hyponyms under *stationary*: *pencil, eraser, ruler, pen, ballpoint, correction pen and book*.

7. Differences in physical or interpersonal perspective

Baker (1992) said physical perspective has to do with where things or people are in relation to one another or to a place, as expressed in pairs of words such as take or bring, arrive or depart and so on. For example, Japanese had six equivalents for give depending on who gives to whom: *youtu, ageu, morau, kureru, itadaku, and kudasaru*.

8. Differences in expressive meaning

There might be a target – language word which had the same propositional meaning (what it refers to or describes) as the source language word but it might have a different expressive meaning (related to the speaker's feeling or attitude). If the target language equivalent was neutral compared to the source language item, the translator could sometimes add the evaluative element by means of a

modifier or adverb if necessary or by built it in somewhere else in the text.

9. Differences in form

There was often no equivalent in the target language for a particular form in the source text. For example in Indonesia *pelayan (pria)* / *pelayan (wanita)* and in English have *waiter* / *waitress*.

10. Differences in frequency and purpose of using specific forms

Even when a particular form had a ready equivalent in the target language, there might be a difference in the frequency with which it was used or the purpose it is used. For example English used the continuous *-ing* form for binding clauses much more frequently than other languages which had equivalents for it, for example German and Scandinavian languages, yet the result would be stilt and unnatural style.

11. The use of loan words in the source text

The use of loan words in the source text possessed a special problem in translation. Once a word or expression was borrowed into a language, we could not predict or control its development or the additional meanings it might or might not take on. For example in English word *feminist* (advocating for equal rights for women) with the Japanese word *feminist* (*feminist* in Japanese is usually used to describe a man who is excessively soft with woman).

The problem of meaning is an inseparable part of the field of translation. If we talk about translation, we also have to talk about the

meaning. The reason is because the purpose of translation is closely translated to the problem of transfer of meaning contained in one language to another language.

Nababan (1997:33) state about the problem of meaning in translation follows:

1. Lexical Meaning

Lexical meaning is the meaning of the elements of language as a symbol or events and so forth. This lexical meaning belongs to the elements discussed apart from its use or context. Lexical meaning can also be called in the dictionary meaning given in the dictionary the word loose from its use or context.

2. Grammatical Meaning

Grammatical meaning is the relationship between the elements of language in a larger unit, for example, the relationship of a word with other words in the phrase or clause.

3. Contextual Meaning or Situational

Contextual meaning or situational is the relationship between speech and speech situations where it is used. In other words, the contextual meaning is the meaning of a word that is associated with language usage situational.

4. Textual Meaning

Textual meaning related to the content of a text or discourse. The different types of text can also cause the meaning of a word to be different.

## 5. Socio-cultural Meaning

The meaning of a word that is closely related to the socio-cultural meaning language user called socio-culture.

### **D. Subtitle**

In this session, the researcher defined subtitle into three points. They were definition of subtitle, the advantages of subtitle, and kind of subtitle.

#### 1. Definition of subtitle

According to Chiaro (2008: 141), subtitling is one of most widespread modalities adopted for translating products of audiovisual translation besides dubbing. Cintas and Anderman (2009: 8) describe that audiovisual translation is now one of the most vibrant and vigorous fields within translation studies. In other word, audiovisual translation is one of translation studies' branch. Chiaro (2008: 141) explains that audiovisual translation covers the inter lingual transfer of verbal language when it is transmitted and accessed both visually and acoustically, usually, but not necessarily, through some kind of electronic device.

Kuhiwczak and Littau (2007: 126), describe about the screen translation, which has a relation with subtitling. Screen translation is currently the preferred term used for translation of a wide variety of audiovisual texts displayed on one kind of screen or another. While it is normally associated with the subtitling and lip-synch dubbing of

audiovisual material for television and cinema, its range is actually much greater, covering as it does the translation of television program, films, videos, VCDs, DVDs, operas and plays. It seems like the term of screen translation is only the process of translating between two or more languages but this is not always like that. They also describe that subtitles can be either inter-lingual or intra-lingual. Intra-lingual subtitling is subtitling the dialogues their first language in texts.

Subtitling is a process of converting the voice to the text from the TV broadcast, internet, film, video, CD-ROM, DVD, live broadcast and the others productions that is showed in monitor screen (Purnomo and Untari, 2011: 2). Now days in our surrounding, the technology grows widely. One of them is video that is complete by subtitle. It is able to help the viewers who do not understand about the foreign language that the video uses. Subtitle is also the important in a video since when the learners do not understand about the language, it is able to help them to develop their language skill.

Subtitle are placed at the bottom border of the screen and appear at the exact moment that a person starts to speak and conversely. Reese and Davie (2009: 66) in their report studies, suggest that it will be more effective when visual illustrations are accompanied by the script. Since “subtitle helps the learners to know unfamiliar language that might lost in the stream of speech” (Vanderplank, 2009:70). Zarei (2009:66) says that watching subtitled video in learning activity can improve the student’s attention and comprehension. Vanderplank

(2009: 69) states that subtitle has a potential value to guide the learners by providing comprehensible language input.

In other words, subtitle is textual version of a video. It can be the same or the other language. Subtitle is placed at the bottom of the screen and appear in the exact moment when a person starts to speak and conversely. It helps the learners to know unfamiliar language that might lost in the stream of speech. It has also a potential value to guide the learners by providing comprehensible language input.

Gottlieb (in Baker, 2001: 244) in Routledge Encyclopedia of Translation Studies describes subtitle as subtitles, which sometimes referred to as caption, as transcriptions of film or TV dialogue, presented simultaneously on the screen. It usually consists of one or two lines of average maximum length of 35 characters. Subtitles are placed at the bottom of the picture and are either centered or left aligned. Subtitles are the product of subtitling or screen translation, because it is translating from the video or screen's dialogues and changes it to be texts, and then put them back on the screen.

## 2. Advantages of subtitle

There are some major advantages of using subtitle in language learning activities, the benefits as follows (King in Zanon 2006: 43 as cited in Husna: 2014):

- a. They use bridges the gap between reading and listening skill.

- b. Students can learn to process text in the foreign language rapidly and improve rapid reading by trying to keep up with the subtitles that accompany the dialogues.
- c. Students can learn how to pronounce many words, consciously and unconsciously.
- d. Subtitles allows learners to follow the plot easily.
- e. Learners can develop words recognition skills.
- f. Captions can reinforce the understanding of English context-bound expressions, and help learners to acquire new vocabularies.
- g. Students can understand humor (such a joke) that would be hard to recognize without the help of the captions.
- h. Subtitles can enhance students' concentration in following lines.
- i. Finally, subtitle can motivate students to study English outside the classroom context, especially by watching TV, cartoon animation, and others.

### 3. Kinds of Subtitling

Gottlieb (in Baker, 2001: 247) distinguishes the different forms of subtitling from a linguistic viewpoint.

#### a. Intra-lingual subtitling

Intra-lingual subtitling is a subtitle in the original language that includes subtitling of domestic programs for the Deaf and hard of hearing and subtitling of foreign language programs for language learners. Intra-lingual subtitling involves taking speech down in writing, changing mode but not for language.



b. Inter-lingual subtitling

Inter-lingual subtitling is a subtitle in another language. In inter-lingual subtitling, the subtitle crosses over from speech in one language to writing in another so it changes mode and language. Whereas technically speaking subtitles can be either open (not optional, i.e. shown with the film) and closed (optional, i.e. shown via teletext). Another distinction can be drawn on the basis of technical rather than linguistic processes of subtitling:

1) Open subtitles (not optional).

These include:

- a) Cinema subtitles which are either a physical part of the film (as in films for public viewing) or transmitted separately (for example at festival screenings).
- b) Inter-lingual television subtitles transmitted terrestrially and broadcast as part of the television picture.

2) Closed subtitling (optional, transmitted as teletext).

This type includes:

- a) Television subtitles for the Deaf and Hard of hearing, selected by the individual viewer on a remote-control unit and generated by a decoder in the television set.
- b) Inter-lingual television subtitles transmitted by satellite, allowing different speech communities to receive different versions of the same programs simultaneously. There are

three kind of subtitle based on the content distribution (Purnomo and Untari: 2011: 48):

(1) Hard subtitle

Hard subtitle is subtitle that unites with the video and they cannot be separated. It means that it cannot be turn on and turn off. Thus, this subtitle becomes picture and it is not a text again.

(2) Pre-Rendered subtitle

Pre-Rendered subtitle is subtitle that can be turn on and turn off. It is usually in the DVD format.

(3) Soft subtitle

Soft subtitle is subtitle that does not unite with the video, but they only appear in the same time when the video played.

## **E. Subtitling Strategies**

Gottlieb (2002) presents two general categories for subtitling: intralingual and interlingual subtitling. Intralingual subtitling deals with the production of subtitles that remain in the same language as the original and are used for the deaf or hard of hearing, or for language learners. Gottlieb describes it as vertical, in the sense that it involves taking speech down in writing, changing mode but not language. Interlingual subtitling is the type of language transfer that (1) simultaneously presents the translated

and the original verbal elements and, at the same time, (2) transforms speech into writing. Interlingual subtitling can be defined as:

1. the rendering in a different language,
2. of verbal messages,
3. in filmic media,
4. in the shape of one or more lines of written text,
5. presented on the screen,
6. and in sync with the original verbal message.

A well-known set of subtitling strategies is proposed by Gottlieb (1992), are as follows:

1. Expansion is expanded expression, adequate rendering (culture-specific references etc.). So, expansion is a strategy which is used when the dialogue in the source language (SL) needs an explanation in the target language (TL) to make the audience more understand, especially language that consists of culture. For example:

SL : *You will have two marriages. One long, one short*

TL : *Kamu bisa mengalami dua **kali pernikahan**. Yang satu awet, satunya **lagi hanya sebentar*** (Widiastuti and Krisnawati, 2010)

The phrase “*two marriages*” was translated into “*dua kali pernikahan*” The explanation word in the bracket was purposively added by the subtitler to clarify the dialogue. For some people in TL, phrase “*One long, one short*” was explained “*yang satu awet, satunya lagi hanya sebentar*”

2. Paraphrase is altered expression, adequate rendering (non-visualized language-specific phenomena). So, paraphrase is a strategy used by changing the construction of the source language (SL) into the target language (TL) but the meaning still maintained and easier to understand. For example:

SL: *We are getting **a ton of heat** from the police out here on the video.*

TL: *Kita dapatkan **pertanyaan keras** dari polisi tentang video itu.*

(Putri, 2016)

The use of paraphrase strategy could be seen on “*a ton of heart*” which was translated into “*pertanyaan keras*”.

3. Transfer is full expression, adequate rendering ('neutral' discourse - slow tempo), it refers to the strategy of translating the source text completely and accurately to the target language. There is no added explanation or modifying of view, because the subtitler translates the dialogue by literal word. In addition, the usage of this strategy also maintains the structure of the original text. Example:

SL : *Legend tells legendary warrior*

TL : *Legenda mengisahkan tentang pendekar legendaris.* (Adinusa & Asmarani, 2018).

There is no addition or deletion in that phrase. The subtitler translates the dialogue literally. “*Legend tells legendary warrior*” which was translated “*Legenda mengisahkan tentang pendekar legendaris*” and was very similar in the syntax and meaning. Transfer strategy was used in this translation process because all the words were translated.

4. Imitation is identical expression, equivalent rendering (proper nouns, international greetings etc.), it maintains the same forms, typically with names of people and places. Example:

SL : *But Shi Fu, he'll kill you*

TL : *Tapi Shi Fu, dia akan membunuhmu.* (Adinusa & Asmarani, 2018). “*Shi Fu*” was a name of person; therefore, the subtitler did not have to translate it.

5. Transcription is anomalous expression, adequate rendering (non-standard speech etc.), it used in those cases where a term is unusual even in the source text, for example, the use of a third language or nonsense language. Example:

SL : *Jiu-Jitsu, Muay Thai and a thousand style in between.*

TL : *Jiu-Jitsu, Muay Thai dan ratusan lainnya* (Simanjuntak, 2013).

It could be seen in word “*Jiu-Jitsu, Muay Thai*” are the name of traditional art from Jepang.

6. Dislocation is differing expression, adjusted content (musical or visualized language-specific phenomena), it adopted when the original employs some sort of special effect, e.g., a silly song in a cartoon film where the translation of the effect is more important than the content.

Example:

SL : *Spider-pig, spider-pig, can he swing from a web ? No, he can't he's a pig!*

TL : *Babi labalaba, babi labalaba, dapatkah dia berayun dari jaringnya? Tidak bisa, dia seekor babi.* (Simanjuntak, 2013)

It could be seen that the translator translates it word-to-word without changing the content because the effect is more important.

7. Condensation is condensed expression, concise rendering (normal speech). It's a strategy of translating by reducing the text from the source language to the target language without losing the original content. Condensation is making the text brief to miss unnecessary utterance using the shorter utterance, but it does not lose the message. Sometimes pragmatic effect can be lost by using condensation strategy. Therefore, the real aim of the text must be conveyed.

Example:

SL : ***He traveled the land** in search of worthy foes*

TL : *Dia **berkelana** untuk mencari musuh yang tangguh* (Adinusa & Asmarani, 2018).

The utterance "*He travelled the land*" in source language is translated in to "*Dia berkelana*" in the target language. It was found in the utterance *the land* which is mean "*tanah*" was not translated in the in to Indonesian subtitle. So the translator used condensation to reducing the utterance in the target language without changing the meaning of source language.

8. Decimation is abridged expression, reduced content (fast speech of some importance), it used to translate when the actors are quarrelling with the fast speaking. So, the translator is also condensing the utterance because the utterances have difficulty absorbing unstructured

written text quickly, its also omitting the important element that confusing the audience and some taboo. Example:

SL : *I made a mistake, Shit*

TL : *Aku salah.* (Putri, 2016).

The phrase “*I made a mistake, Shit*” was translated “*Aku salah*” It was not translated word-to-word.

9. Deletion is omitted expression, no verbal content (fast speech of less importance), it deliberate exclusion of the entire source language and less important aspects. Example:

SL : *Did I it? **Yeah**, I read it.*

TL : *Apakah aku membacanya? Aku membacanya.* (Putri, 2016).

The words “*yeah*” is deleted. Therefore, it was deleted without changing the information to the audience.

10. Resignation is differing expression, distorted content ('untranslatable' elements), it describes the strategy adopted when no translation solution can be found and meaning is inevitably lost. Example:

SL : *Beyotch!*

TL : - (No Translation). (Aveline, 2015).

The translator use resignation strategy when there is no solution in translating the meaning of source text.

Based on the theories above, the researcher refers to the theory of Gottlieb. It is because the theory is more complete and relevant to be the resource in analyzing the data.

## **F. Previous Study**

The research of analysis the translation strategies has been conducted by some researchers. The researcher took five of them as the example. However, it does not mean that three of the researches are exactly the same. The difference is on the objectives of the researches which causes on the results of the researches.

The first research has been conducted by Rohmah (2014) a bachelor of English Education of Yogyakarta State University, entitled “Subtitling Strategies of English Slang Expressions in The Indonesian Subtitle of TV Series: Hannah Montana Season 4”. She discussed the kinds of slang expression, the subtitling strategies of the slang expression, and the degree of meaning equivalence of the slang expressions in TV Series entitled Hannah Montana Season 4 and its Indonesian subtitle. In the research, she used the theory of subtitling strategies by Gottlieb. In line with the theory of Gottlieb, there are only seven strategies applied to translate slang expressions in this TV series. They are Expansion (1.63%), Paraphrase (34.95%), Transfer (49.59%), Imitation (2.44%), Transcription (2.44%), Condensation (1.63%), and Deletion (7.32%). The subtitler applies Transfer the most in his translation which means he knows the meaning of the slang expressions. The subtitler translates it accurately by treat it as slang expressions and not just some random words.

The second research has been conducted by Ariyanto (2013) a bachelor of English Language of Dian Nuswantoro University Semarang,



entitled “Strategies Used in Translating Idiomatic Expressions in The Subtitle Translation of the Transporter 2 Movie”. In his research, he discussed about the strategies are used by the translator to translate the English idiomatic expression in the subtitle translation of The Transporter 2 movie. He used Strategies in translating idiomatic expression theory by Mona Baker. There are four strategies in translating idiom, those are: Translation by using an idiom of similar meaning and form, translation by using an idiom of similar meaning but dissimilar form, translation by Paraphrasing, and translation by omission. In the result of his research, the dominant strategy in the subtitle translation of the transporter 2 movie used by Qoryati as the translator is translation by paraphrase which appears in (62) cases or 88,57%. 4,28% of them were translated by omission. Meanwhile, 4,28% of them were translated by the strategy of translation using idiom of similar meaning but dissimilar form, and the last, 2,85% of them were translated by the strategy of translation using idiom of similar meaning and form.

The third previous study is journal entitle “A Review on Translation Strategies of ‘Little Prince’ by Ahmad Shamlou and Abolhasan Najafi”. This research was done by Arjomandi and Kafipour (2016), on International Journal of English Language & Translation Studies. This study aimed to find out translation strategies used most and least frequently by Shamlou and Najafi (2012) in translation of “The Little Prince”. Moreover, it tried to identify if two translators differ significantly in applying translation strategies proposed by Malone (1988). The result of

this research shows that the most frequently used strategy was amplification (with 620 cases of use equal to 34%). After that reduction (with 420 cases of use which is equal to 23%) followed by equation (with 375 cases of use equal to 20%), reordering (with 155 cases of the use equal to 8%), substitution (with 100 cases of uses equal to 5%), divergence (with 65 cases of use equal to 4%), convergence and divergence with the same use (45 cases of use for each of strategies which is equal to 2% for each one of strategies) whereas the least frequently used strategy was diffusion (with 25 cases of use equal to 1%). By considering the results, the researcher believes that phrases which were taken out of the text were translated by employing the amplification strategy in Persian language and the translators attempted to translate as natural as Persian language culture that is they both tried to use phrases which were more tangible in Persian language.

The fourth previous study is journal entitle “Subtitling Strategies of Po’s Utterances in Kung Fu Panda Movie”. This research was done by Adinusa & Asmarani (2018). This study aimed to classified data based on subtitling strategies. The result researchers found 345 subtitling strategies of Po’s utterances in Kung Fu Panda movie. Those subtitling strategies are 19 (5,51%) data using expansion strategies, 22 (6,38%) data using paraphrase strategies, 186 (53,91%) data using transfer strategies, 26 (7,54%) data using imitation strategies, 10 (2,90%) data using transcription strategies, 36 (10,43%) data using condensation strategies, and 46 (13,33%) data using deletion strategies. Transfer strategy has more

frequency in Po's utterances in Kung Fu Panda movie, the percentage reaching 53,91% over half of Po's utterances.

The last previous study is journal entitle "An Analysis Of Students' Translation Works Of A Barack Obama's Political Speech". This research was done by Nur'azizah (2015) on Journal of English and Education. This study aimed to analyze the strategies used by the students in translating a political speech. The result of this research shows the strategies used by the students in translating a political speech from the highest to the lowest percentages; transposition (49,33%), reduction (14,66), expansion (6,66%), literal/word for word (5%), paraphrase (3,66%), naturalization (3,33%), equivalence (3%), couplets (2,66%), and calque (1,33%). It is also found some cases of mistranslation which reached 10,33%. The difficulties faced by the students were categorized as vocabulary problem, lexical problem, and syntactic problem. It was found that many of the sophisticated words were translated out of context and some of them were wrongly translated. For the quality of students' translation works, two of the student translation's works were categorized as acceptable translation. Since the scores were more than 70. The other one was unacceptable since the score was under 70. The score were 69.5, 75.5 and 88.

The differences of the research with the research before are in the subject analysis and theory. This research analyzes the students' product in subtitling of the English Education Department in the third year students' of IAIN Surakarta. This research tries to investigate the difficulties that students faced in subtitling class related to the translation strategy and the

dominant strategy that students used in the students' product of Little Red Riding Hood. Furthermore, the researcher uses theory from Gottlieb with ten types of subtitling strategies.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

In this chapter, researcher explains how is the steps to get the data and how is to analyzed the data. This chapter consist several sub headings include research of the research type, research setting, subject or informant, data source, data collecting technique, data analysis and data trustworthiness.

#### **A. Research Method**

Based on the research study and theory, this research simply used descriptive qualitative research method. Descriptive research includes surveys and fact-finding enquiries of different kinds. The major purpose of descriptive research is description of the state of affairs as it exists at present. Qualitative research is based on the qualitative measurements of some characteristics and concerned with qualitative phenomenon. Rajasekar (2013:10) mentions several characteristics of qualitative data research/method, there are: it is non-numerical, descriptive, applies reasoning and uses words; its aim is to get the meaning, feeling and describe the situation; qualitative data cannot be graphed; it is exploratory; and it investigates the why and how of decision making.

In other words, the descriptive qualitative research is a type of research which does not include any calculation or enumeration. Based on the explanation above, the researcher carried out the research by analyzing

the subtitling strategies in student's product at the sixth semester of English Education Department IAIN Surakarta.

## **B. Setting of Research**

Giren (2018) state that research setting can be seen as the physical, social, and cultural site in which the researcher conducts the study. The setting of the research is in IAIN Surakarta. It is located in jl. Pandawa, Pucangan, Kartasura, Sukoharjo.

## **C. Subject of the Study**

Subject of research is the process of selecting a number of individuals for a study such as a way the individual represent the large group from they were selected (Nasution, 1991:119). The subject of this research is the third year students of English Education Department IAIN Surakarta in Academic Year 2018/2019. The researcher took three groups out of six groups in subtitling class as the subject of research. The reason of taking three group is because it will take longer time to analyze all groups. The researcher takes the sample randomly.

## **D. Source of Data and Data**

The data are information of fact to be analyzed. Source data is the subject of analysis where the data found. Source of data for qualitative research can be things, texts, and people. It is divided into: informant, event or activity, place or location, and documents (Sutopo, 2002: 50-54).

In conducting the research, the data is the dialogue and all the verbal aspect in the video and their translation in the form of subtitles which were analyzed by frame. The video of Little Red Riding Hood is from HISHE Kids' Youtube channel. The researcher employs the students' product of subtitling Little Red Riding Hood as the data source to investigate the of the students in subtitling related to the translation strategy and the dominant strategy that students used in the students' product of Little Red Riding Hood. Data source refers to the subject from which the data can be obtained. The data sample is gotten by purposive sampling. The researcher chooses in subtitling.

The data source, researcher used response by the students. The researcher using of questionnaire with google form to investigate the students' understanding on the application of subtitling strategies in composing subtitle of "Little Red Riding Hood" uses closed and opened questionnaire as the data.

#### **E. Techniques of Data Collection**

The process of data collecting in this research used the content analysis technique. In using this technique, the researcher took all data that support the research questions. In the meantime, the chosen data led to the focus of the research. In collecting the related data, the researcher was listening, watching, reading, and note taking. The researcher observed the object by listening and watching the dialogue or utterance and reading the

Indonesian subtitle of the students' subtitling project entitled 'Little Red Riding Hood'.

## **F. Techniques of Data Analysis**

In qualitative research, analyzing data used to know the probability theory by using statistic as stated by Herman (1992:122). Data analysis deals with the way to analyze the data obtained in this research. Arikunto (2006:236) classifies the data of a descriptive study in two kinds of data. They are qualitative data which are in the form of words or sentences and quantitative data which are not in the form of numbers.

Analyzing data refers to a processing the data that have been collected by researcher. It can ease the reader to understand the essential meaning and important parts of the data. According to Miles and Huberman (1984) in Sutopo (2002:95) stated that analyzed the data researcher needs through some step are data reduction, data display, conclusion and verification.

### **1. Data Reduction**

Data reduction is the process of taking and selecting the right data that appear in written-up field note or transcriptions according to needed standard criteria. Data reduction occurs continuously throughout the life of any qualitatively oriented project. In the process of data reduction, the researcher selected, focused, and simplifies the data. In this case, the researcher selected and took the important information and eliminated the unimportant information. In here, the important data



is all the essentials or information that supports and relates to the being searched.

The researcher watched, checked and selected the source translation on the video and the target, and took the data that related to the object of the research.

## 2. Data Display

Display of the data is a description of the data. As the second component in analyzing the data, this technique is used in arranging information, description or narration in order to draw conclusion. Miles and Huberman (2005:341) state that, “the most frequent form of display data for qualitative research data in the past has been narrative text”.

The researcher analyzed the types of subtitling strategies using the theory by Gottlieb. Display the data in organized and compressed information to lead to the conclusion. The forms of qualitative data display to include types of table, matrices, graphs, chart, or network. The data display has function to perform accessible, compact, and organized information about the data. The researcher uses coding to display the data.

The process of coding will be explained bellow:

- a. Number of Datum = 01
- b. Time = 00:39
- c. Expansion = Exp

- d. Paraphrase = Ph
- e. Transfer = Tf
- f. Imitation = Im
- g. Transcription = Tc
- h. Dislocation = Dis
- i. Condensation = Con
- j. Decimation = Dec
- k. Deletion = Del
- l. Resignation = Res

Here the example of coding to make the clearer coding data.

01/00:39/G1/Tf

It is means the data number is one, 00:39 means the translation appear on time 00:39, G1 means the datum is taken from the group 1, Tf showed that the type of datum categorized as Transfer.

### 3. Conclusion and Verification

The researcher draws the conclusion of data after describing and interpreting the data continuously and throughout in the course of study as the outcome of interpretation. The researcher interprets the data taken and then makes conclusion about types of strategies that is used by the student third semester of English Education Department in IAIN Surakarta in the academic year 2018/2019 in composing subtitle of 'Little Red Riding Hood' and then make conclusion about the most dominant type of subtitling strategies used by the students based on Gottlieb's theory.

## G. Trustworthiness of the Data

In the research, researcher must obtain the data. This part of research points how the way data can get the trustworthiness. To check the trustworthiness of the data, the researcher used theoretical triangulation. Moleong (2011: 330) states that Triangulation is a technique that utilizes data validity that exploits something else. Outside the data for checking purposes or as a comparison against the data. Triangulation is a method to enhance researcher's understanding about what was being investigated. Denzin in Moleong states that there are four kinds of triangulation: *source triangulation, method triangulation, theories triangulation and investigator triangulation.*

Triangulation is a general way used to develop the validity in qualitative inquiry. According to Moelong (2004:330) states that triangulation is a technique to examine the data validation by using others mean outside the data to verify the data itself to compare them. Researcher triangulation is particularly important to decreasing bias in gathering and analyzing study data. The researcher analyzed the data to the theory and after that took the proof reader to check the validity to someone who expert and already know about translation and subtitling.

To check the validation, the researcher applied investigator triangulation to Mrs. Lilik Istiqomah, S.S., M.Hum., M.Pd, as translation and subtitling lecturer in IAIN Surakarta.

## **CHAPTER IV**

### **FINDING AND DISCUSSION**

^This chapter consists of finding and discussion. Finding presents the data found from two objectives observed there are the types of subtitling strategies and the most dominant strategies used by the students in composing subtitle of ‘Little Red Riding Hood’ by the third year students of IAIN Surakarta in the academic year 2018/2019. The data are presented in the discussion.

#### **A. Research Finding**

The purpose of this chapter is to answer the research problems which are stated in the first chapter. Based on the problem statement above, the researcher will explain the result types of subtitling strategies used by students in composing subtitle of ‘Little Red Riding Hood’ based on Gottlieb theory, by analyze:

1. The types of subtitling strategies used by third year students of IAIN Surakarta in composing subtitle of ‘Little Red Riding Hood’.
2. The most dominant types of subtitling strategies used by third year students of IAIN Surakarta in composing subtitle of ‘Little Red Riding Hood’.
3. The students’ understanding on the application of subtitling strategies in composing subtitle of “Little Red Riding Hood”

The researcher did analysis about what types of subtitling strategies when composing subtitle of 'Little Red Riding Hood', how they translate it from the source language (SL) to target language (TL), the data finding is presented in to several parts based on the groups. The analysis of the research presented below:

### **1. The Types of Subtitling Strategies Used by the Third Year Students of IAIN Surakarta in Composing Subtitle of 'Little Red Riding Hood'.**

According to Gottlieb (1992), subtitling strategies divided in to ten types. There are (1) Expansion is used when the original text requires an explanation because of some cultural nuance not retrievable in the target language, the subtitler add information to make it clear (2) Paraphrase is used when the subtitler does not use the same syntactical rules in subtitling the dialogue, the subtitler using this strategy to changes the structures of the subtitle and makes it easier to understand and readable by the audience (3) Transfer refers to when the subtitler translates the dialogue by literal word (4) Imitation maintains the same forms, typically with names of people and places (5) Transcription is used in those cases where a term is unusual even in the source text, for example, the use of a third language or nonsense language (6) Dislocation is adopted when the original employs some sort of special effect, e.g., a silly song in a cartoon film where the translation of the effect is more important than the content (7) Condensation is making the text brief to miss unnecessary utterance using the shorter utterance, but it does not lose the message. Sometimes pragmatic effect can be lost by using condensation strategy (8) Decimation

is used to translate when the actors are quarrelling with the fast speaking. So, the translator is also condensing the utterance because the utterances have difficulty absorbing unstructured written text quickly (9) Deletion refers to the total elimination of parts of a text. It omits full elements, such as of line dialogue from the source language (SL) to target language (TL) (10) Resignation describes the strategy adopted when no translation solution can be found and meaning is inevitably lost.

The researcher will explain the result types of subtitling strategies used by the third students of IAIN Surakarta in the academic year 2018/2019. The data will be presented based on the result from each group, total group that analyzed by the researcher is three groups. The detail information explains below.

**a. The types of Subtitling Strategies Used by the First Group in Composing Subtitle of ‘Little Red Riding Hood’**

From the first group, researcher took the data and the video that they have made. The researcher analyzed it using Gottlieb theory, where is the type of subtitling strategies divided into ten. They are expansion, paraphrase, transfer, imitation, transcription, dislocation, condensation, decimation, deletion, and resignation. The researcher found 62 data that divided into expansion with 4 data, paraphrase with 5 data, transfer with 34 data, imitation with 8 data, condensation with 4 data, and 7 data deletion.

Below are the explanations from each type of subtitling strategies used by the first group.


1) Expansion

The researcher found 4 data that categorized as expansion, expansion is used when the original need an extra explanation because some cultural nuance not retrievable in the target language. The data can be seen on datum 45/03:07/G1/Exp, 48/03:12/G1/Exp, 59/03:49/G1/Exp. Below are the explanations.

ST	TT	Subtitle Strategies
'Sucker'		Expansion


Datum 45/03:07/ G1/Exp

Datum 46/03:07/ G1/Exp showed the strategies that called expansion. The source language is written 'sucker' and translated into 'Dasar tolol!'. The subtitler added the word 'dasar' in target language to make audience understand that the wolf is mocking the little red girl.

ST	TT	Subtitle Strategies
‘Bad direction! That’s clever’		Expansion

Datum 48/03:12/ G1/Exp

The strategy that is used from the utterance above is expansion. This strategy is used to translate the source language ‘Bad direction! That’s clever’ into the target language ‘Arah yang salah, idemu sangat cemerlang’. The subtitler added ‘idemu’ to translate ‘that’s clever’ to clarify which is they mean clever.

ST	TT	Subtitle Strategies
‘Bad direction! The moral?’		Expansion


Datum 59/03:49/ G1/Exp



The subtitler used expansion strategy to translate the source language ‘the moral?’ into the target language ‘pesan moralnya?’ to explain what moral that means from the utterance.

2) Paraphrase

Paraphrase is found applied into 5 data on datum 20/01:43 G1//Ph, 35/02:34/ G1/Ph, 43/02:59/G1/Ph, 44/03:01/ G1/Ph. Paraphrase can be found when the structure from the source language cannot be translated into target language. Paraphrase is used when subtitler does not use the same syntactical rules in subtitling the dialogue. The explanations are below.

ST	TT	Subtitle Strategies
‘Yeah?’		Paraphrase

Datum 20/01:43 G1//Ph

The utterance above used paraphrase strategy to translate the source language and target language. It occurs in the source

language ‘Yeah?’ which is translated in to ‘Lalu?’ in the target language because it sounds easier to understand and more natural.

ST	TT	Subtitle Strategies
‘Yesss. The delay will definitely be worth it’		Paraphrase

Datum 35/02:34/ G1/Ph

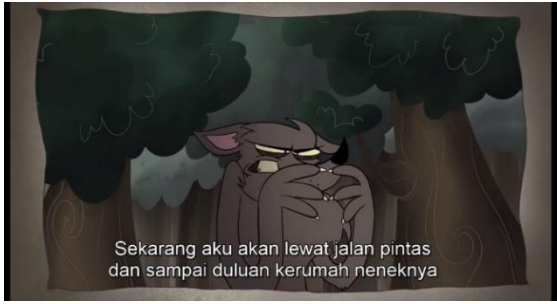
The paraphrase strategy is used to translate the source language ‘Yesss. The delay will definitely be worth it’ into the target language ‘Betul, kamu tidak akan menyesal’. If the source language is translated literally, it says ‘betul, penundaannya tentu akan berharga’. The subtitler make it easier to understand in the target language by translate it ‘betul, kamu tidak akan menyesal’.

ST	TT	Subtitle Strategies

'Off I go!'		Paraphrase
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Datum 43/02:59/G1/Ph

The paraphrase strategy is used to translate the source language 'Off I go!' into the target language 'sekarang aku kesana'. When the source language is translated literally it says 'pergi aku pergi' it can make confuse the audience, then the subtitler translate into 'sekarang aku kesana' to make the meaning easier to understand.

ST	TT	Subtitle Strategies
'Now to cut through the woods and arrive at grandmother's house first'		Paraphrase

Datum 44/03:01/ G1/Ph

The utterance above is translated using paraphrase strategy to translate the source language ‘Now to cut through the woods and arrive at grandmother’s house first (evil laugh)’ into the target language ‘Sekarang aku akan lewat jalan pintas dan sampai duluan kerumah neneknya’. When it is translated literally, it says ‘sekarang untuk memotong pepohonan dan samapai ke rumah neneknya’ the audience will confuse to get the meaning of the utterance. Then the subtitler used the utterance ‘Sekarang aku akan lewat jalan pintas dan sampai duluan kerumah neneknya to represented the meaning ‘Now to **cut through the woods** and arrive at grandmother’s house first (evil laugh)’.

### 3) Transfer


The researcher found that transfer strategy is applied on 34 data from the subtitle. Transfer is used to translate the source language completely and correctly into the target language. The data are shown in datum 01/00:39/G1/Tf, 03/00:47/ G1/Tf, 06/00:57/ G1/ Tf, 21/01:44/ G1/Tf, 32/02:18/ G1/Tf, and 39/02:46/ G1/Tf. The explanations of the data are presented below.

ST	TT	Subtitle Strategies
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‘Little Red Riding Hood’		Transfer
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Datum 01/00.39/G1/Tf

Datum 01/00.39/G1/Tf showed the strategy that called expansion. The source language is written ‘Little Red Riding’ that translated to ‘Gadis Kecil Berkerudung Merah’. The word just translated in completely and correctly on each word.

ST	TT	Subtitle Strategies
‘Everyone has heard the tale of Little Red Riding Hood’		Transfer

Datum 03/00:47/ G1/Tf

The strategy that is used to translate the utterance above is called transfer. The source language ‘Everyone has heard the tale of Little Red Riding Hood’ translated in to the target language ‘Semua tahu cerita tentang Gadis kecil berkerudung merah’. The subtitler translate it completely and correctly on each word.

ST	TT	Subtitle Strategies
‘What big eyes you have’ and ‘what big teeth you have’		Transfer

Datum 06/00:57/ G1/ Tf

The utterance above is translated using transfer strategy to translate the source language ‘What big eyes you have’ and ‘what big teeth you have’ into the target language ‘Begitu besar mata nenek’ begitu besar gigi nenek’. There is no change of the meaning from both source language and target language.


ST	TT	Subtitle Strategies

‘Where are you headed with that delicious smelling basket of goodies?’		Transfer
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Datum 21/01:44/ G1/Tf

The utterance above is translated using transfer strategy to translate the source language ‘Where are you headed with that delicious smelling basket of goodies?’ into the target language ‘Kamu ingin pergi kemana dengan keranjang yang penuh makanan itu?’. The wolf asked the little girl who across the forest bringing a basket full off muffin where she will go to. From the scene there is no change of the meaning from both language because the dialogue is uttered by the wolf that showed real act from the movie. So the meaning of the subtitle and the context of this scene is suitable.

ST	TT	Subtitle Strategies
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<p>‘But, might I recommend taking time to gather some wonderfully beautiful flowers for you grandma as you go.’</p>		<p>Transfer</p>
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Datum 32/02:18/ G1/Tf

The strategy that is used to translate the utterance above is called transfer. The source language ‘But, might I recommend taking time to gather some wonderfully beautiful flowers for you grandma as you go’ translated in to the target language ‘Tapi saranku kamu membawa beberapa bunga cantik dan mempesona sebagai hadiah untuk nenekmu’. There is no change of the meaning from the source language to the target language, the word is translated literally.

ST	TT	Subtitle Strategies
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<p>‘Thank you so much for bearing with me.’</p>		<p>Transfer</p>
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Datum 39/02:46/ G1/Tf

Transfer strategy is found from the utterance above. The subtitler translate it from the source language ‘Thank you so much for bearing with me’ into the target language ‘Terimakasih sudah peduli denganku’ without adding or deleting some words.

#### 4) Imitation


Imitation is happened when the subtitler translates the dialogue by literal word. Imitation is applied on 8 data. The datum 07/01:00/G1/Im, 10/01:12/G1/Im, 11/01:14/G1/Im, 15/01:25/G1/Im, are showed imitation strategy. Below are the explanations.

ST	TT	Subtitle Strategies

<p>And <b>bla bla</b></p> <p><b>bla...</b></p>	 <p>Dan bla bla bla.. Lalu akhirnya ditolong oleh penebang kayu dan selanjutnya dan selanjutnya</p>	<p>Imitation</p>
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Datum 07/01.00/G1/Im

Imitation strategy is used to translate the source language ‘And **bla bla bla...** Rescued by the woodcutter at the last minutes... etc, etc.’ into the target language ‘Dan **bla bla bla..** Lalu akhirnya ditolong oleh penebang kayu dan selanjutnya dan selanjutnya dan selanjutnya’. The subtitler rewrote the words ‘bla blab la...’ into the target language.

ST	TT	Subtitle Strategies
<p>‘<b>Lalala.....</b></p> <p><b>lalala... la la</b></p> <p><b>la laa.</b> Whats that? (sniffs)’</p>	 <p>Lalala.... lalala... la la la laa Bau apa ini?</p>	<p>Imitation</p>

Datum 10/01:12/ G1/Im

Imitation strategy is used to translate the source language ‘**Lalala..... lalala... la la la laa**. Whats that? (sniffs)’ into the target language ‘Lalala... lalala..la la la laa. Bau apa ini?’. The subtitler rewrote the words ‘Lalala... lalala... la la la laa’ into the target language.

ST	TT	Subtitle Strategies
<p>‘A rosewood basket filled with (sniffs)... <b>muffins!</b>’</p>		<p>Imitation</p>


Datum 15/01:25/ G1/Im

The name of food above is translated into imitation strategy. The subtitler translated the source language ‘A rosewood basket filled with (sniffs)... **muffins!**’ into the target language ‘Keranjang bunga penuh denga... muffin!!!’ The subtitler rewrote the word ‘muffin’ into the target language.

#### 5) Condensation

Four data are found translated using condensation strategy. The data can be seen on datum 30/02:11/ G1/Con, 34/02:29/ G1/Con, and 40/02:49/ G1/Con. Condensation is used by reducing the text


from the source language to the target language without losing the original content The data are explained below.

ST	TT	Subtitle Strategies
<p>'That way. <b>Yep</b>'</p>		<p>Condensation</p>

Datum 30/02:11/ G1/Con

Based on the scene, the little red riding hood having conversation with the wolf, she asked where is the way and she answered the direction. The utterance 'That way. **Yep**' into 'lewat situ' in the target language by using condensation strategy. Condensation strategy is used by subtitler to make the text brief by missing the unnecessary sentence. It was found in the utterance the word 'Yep' was not translated into the target language.

ST	TT	Subtitle Strategies

<p>‘Oh, so you think I should bear slightly off the path to gather flowers?’</p>		<p>Condensation</p>
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Datum 34/02:29/ G1/Con

In this scene the girl make sure again about the wolf’ suggestion to take the flowers. The subtitler used condensation strategy to translate the source language ‘Oh, so you think I should bear slightly off the path to gather flowers?’ into ‘Oh, jadi menurutmu aku kesana untuk mengambil banyak bunga?’ in the target language. The subtitler did not translate the words ‘slightly off the path’ which has mean ‘sediki keluar jalur’ if it is translated literally. The subtitler used condensation strategy to reducing the utterance in the target language without changing the meaning of the source language.

ST	TT	Subtitle Strategies
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<p>‘As I bear this basket onto my grandmother’s house and help her bear her sickness’</p>		<p>Condensation</p>
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Datum 40/02:49/ G1/Con

The strategy that is used to translate the utterance above is called condensation. The subtitler translated the source language ‘As I bear this basket onto my grandmother’s house and help her bear her sickness’ into ‘Seperti aku peduli dengan nenekku dengan membawakan keranjang ini kepadanya’ In the target language. There are found some words that did not translated into target language like ‘onto my grandmother’s house’. Even the subtitler did not translate it the meaning from the source language isn’t changing.

#### 6) Deletion

The researcher found that deletion is applied to 7 data, they are on datum 09/01:05/G1/Del, 17/01:33/ G1/Del and 26/01:57/G1/Del. Deletion is deliberate exclusion of the entire source language and less important aspect. For example, the


elimination of the text, repetition of words. These are some examples where the strategy is used.

ST	TT	Subtitle Strategies
<p><b>But</b> here's how Little Red Riding Hood should have ended'</p>		<p>Deletion</p>

Datum 09/01:05/G1/Del

The subtitler used deletion strategy to translate the utterance above. This strategy is used to delete the word 'but' in the source language '**But** here's how Little Red Riding Hood should have ended' into 'Seharusnya beginilah cerita Gadis Kecil Berkerudung Merah itu berakhir' in the target language. The word 'but' is not found in the target language because it is unnecessary word to translate and display. Without adding the word 'but' the audience still understand the utterance that occurs in this scene.

ST	TT	Subtitle Strategies

<p>‘Pardon me, <b>unaccompanied</b> little girl’</p>		<p>Deletion</p>
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Datum 17/01:33/ G1/Del

Deletion strategy is used to translate the utterance above. The wolf stopped the little girl when she is on the way to her grandmother’ house alone. This strategy is used to delete the word ‘unaccompanied’ from the source language ‘Pardon me, **unaccompanied** little girl’ into ‘Permisi Gadis kecil’ in the target language. The word ‘unaccompanied’ is not found in the target language because it is unnecessary word to translate and display. ‘Unaccompanied’ means that the girl is alone when she met the wolf in the way to her grandmother’s house. It can be seen in the scene that she is alone. So, without adding the word ‘unaccompanied’ into the target language the audience still understand the utterance which occurs in the scene.

ST	TT	Subtitle Strategies
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<p>‘It’s down the path... in that direction’</p>		<p>Deletion</p>
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Datum 26/01:57/ G1/Del

The strategy that is used to translate the utterance above is called deletion. The subtitler translate it the source language ‘It’s down the path... in that direction’ into the target language ‘Menelusuri jalan... kearah itu’ without translate the word ‘it’s’. The deletion process of the word ‘it’s’ has no effect and doesn’t corrupt the meaning of the target language.


**b. The types of Subtitling Strategies Used by the Second Group in Composing Subtitle of ‘Little Red Riding Hood’**

From the second group, the researcher found 63 data that divided into expansion with 3 data, paraphrase with 5 data, transfer with 38 data, imitation with 9 data, condensation with 4 data, and 4 data deletion.

Below are the explanations from each type of subtitling strategies used by the second group.

- 1) Expansion

The researcher found 3 data that categorized as expansion. The researcher have checked it to the validator too. The data can be seen on datum 46/03:07/G2/Exp, 47/03:08/G2/Exp and 60/03:49/G2/Exp. The detail can be seen below.

ST	TT	Subtitle Strategies
'Sucker!'		Expansion

**Datum** 46/03:07/ G2/Exp


Datum 46/03:07/G2/Exp showed the strategies that called expansion. The source language is written 'sucker' and translated into ' Dasar tolol'. The subtitler added the word 'dasar' in target language to make audience understand that the wolf is mocking the little red girl.

ST	TT	Subtitle Strategies

‘Sucker!’		Expansion
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Datum 47/03:08/ G2/Exp

The strategy that is used from the utterance above is expansion. This strategy is used to translate the source language ‘Sucker’ into the target language ‘Dasar tolo!!’. The subtitler added the word ‘dasar’ to translate ‘Sucker’ to give explanation that the girl understood the wolf tried to mocking her.

ST	TT	Subtitle Strategies
‘The moral?’		Expansion

Datum 60/03:49/ G1/Exp

The subtitler used expansion strategy to translate the source language ‘the moral?’ into the target language ‘pesan moralnya?’ to explain what moral that means from the utterance.

2) Paraphrase

Paraphrase is found applied into 5 data on datum 21/01:43/G2/Ph, 36/02:34/G2/Ph, 44/02:59/G2/Ph, 45/03:01/G2/Ph, 53/03:23/G2/Ph.


Paraphrase can be found when the structure from the source language cannot be translated into target language. Paraphrase is used when subtitler does not use the same syntactical rules in subtitling the dialogue.

The explanations are below.

ST	TT	Subtitle Strategies
‘Yeah?’		Paraphrase

Datum 21/01:43/G2/Ph


The utterance above used paraphrase strategy to translate the source language and target language. It occurs in the source language ‘Yeah?’ which is translated in to ‘Lalu?’ in the target language because it sounds easier to understand and more natural.

ST	TT	Subtitle Strategies
<p>‘Yesss. The delay will definitely be worth it’</p>		<p>Paraphrase</p>

Datum 36/02:34/ G1/Ph


The paraphrase strategy is used to translate the source language ‘Yesss. The delay will definitely be worth it’ into the target language ‘Tentu kamu tidak akan menyesal. If the source language is translated literally, it says ‘Ya, penundaannya tentu akan berharga’. The subtitler make it easier to understand in the target language by translate it ‘tentu, kamu tidak akan menyesal’.

ST	TT	Subtitle Strategies

'Off I go!'		Paraphrase
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Datum 44/02:59/G2/Ph

The paraphrase strategy is used to translate the source language 'Off I go!' into the target language 'sekarang aku kesana'. When the source language is translated literally it says 'pergi aku pergi' it can make confuse the audience, then the subtitler translate into 'sekarang aku kesana' to make the meaning easier to understand.

ST	TT	Subtitle Strategies
'Now to <b>cut through the woods</b> and arrive at grandmother's house first (evil laugh)'		Paraphrase

Datum 45/03:01/G2/Ph

The utterance above is translated using paraphrase strategy to translate the source language ‘Now to **cut through the woods** and arrive at grandmother’s house first (evil laugh)’ into the target language ‘Sekarang aku akan lewat jalan pintas dan sampai duluan kerumah neneknya’. When it is translated literally, it says’ sekarang untuk memotong pepohonan dan samapai ke rumah neneknya’ the audience will confuse to get the meaning of the utterance. Then the subtitler used the utterance ‘Sekarang aku akan lewat jalan pintas dan sampai duluan kerumah neneknya to represented the meaning ‘Now to **cut through the woods** and arrive at grandmother’s house first (evil laugh)’.

ST	TT	Subtitle Strategies
‘Oh.. heh goodness heh’		Paraphrase

Datum 53/03:23/ G2/Ph

The subtitler translate the utterance above using paraphrase strategy from the source language ‘Oh.. heh goodness heh’ into ‘Aduh’ in target language. ‘Oh..heh goodness heh’ is translated

literally into ‘ oh kebaikan’. But, it didn’t sound natural, in this scene the wolf surprised because he come into wrong home, he came to the bears’ home. So the subtitler translate it ‘Aduh’ to make it more natural toward the situation on the scene.

### 3) Transfer

The researcher found that transfer is applied on 38 data from the subtitle. The data are shown in datum 02/00:45/G2/Tf, 08/01:04/G2/ Tf, 23/01:47/ G2/Tf, 30/02:08/ G2/Tf, 38/02:39/ G2/Tf and 50/03:16/ G2/Tf, The explanations of the data are presented below.

ST	TT	Subtitle Strategies
Oh...Halo.’		Transfer

Datum 02/00:45/G2/Tf

Datum 02/00:45/G2/Tf showed the strategy that called transfer. The source language is written ‘Oh, hello!’ that translated to



‘Oh...Halo. The word just translated in completely and correctly on each word.

ST	TT	Subtitle Strategies
‘We’ve all heard that story!’		Transfer

Datum 08/01:04/G2/ Tf

The strategy that is used to translate the utterance above is called transfer. The source language ‘We’ve all heard that story!’ translated in to the target language ‘kita sudah dengar cerita itu’. There is no change of the meaning from both language.

ST	TT	Subtitle Strategies
‘Little Red Riding Hood knew how crafty and dangerous		Transfer

wolves can be'		
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Datum 23/01:47/ G2/Tf

The utterance above is translated using transfer strategy to translate the source language 'Little Red Riding Hood knew how crafty and dangerous wolves can be' into the target language 'Gadis kecil itu tahu bagaimana serigala licik dan bisa membahayakan'. In this scene the little girl met the wolf and she think about the trick that the wolf made and made her in dangerous. The dialogue is uttered show real act from the scene and there is no change of the meaning from both language. It means the suitable of the subtitle and context of this scene is suitable.

ST	TT	Subtitle Strategies
'The end of that path'		Transfer


Datum 30/02:08/ G2/Tf

The utterance above is translated using transfer strategy to translate the source language ‘The end of that path’ into the target language ‘tepat diujung jalan ini’. The little girl said to the wolf that her grandmother waiting for her. The dialogue is uttered show real act from the scene and there is no change of the meaning from both language. So the meaning of the subtitle and the context of this scene is suitable.

ST	TT	Subtitle Strategies
‘Well thank you.’		Transfer

Datum 38/02:37/ G2/Tf

The strategy that is used to translate the utterance above is called transfer. The source language ‘Well thank you.’ translated in to the target language ‘Oke, terimakasih’. There is no change of the meaning from the source language to the target language, the word is translated literally and correct on each word.

ST	TT	Subtitle Strategies
But I wonder..  whatever  became of that  wolf???'		Transfer

Datum 50/03:16/ G2/Tf


Transfer strategy is found from the utterance above. The subtitler translate it from the source language ‘But I wonder.. whatever became of that wolf??’ into the target language ‘Tapi aku jadi penasaran jadi seperti apa serigala itu?’ without adding or deleting some words. It was translated literally and correct.

#### 4) Imitation

Imitation is happened when the subtitler translates the dialogue by literal word. Imitation is applied on 9 data. The datum 07/01.00/G2/Im, 12/01:14/G2/Im, 16/01:25/G2/Im and 56/03:35/G2/Im.


Below are the explanations.

ST	TT	Subtitle

		Strategies
‘And bla bla bla...’		Imitation


Datum 07/01.00/G2/Im

Imitation strategy is used to translate the source language ‘And bla bla bla... Rescued by the woodcutter at the last minutes... etc, etc.’ into the target language ‘Dan bla bla bla... Lalu akhirnya ditolong oleh penebang kayu dan selanjutnya dan selanjutnya. The subtitler rewrote the words ‘bla blab bla...’ into the target language.

ST	TT	Subtitle Strategies
‘Lalala..... lalala... la la la laa. Smells like... a little girl (sniffs)’		Imitation

Datum 12/01:14/ G2/Im


Imitation strategy is used to translate the source language ‘Lalala..... lalala... la la la laa. Smells like... a little girl (sniffs)’ into the target language ‘Lalala..... lalala... la la la laa. Bau nya seperti gadis kecil’. The subtitler rewrote the words ‘Lalala... la la la laa’ into the target language.

ST	TT	Subtitle Strategies
‘A rosewood basket filled with (sniffs)... <b>muffins!</b> ’		Imitation

Datum 16/01:25/G2/Im

The name of food above is translated into imitation strategy. The subtitler translated the source language ‘A rosewood basket filled with (sniffs)... **muffins!**’ into the target language ‘Keranjang bunga penuh denga... muffin!!!’ The subtitler rewrote the word ‘muffin’ into the target language.

ST	TT	Subtitle Strategies

<p>‘More muffins?’</p>		<p>Imitation</p>
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Datum 56/03:35/G2/Im

The name of food also is translated into imitation strategy. The subtitler translated the source language ‘More muffins?’ into the target language ‘Muffin lagi’. The subtitler rewrote the word ‘muffin’ into the target language.

#### 5) Condensation


Four data are found translated using condensation strategy. The data can be seen on datum 31/02:11/ G2/Con, 34/02:25/ G2/Con and 41/02:49/ G2/Con. Condensation is used by reducing the text from the source language to the target language without losing the original content. The data are explained below.

ST	TT	Subtitle Strategies
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<p>'That way. <b>Yep</b>'</p>		<p>Condensation</p>
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Datum 31/02:11/ G2/Con


Based on the scene, the little red riding hood having conversation with the wolf, she was asked where is the way and she answered the direction. The utterance 'That way. **Yep**' into 'lewat situ' in the target language by using condensation strategy. Condensation strategy is used by subtitler to make the text brief by missing the unnecessary sentence. It was found in the utterance the word 'Yep' was not translated into the target language.

ST	TT	Subtitle Strategies
<p>'There are many flowers just slightly off the path.'</p>		<p>Condensation</p>

Datum 34/02:25/ G2/Con



In this scene the girl make sure again about the wolf' suggestion to take the flowers. The subtitler used condensation strategy to translate the source language 'There are many flowers just slightly off the path.' into 'Ada banyak bunga disana' in the target language. The subtitler did not translate the words 'slightly off the path' which has mean 'sediki keluar jalur' if it is translated literally. The subtitler used condensation strategy to reducing the utterance 'ust slight off the path' into 'disana' in the target language to make the audience understand it easier.

ST	TT	Subtitle Strategies
<p>'As I bear this basket onto my grandmother's house and help her bear her sickness'</p>		<p>Condensation</p>


Datum 41/02:49/ G2/Con

The strategy that is used to translate the utterance above is called condensation. The subtitler translated the source language 'As I bear this basket onto my grandmother's house and help her bear her sickness' into 'Seperti aku peduli dengan nenekku dengan

membawakan keranjang ini kepadanya’ In the target language. There are found some words that did not translated into target language like ‘onto my grandmother’s house’. Even the subtitler did not translate it the meaning from the source language isn’t changing.

6) Deletion


The researcher found that deletion is applied to 4 data, they are on datum 27/01:57/ G2/Del, 49/03:12/ G2/Del, 52/03:21/G2/Del and 59/03:42/G2/Del. Deletion is used to delete a word that less important from the source language to target language. These are some examples where the strategy is used.

ST	TT	Subtitle Strategies
<p>‘It’s down the path... in that direction’</p>		<p>Deletion</p>

Datum 27/01:57/ G2/Del

The strategy that is used to translate the utterance above is called deletion. The subtitler translate it the source language ‘It’s down

the path... in that direction' into the target language 'Menelusuri jalan... kearah itu' without translate the word 'it's'. The deletion process of the word 'it's' has no effect and doesn't corrupt the meaning of the target language.

ST	TT	Subtitle Strategies
<b>That's clever!</b>		Deletion

Datum 49/03:12/ G2/Del

The subtitler used deletion strategy to translate the utterance above. This strategy is used to delete the word 'that's' in the source language 'Bad directions!

**That's clever!**' into 'Arah yang salah! Brilian' in the target language. The word 'that's' is not found in the target language because it is unnecessary word to translate and display. Without adding the word 'that's' the audience still understand the utterance that occurs in this scene.

ST	TT	Subtitle Strategies

<p><b>‘Wait.. you’re not grandma’</b></p>		<p>Deletion</p>
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Datum 52/03:21/G2/Del

Deletion strategy is used to translate the utterance above. The wolf surprised when he opened the door he did not see grandmother but bears. This strategy is used to delete the word ‘wait’ from the source language ‘**Wait..** you’re not grandma’ into ‘Ka...kamu bukan nenek’ in the target language. The word ‘wait’ is not found in the target language because it is unnecessary word to translate and display. Without adding the word ‘wait’ into the target language the audience still understand the utterance which occurs in the scene and it sounds more natural.

ST	TT	Subtitle Strategies
<p>‘All because red riding hood was a smart and practical girl who knew</p>		<p>Deletion</p>

<p>that wolves were dangerous and can't be trusted'</p>		
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Datum 59/03:42/G2/Del

The strategy that is used to translate the utterance above is called deletion. The subtitler translate it in the source language 'All because red riding hood was a smart and practical girl who knew that wolves were dangerous and can't be trusted' into the target language 'Semua karena Gadis Kecil itu pintar dan yang tahu bahwa serigala berbahaya dan tidak dapat dipercaya' without translate the word 'red riding hood'. The deletion process of the word 'red riding hood' has no effect and doesn't corrupt the meaning of the target language.


**c. The types of Subtitling Strategies Used by the Third Group in Composing Subtitle of 'Little Red Riding Hood'**

The researcher found 63 data from third grup that is divided into expansion with 4 data, paraphrase with 5 data, transfer with 39 data, imitation with 8 data, condensation with 5 data, and 2 data deletion.

Below are the explanation

1) Expansion

The researcher found 4 data that categorized as expansion. The researcher have checked it to the validator too. The data can be seen on datum 46/03:07/G3/Exp, 49/03:12/G3/Exp and 60/03:49/G3/Exp. The details are below.

ST	TT	Subtitle Strategies
'Sucker'		Expansion

Datum 46/03:07/G3/Exp


Datum 46/03:07/G3/Exp showed the strategies that called expansion. The source language is written 'sucker' and translated into ' Dasar tolol !!'. The subtitler added the word 'dasar' in target language to make audience understand that the wolf is mocking the little red girl.

ST	TT	Subtitle Strategies

<p>'Bad direction! That's clever'</p>		<p>Expansion</p>
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Datum 49/03:12/G3/Exp

The strategy that is used from the utterance above is expansion. This strategy is used to translate the source language 'Bad direction! That's clever' into the target language 'Arah yang salah, idemu sangat pintar'. The subtitler added 'idemu' to translate 'that's clever' to clarify which is they mean clever.


ST	TT	Subtitle Strategies
<p>'the moral?'</p>		<p>Expansion</p>

Datum 60/03:49/G3/Exp

The subtitler used expansion strategy to translate the source language ‘the moral?’ into the target language ‘pesan moralnya?’ to explain what moral that means from the utterance.

2) Paraphrase

Paraphrase is found applied into 5 data on datum 21/01:43/G3/Ph, 36/02:34/G3/Ph, 44/02:59/G3/Ph, and 53/03:23/G3/Ph. Paraphrase can be found when the structure from the source language cannot be translated into target language. Paraphrase is used when subtitler does not use the same syntactical rules in subtitling the dialogue. The explanations are below.

ST	TT	Subtitle Strategies
‘Yeah?’		Paraphrase

Datum 21/01:43/G3/Ph

The utterance above used paraphrase strategy to translate the source language and target language. It occurs in the source language ‘Yeah?’ which is translated in to ‘Lalu?’ in the target



language because it sounds easier to understand and more natural.

ST	TT	Subtitle Strategies
‘Yesss. The delay will definitely be worth it’		Paraphrase

Datum 36/02:34/ G3/Ph

The paraphrase strategy is used to translate the source language ‘Yesss. The delay will definitely be worth it’ into the target language ‘Betul, kamu tidak akan menyesal’. If the source language is translated literally, it says ‘betul, penundaannya tentu akan berharga’. The subtitler make it easier to understand in the target language by translate it ‘betul, kamu tidak akan menyesal’.

ST	TT	Subtitle Strategies
‘Off I go!’		Paraphrase

The paraphrase strategy is used to translate the source language ‘Off I go!’ into the target language ‘sekarang aku kesana’. When the source language is translated literally it says ‘pergi aku pergi’ it can make confuse the audience, then the subtitler translate into ‘sekarang aku kesana’ to make the meaning easier to understand.


ST	TT	Subtitle Strategies
‘Oh.. heh goodness heh’		Paraphrase

The utterance above using paraphrase strategy to translate the source language ‘Oh.. heh goodness heh’ into ‘Aduh’ in target language. ‘Oh..heh goodness heh’ is translated literally into ‘ oh kebaikan’. But, it didn’t sound natural, in this scene the wolf surprised because he come into wrong home, he came to the bears’ home. So the subtitler translate it ‘Aduh’ to make it more natural toward the situation on the scene

3) Transfer

The researcher found that transfer is applied on 39 data from the subtitle. The data are shown in datum, 09/01:05/ G3/Tf, 40/02:46/ G3/Tf, 48/03:09/G3/Tf, 57/03:36/ G3/Tf, 62/03.53/G3/Tf.

The explanations of the data are presented below.

ST	TT	Subtitle Strategies
<p>‘But here’s how Little Red Riding Hood should have ended’</p>		<p>Transfer</p>

Datum 09/01:05/ G3/Tf

Datum 09/01:05/ G3/Tf showed the strategy that called transfer. The source language is written ‘But here’s how Little Red Riding Hood should have ended’ that translated to ‘Tapi bagaimana cerita Gadis Kecil Berkerudung Merah itu, berakhir’. The word just translated in completely and correctly on each word.

ST	TT	Subtitle Strategies

<p>‘Thank you so much for bearing with me’</p>		<p>Transfer</p>
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Datum 40/02:46/ G3/Tf


The strategy that is used to translate the utterance above is called transfer. The source language ‘Thank you so much for bearing with me’ translated in to the target language ‘Terimakasih sudah peduli denganku’. The subtitler translet it without adding or deleting some word.

ST	TT	Subtitle Strategies
<p>‘A little while later’</p>		<p>Transfer</p>

Datum 48/03:09/G3/Tf

Transfer strategy is found used to translate from the source language ‘A little while later’ that translated into ‘Beberapa saat


kemudian. The word just translated in completely and correctly on each word.

ST	TT	Subtitle Strategies
'Please'		Transfer

Datum 57/03:36/ G3/Tf

The utterance above is translated using transfer strategy to translate the source language 'please' into the target language 'boleh'. The girl offering muffin for her grandmother, and her grandmother said please. From the scene there is no change of the meaning from both language because the dialogue is uttered showed real act from the scene. So the meaning of the subtitle and the context of this scene is suitable.

ST	TT	Subtitle Strategies

'Always'		Transfer
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Datum 62/03:53/ G3/Tf

The strategy that is used to translate the utterance above is called transfer. The source language 'always' translated in to the target language 'always'. The source language is translated literally into the target language.

#### 4) Imitation

Imitation is happened when the subtitler translates the dialogue by literal word. Imitation is applied on 8 data. The datum 07/01:00/G3/Im, 13/01:16/ G3/Im, and 17/01:27/G3/Im.


Below are the explanations.

ST	TT	Subtitle Strategies
'And <b>bla bla bla...</b> Rescued by the woodcutter at the last minutes... etc,		Imitation

etc.’	 <p data-bbox="778 454 1238 495">Dan bla bla bla.. Lalu diselamatkan oleh penebang kayu dimenit terakhir dan selanjutnya dan selanjutnya</p>	
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Datum 07/01.00/G3/Im

Imitation strategy is used to translate the source language ‘And **bla bla bla...** Rescued by the woodcutter at the last minutes... etc, etc.’ into the target language ‘Dan **bla bla bla..** Lalu akhirnya diselamatkan oleh penebang kayu dimenit terakhir dan selanjutnya dan selanjutnya’. The subtitler rewrote the words ‘blab lab la...’ into the target language.

ST	TT	Subtitle Strategies
<p data-bbox="517 1379 719 1518">‘<b>Lalala.....</b> <b>lalala... la la la</b> <b>laa’</b></p>	 <p data-bbox="906 1709 1142 1727">Lalala..... lalala... la la la laa</p>	<p data-bbox="1294 1379 1417 1406">Imitation</p>

Datum 13/01:16/ G3/Im

Imitation strategy is used to translate the source language ‘**Lalala..... lalala... la la la laa**’ into the target language ‘Lalala... lalala..la la la laa’. The subtitler rewrote the words ‘Lalala... lalala... la la la laa’ into the target language.

ST	TT	Subtitle Strategies
‘More muffin?’		Imitation

Datum 17/01:27/G3/Im


The name of food above is translated into imitation strategy. The subtitler translated the source language ‘53/03:35/ G3/Im’ into the target language ‘Muffin lagi?’ The subtitler rewrote the word ‘muffin’ into the target language.

#### 5) Condensation

Five data are found translated using condensation strategy. The data can be seen on datum 31/02:11/ G3/Con, 35/02:29/G3/Con and 41/02:49/G3/Con. Condensation is used by reducing the text from the source language to the target language without losing the original content.



The data are explained below.

ST	TT	Subtitle Strategies
<p>'That way. <b>Yep</b>'</p>		<p>Condensation</p>

Datum 31/02:11/ G3/Con

Based on the scene, the little red riding hood having conversation with the wolf, she was asked where is the way and she answered the direction. The utterance 'That way. **Yep**' into 'lewat situ' in the target language by using condensation strategy. Condensation strategy is used by subtitler to make the text brief by missing the unnecessary sentence. It was found in the utterance the word 'Yep' was not translated into the target language.

ST	TT	Subtitle Strategies
<p>'Oh, so you think I should bear slightly off the path to gather flowers?'</p>		<p>Condensation</p>

In this scene the girl make sure again about the wolf' suggestion to take the flowers. The subtitler used condensation strategy to translate the source language 'Oh, so you think I should bear slightly off the path to gather flowers?' into 'Oh, jadi menurutmu aku harus kesana untuk mengambil banyak bunga?' in the target language. The subtitler translate the words 'slightly off the path' into 'kesana' to reducing the utterance in the target language without changing the meaning of the source language.

ST	TT	Subtitle Strategies
<p>'As I bear this basket onto my grandmother's house and <b>help her bear her sickness.</b>'</p>		<p>Condensation</p>

Datum 41/02:49/ G3/Con

The strategy that is used to translate the utterance above is called condensation. The subtitler translated the source language 'As I bear this basket onto my grandmother's house and **help her bear her sickness.**' into 'Saat aku membawa keranjang ini kerumah nenekku dan membantu merawatnya' In the target language. The

subtitler used condensation strategy to translate from the source language ‘help her bear her sickness’ translated into ‘membantu merawatnya’ in the target language. The aim is to reduce the sentence and make audience understand it easier.

6) Deletion


The researcher found that deletion is applied on 2 data, they are on datum 27/01:57/ G3/Del and 59/03:42/ G3/Del. Deletion is used to delete a word that less important from the source language to target language. These are some examples where the strategy is used.

ST	TT	Subtitle Strategies
‘It’s down the path... in that direction’		Deletion

Datum 27/01:57/ G3/Del

The strategy that is used to translate the utterance above is called deletion. The subtitler translate the source language ‘It’s down the path... in that direction’ into the target language ‘Menelusuri jalan... kearah itu’ without translate the word ‘it’s’. The deletion

process of the word ‘it’s’ has no effect and doesn’t corrupt the meaning of the target language.

ST	TT	Subtitle Strategies
‘All because red riding hood was a smart and practical girl who knew that wolves were dangerous and can’t be trusted’		Deletion

Datum 59/03:42/ G3/Del

The strategy that is used to translate the utterance above is called deletion. The subtitler translate it in the source language ‘All because red riding hood was a smart and practical girl who knew that wolves were dangerous and can’t be trusted’ into the target language ‘Semua karena Gadis Kecil itu pintar dan yang tahu bahwa serigala berbahaya dan tidak dapat dipercaya’ without translate the word ‘red riding hood’. The deletion process of the word ‘red riding hood’ has no effect and doesn’t corrupt the meaning of the target language

**2. The Most Dominant Types of Subtitling Strategies Used by Third Year Students Of IAIN Surakarta in Composing Subtitle of ‘Little Red Riding Hood’.**

After collecting and analyzing the data, the researcher took the total data and make percentage of the data. The researcher calculated which is the most dominant type of subtitling strategies used by the students in composing subtitle of 'Little Red Riding Hood' based on Gottlieb theory.

Table 2. Total Subtitling Strategies Used by the Third Year Students of English Education Department IAIN Surakarta in Composing Subtitle of 'Little Red Riding Hood'

No.	Type of Subtitle Strategies	Total Frequency by the First Group	Total Frequency by the Second Group	Total Frequency by the Third Group	Total	Percentage
1.	Expansion	4	3	4	11	6%
2.	Paraphrase	5	5	5	15	8%
3.	Transfer	34	38	39	111	59%
4.	Imitation	8	9	8	25	13%
5.	Condensation	4	4	5	13	7%
6.	Deletion	7	4	2	13	7%
Total		62	63	63	188	100%

From the table it can be shown total number strategies subtitling that are used by the three groups. Total data that found are 188 or 100%. Expansion type is found on 4 data by the first group, second group used it on 3 data and third group used it on 4 data with total 11 data or 6% from all data. Paraphrase type is found 5 data on each groups with total 15 data or 8%. Transfer strategy is found 34 data on the first group, 38 data on the second group, 39 data on the third group with total 111 data or 59%. Next imitation is found 8 data on each the first and the third group, second group is found 9 data with total 25 data or 13%. Condensation, found 4 data for each the first and second group, 5 data are found on the third group with total 13 data or 7%. The last strategy that found in this research is deletion, found 7 data on first group, 4 data on the second group, 2 data on the third group with total 13 data or 7%.

The data that are found on each groups will be explained as follow.

- a. The Most Dominant Types of Subtitling Strategies Used by Third Year Students of IAIN Surakarta in Composing Subtitle of ‘Little Red Riding Hood’ from the First Group.

Table 3. Total Subtitling Strategies Used by the First Group in Composing Subtitle of ‘Little Red Riding Hood’

No.	Type of Subtitle Strategies	Frequency	Percentage %
1	Expansion	4	6%
2	Paraphrase	5	8%
3	Transfer	34	55%

4	Imitation	8	14%
5	Condensation	4	6%
6	Deletion	7	11%
Total		62	100%

We can see from the table that the most dominant type of subtitling strategy used by the first group is Transfer strategy with 34 data or 55% from 62 data or 100%. The subtitler translate the word in their literal meaning without adding or deleting some words.

- b. The Most Dominant Types of Subtitling Strategies Used by Third Year Students of IAIN Surakarta in Composing Subtitle of ‘Little Red Riding Hood’ from the Second Group

Table 4. Total Subtitling Strategies Used by the Second Group in Composing Subtitle of ‘Little Red Riding Hood’

No.	Type of Subtitle Strategies	Frequency	Percentage %
1	Expansion	3	5%
2	Paraphrase	5	8%
3	Transfer	38	60%
4	Imitation	9	15%
5	Condensation	4	6%

6	Deletion	4	6%
Total		63	100%

For the second group we can see that the most dominant type of subtitling strategy is Transfer with 38 data or 60 % from total 63 data or 100%. The subtitler also translate in complete and correct of each word.

- c. The Most Dominant Types of Subtitling Strategies Used by Third Year Students of IAIN Surakarta in Composing Subtitle of ‘Little Red Riding Hood’ from the Third Group

Table 5. Total Subtitling Strategies Used by the Third Group in Composing Subtitle of ‘Little Red Riding Hood’

No.	Type of Subtitle Strategies	Frequency	Percentage %
1	Expansion	4	6%
2	Paraphrase	5	8%
3	Transfer	39	62%
4	Imitation	8	13%
5	Condensation	5	8%
6	Deletion	2	3%



Total	63	100%
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The third group mostly used Transfer strategy to translate the utterances. They translate it literally in word-to-word in 39 data or 62 % from 63 data or 100%.

### **3. Student’s Understanding on the Application of Subtitling Strategies**

Based on the questionnaire (see on appendix 3), the questionnaire is closed and opened questionnaire. There are 15 respondents with 6 questions to be answered. The questions are used to know the students’ understanding on the application of subtitling strategies in composing subtitle of “Little Red Riding Hood”.

It could be seen in the questionnaire that first question is used to know about students’ interest in subtitling. Second question is used to find out what subtitling strategies students know. Third question is used to know the students application subtitling strategies when composing subtitle “Little Red Riding Hood”. Fourth question is used to know the most dominant subtitling strategies the students applied. Fifth question is used to find out if there are difficulties when students make subtitle “Little Red Riding Hood”. Last question is used to find out if students is using tool to make subtitle “Little Red Riding Hood”.

The result of the questionnaire presented that subtitling is as the interest subject of the English Education Department. The subtitling strategies students know are deletion, expansion, taming, paraphrase, transfer,

transcription, imitation, resignation, borrowing, calque, word by word, adaptation, substitution, addition, and condensation. The students sometimes application subtitling strategies to composing the subtitle “Little Red Riding Hood”. The most dominant subtitling strategies the students applied is transfer strategy. There are 10 responses used transfer strategy. The student have no difficulty when composing subtitle “Little Red Riding Hood”. Then the students using tool to composing subtitle “Little Red Riding Hood”.

Table 6.1 Closed Questionnaire

No.	Pertanyaan	Jawaban			Hasil
		Ya	Tidak	Kadang-kadang	
1.	Apakah mata kuliah subtitling menarik bagi mahasiswa?	15	0	0	15 responses menjawab ya.
2.	Apakah anda menerapkan subtitling strategi ketika membuat subtitle “Little Red Riding Hood”?	6	0	9	9 responses menjawab kadang-kadang, dan 6 responses menjawab ya.
3.	Apakah ada kesulitan ketika anda membuat subtitle “Little Red Riding Hood”?	7	8	0	8 responses menjawab tidak, dan 7 responses menjawab ya.
4.	Apakah anda menggunakan alat bantu dalam membuat subtitle “Litte Red Riding Hood”?	14	1	0	14 responses menjawab ya, dan 1 responses menjawab tidak.

Table 6.2 Opened Questionnaire

No	Pertanyaan	Jawaban				
		Transfer	Transcription	Word by word	Imitation	Deletion
1.	Subtitling apa yang paling sering anda terapkan?	10	1	1	1	2
2.	Apakah anda tahu tentang subtitling strategi? Sebutkan subtitling strategi apa saja yang anda ketahui?	Transfer, transcription, word by word, imitation, deletion, addition, adaptation, substitution, resignation, expansion, paraphrase, borrowing, calque, taming and condensation				

## B. Discussion

The researcher took this research in English Education Department of IAIN Surakarta exactly observed the types of subtitling strategies and the most dominant strategies used by the student in composing subtitle of 'Little Red Riding Hood' by the third year students of IAIN Surakarta in the academic year 2018/2019. The result of this research is the most dominant type of subtitling strategies used by the third grade students' in composing the subtitle is Transfer strategy.

First group used Transfer strategy in 34 data or 55%, the second group used 38 data or 60% and the third group 38 data or 62%. Total data founded from the three groups are 188 data or 100%, 111 data or 59% used transfer strategy in composing the subtitle. They translate the words literally and

correct in each word without adding or deleting some words like on Datum 40/02:46/G3/Tf. The source language ‘Thank you so much for bearing with me’ translated in to the target language ‘Terimakasih sudah peduli denganku’ Datum 02/00:45/G2/Tf. The source language is written ‘Oh, hello!’ that translated to ‘Oh...Halo. The word just translated in completely and correctly on each word.

Then result of questionnaire, the students applied of subtitling strategies in composing subtitle of “Little Red Riding Hood” also used transfer strategy. So, in this study the researcher find a match. There are 10 response that used Transfer strategy.

Others researchers also did the research about subtitling strategies, Rohmah (2014) from English Education of Yogyakarta State University, also considered similar research entitled “Subtitling Strategies of English Slang Expressions in The Indonesian Subtitle of TV Series: Hannah Montana Season 4”. We use same theory of subtitling strategies by Gottlieb. From her research it found that the most type of strategy is used by the subtitler of Hannah Montana Season 4 is Transfer strategy.

The second research has been conducted by Ariyanto (2013) a bachelor of English Language of Dian Nuswantoro University Semarang, entitled “Strategies Used in Translating Idiomatic Expressions in The Subtitle Translation of the Transporter 2 Movie”. He used Strategies in translating idiomatic expression theory by Mona Baker and the researcher use the theory from Gottlieb. In the result of his research, the dominant strategy in the

subtitle translation of the transporter 2 movie used by Qoryati as the translator is translation by paraphrase which appears in (62) cases or 88,57%.

There is also journal entitle “A Review on Translation Strategies of ‘Little Prince’ by Ahmad Shamlou and Abolhasan Najafi”. This research was done by Arjomandi and Kafipour (2016) on International Journal of English Language & Translation Studies. This study aimed to find out translation strategies used most and least frequently by Shamlou and Najafi (2012) in translation of “The Little Prince”. It tried to identify if two translators differ significantly in applying translation strategies proposed by Malone (1988). The result of this research showed the most strategy is used in the research was amplification (with 620 cases of use equal to 34%).

Next journal entitle “Subtitling Strategies of Po’s Utterances in Kung Fu Panda Movie” was done by Adinusa & Asmarani (2018). This study has similar aimed to classified data based on subtitling strategies using Gottlieb’s theory. Transfer strategy has more frequency in Po’s utterances in Kung Fu Panda movie, the percentage reaching 53,91% over half of Po’s utterances.

The last study is journal entitle “An Analysis of Students’ Translation Works of A Barack Obama’s Political Speech”. This research was done by Nur’azizah (2015) on Journal of English and Education. This study aimed to analyze the strategies used by the students in translating a political speech. The result of this research shows the most strategies used by the students in translating a political speech is transposition (49,33%).

This research analyzed the students’ product in subtitling of the English Education Department in the third year students’ of IAIN Surakarta. This

research tries to investigate subtitling strategies and the dominant strategy that used by the students in composing subtitle of 'Little Red Riding Hood'. Furthermore, the researcher uses theory from Gottlieb with ten types of subtitling strategies but there are only found 6 types and the most dominant strategy in composing the subtitle of "Little Red Riding Hood" is Transfer strategy.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This last chapter presented the conclusion which is drawn from the result of the analysis data. It is presented to answer the problem statements of the research. This study concerned with the types of subtitling strategies and the most dominant strategies used by the student in composing subtitle of ‘Little Red Riding Hood’ by the third year students of IAIN Surakarta in the academic year 2018/2019.

#### **A. Conclusion**

Based on the result that has been obtained and analyzed, the researcher was identifying the types of subtitling strategies and the most dominant strategies used by the student in composing subtitle of ‘Little Red Riding Hood’ by the third year students of IAIN Surakarta in the academic year 2018/2019 using Gottlieb’s theory. The conclusion that can be drawn are:

1. The researcher found there are six types of subtitling strategies used by the three groups, they are expansion, paraphrase, transfer, imitation, condensation and deletion.
2. The first, second and third group mostly used Transfer strategy in composing the subtitle of “Little Red Riding Hood”.
3. The students’ application of subtitling strategies in composing subtitle of “Little Red Riding Hood” also used Transfer strategy. It was also found out that the students understand the application of the strategies

in the task as they have learned the theory of subtitling strategies before composing the subtitle.

## **B. Suggestion**

Based on this research, the researcher has some recommendation to the next researcher as follow:

### 1. For the Other Researchers

The researcher suggests to the next researcher to conduct studies by obtaining data from different contexts and situations and use another subject of the study in different ages, relationship or status can applied many types of subtitling strategies. The researcher hope that other researchers more interest in analyzing types of subtitling strategies in different skill of English teaching learning process, so the data that can be obtained more various and improve the translation technique.

### 2. For the Lecturer

For the lecturer, researcher hopes this research can be reference for other lecturers to apply this theory in many class with students.

### 3. For Students

The researcher hopes that this research can be references for students to improve their knowledge about type of subtitling strategies and they can apply it in many subject about composing subtitle.



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## **APPENDICES**

Table Analysis Types of Subtitling Strategies Used by the Third Year Students of English Language Education in Composing the Subtitle of 'Little Red Riding Hood'

Code:

01 :Number Data

Dis : Dislocation

T :True

00:39 : Time

Con : Condensation

F : False

Ex : Exansion

Dec : Decimation

Pp : Paraphrase

Del : Deletion

Tf : Transfer

Res : Resignation




Im : Imitation

G1 : Group 1

Tc : Transcription




No.	Code	Source Language	Target Language	Subtitling Strategies										Docent			
				Ex	Pp	Tf	Im	Tc	Dic	Con	Dec	Del	Res	T	F		
1.	01/00.39/ G1/Tf	Little red riding hood	 <p>Gadis Kecil Berkerudung Merah</p>			v										X	






2.	02/00:45/ G1/Tf	Oh, hello!	 <p>Oh .. Halo!</p>			v										X	
3.	03/00:47/ G1/Tf	Everyone has heard the tale of Little Red Riding Hood.	 <p>Semua tahu cerita tentang Gadis Kecil Berkerudung Merah</p> <p>Semua tahu cerita tentang Gadis Kecil Berkerudung Merah.</p>			v										X	
4.	04/00:50/ G1/Tf	We know how she met the big bad wolf in the woods on her way to Grandma's house.	 <p>Kita tahu dia bertemu serigala jahat di hutan diperjalanan kerumah neneknya</p> <p>Kita tahu dia bertemu serigala jahat di hutan diperjalanan kerumah neneknya</p>			v										X	

5.	06/00:54/ G1/Tf	We know how the wolf got to Grandma's house first and disguised himself as Grandma.	 <p>Kita tahu serigala itu sampai lebih dulu dan menyamar menjadi nenek.</p>		v										X		
6.	06/00:57/ G1/Tf	"what big eyes you have" and "what big teeth you have"	 <p>"Begitu besar mata Nenek" "Begitu besar gigi Nenek"</p> <p>"Begitu besar mata Nenek". "Begitu besar gigi Nenek"</p>		v										X		
7.	07/01.00/ G1/Res	And bla bla bla... Rescued by the woodcutter at the last minutes... etc, etc.	 <p>Dan bla bla bla.. Lalu akhirnya ditolong oleh penebang kayu dan selanjutnya dan selanjutnya</p> <p>Dan bla bla bla.. Lalu akhirnya ditolong oleh penebang kayu dan selanjutnya dan selanjutnya</p>										v			X	








		Smells like... a little girl (sniffs)	 <p>Lalala..... lalala... la la la laa Bau nya seperti gadis kecil</p>																		
12	13/01:16/ G1/Res	Lalala..... lalala... la la la laa.	 <p>Lalala..... lalala... la la la laa</p>															v	X		
13	14/01:17 G1/Tf	A little girl wearing a hooded cape (sniffs)	 <p>Gadis kecil memakai kerudung Lalala..... lalala... la la la laa</p>																v	X	
14	15/01:19/ G1/Res	Hmm, yes. Red dye number 40																		v	X

		but.. (sniffs) <b>Lalala...lalala...la la la laa</b>	 <p>Hmm.. ya. Si Merah nomor 40 tapi ada yang lain.. hmmm Lalala.... lalala... la la la laa</p>																	
15	16/01:25/ G1/lm	A rosewood basket filled with (sniffs)... <b>muffins!</b>	 <p>Keranjang bunga penuh dengan... Muffin !!! Lalala.... lalala... la la la laa</p>			v													X	
16	17/01:27/ G1/Res	Lalala...lalala... la la la laa	 <p>Lalala.... lalala... la la la laa</p>																v	X

17	18/01:33/ G1/Del	Pardon me, <b>unaccompanied</b> little girl	 <p>Permisi, <b>Gadis kecil</b></p>								v		X	
18	19/01:35/ G1/Tf	I couldn't help notice you, uh, by yourself. Traveling alone through this dark and scary forest	 <p>Aku tidak bisa membantumu, tapi aku ragu jika kamu Berjalan ditengah hutan yang gelap dan mengerikan ini</p>			v							X	
19	20/01:41/ G1/Tf	<b>Alone</b>				v							X	






			 <p>Sendirian</p>															
20	21/01:43 G1//Ph	Yeah?	 <p>Lalu?</p>		v													X
21	22/01:44/ G1/Tf	Where are you headed with that delicious smelling basket of goodies?	 <p>Kamu ingin pergi kemana dengan keranjang yang penuh makanan itu?</p>		v													X
22	23/01:47/	Little Red Riding			v													X

	G1/Tf	Hood knew how crafty and dangerous wolves can be	 <p>Gadis kecil itu sudah tahu serigala bisa jadi sangat jahat dan berbahaya</p> <p>Gadis kecil itu sudah tahu serigala bisa jadi sangat jahat dan berbahaya</p>															
23	24/01:51/ G1/Tf	So she came up with a very clever plan.	 <p>Lalu ia menyusun rencana</p> <p>Lalu ia menyusun rencana</p>			v												X
24	25/01:53/ G1/Tf	I'm headed to..				v												X











			 <p>Menelusuri jalan .. kearah itu</p>																
27	28/02.02/ G1/Del	But I can't stay and chat	 <p>Tapi aku harus segera pergi</p>									v						X	
28	29/02:03/ G1/Tf	my poor sick, feeble, vulnerable grandmother is waiting for me right down	 <p>Nenekku yang sakit, lemah tak berdaya sedang menunggu kedatanganku</p>																X






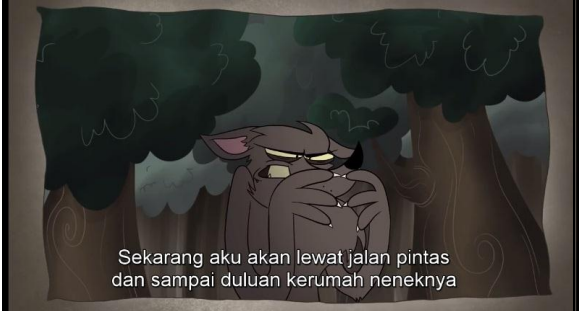




			oh, jadi menurutmu aku harus kesana untuk mengambil banyak bunga?															
35	36/02:34/ G1/Ph	Yesss. The delay will definitely be worth it.	 <p>Betul, kamu tidak akan menyesal</p>		v													X
			Betul, kamu tidak akan menyesal															
36	37/02:37/ G1/Tf	Well thank you.	 <p>Oke,terimakasih</p>		v													X
			Oke,terimakasih															
37	38/02:39/ G1/Tf	I'll be sure to bear that in mind.	 <p>Aku pasti akan melakukannya</p>		v													X
			Aku pasti akan melakukannya															
38	39/02:41/ G1/Tf	Please do! I'm			v													X




	G1/Tf	sure your grandmother will be very surprised.	 <p>Lakukanlah, aku yakin nenekmu akan bahagia</p>															
			Lakukanlah, aku yakin nenekmu akan bahagia															
39	40/02:46/ G1/Tf	Thank you so much for bearing with me.	 <p>Terimakasih sudah peduli denganku</p>		v													X
			Terimakasih sudah peduli denganku															
40	41/02:49/ G1/Dec	As I bear this basket onto my grandmother's house and help her bear her sickness.	 <p>Seperti aku peduli dengan nenekku dengan membawakan keranjang ini kepadanya</p>									v						X
			Seperti aku peduli dengan nenekku <b>dengan membawakan keranjang ini kepadanya.</b>															
41	42/02:57/	What's funny?			v													X



	G1/Tf		 <p>Apanya yang lucu?</p>															
42	43/02:59/ G1/Tf	Nothing!	 <p>Tak ada.</p>		v													X
43	44/02:59/ G1/Ph	<b>Off I go!</b>	 <p>Sekarang aku kesana</p>		v													X




44	45/03:01/ G1/Ph	Now to <b>cut through the woods</b> and arrive at grandmother's house first (evil laugh)	 <p>Sekarang aku akan lewat jalan pintas dan sampai duluan kerumah neneknya</p> <p>Sekarang aku akan <b>lewat jalan pintas</b> dan sampai duluan kerumah neneknya</p>	v											X		
45	46/03:07/ G1/Exp	Sucker!	 <p>Dasar tolo !</p> <p>Dasar tolo !</p>	v											X		
46	47/03:08/ G1/Exp	Sucker?	 <p>Dasar tolo !!</p> <p>Dasar tolo !!</p>	v											X		






47	48/03:08/ G1/Tf	A little while later ...	 <p>a little while later...</p> <p>Beberapa saat kemudian...</p>			v									X	
48	49/03:12/ G1/Exp	Bad directions! <b>That's clever!</b>	 <p>Arah yang salah, ide mu sangat cemerlang</p>	v											X	
49	50/03:16/ G1/Tf	But I wonder.. whatever became of that wolf??	 <p>Tapi aku jadi penasaran jadi seperti apa serigala itu?</p>			v									X	
50	51/03:19/ G1/Tf	Hello, <b>Granny!!</b>				v									X	

			<p>Halo.. <b>Nenek !!</b></p>															
51	52/03:21/ G1/Del	<b>Wait..</b> you're not grandma.	<p>Ka.. Kamu bukan nenek?</p> <p>Ka..Kamu bukan nenek?</p>									v						X
52	53/03:23/ G1/Ph	Oh.. heh goodness heh.	<p>Aduuh ..</p>		v													X
53	54/03:26/ G1/Tf	What big teeth you have!! AAAAaaaaa!				v												X

			 <p>Besar nya gigimu AAAAaaaaaa</p>															
			Besar nya gigimu AAAAaaaaaa															
54	55/03:30/ G1/Tf	I don't think we'll need to worry about him anymore!	 <p>Menurutku kita tak perlu lagi memikirkannya, Nek!</p>		v													X
			Menurutku kita tak perlu lagi memikirkannya, Nek!															
55	56/03:35/ G1/Im	More muffins?	 <p>Muffin lagi?</p>			v												X
			Muffin lagi?															

56	57/03:36/ G1/Tf	Please!	 <p>Boleh..</p>		v									X	
57	58/03:37/ G1/Tf	And little red riding hood happily enjoyed muffins with her grandmother who got well soon after..	 <p>dan Gadis Kecil Berkerudung Merah menikmati muffin bersama neneknya yang sudah membaik</p> <p>dan Gadis Kecil Berkerudung Merah menikmati muffin bersama neneknya yang sudah membaik</p>		v									X	
58	59/03:42/ G1/Del	All because red riding hood was a smart <b>and practical girl</b> who knew that wolves were dangerous and can't be trusted.	 <p>itu semua karena Gadis Kecil itu pintar dan tahu kalau serigala itu jahat dan berbahaya</p> <p>itu semua karena Gadis Kecil itu pintar dan tahu kalau serigala itu jahat dan berbahaya</p>							v			X		

59	60/03:49/ G1/Exp	The <b>moral?</b>			v													X		
				<b>Pesan moral nya?</b>																
60	61/03:50/ G1/Tf	Always wolves <b>direction.</b>	give <b>bad</b>			v													X	
				<b>Selalu beri serigala jalan yang salah</b>																
61	62/03:53/ G1/Tf	<b>Always</b>																	X	
				<b>selalu</b>																
62	63/03:54/ G1/Tf	<b>The end.</b>				v													X	

			 <p>SELESAI</p>															
--	--	--	---	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

**Selesai.**

Table Analysis Types of Subtitling Strategies Used by the Third Year Students of English Language Education in Composing the Subtitle of 'Little Red Riding Hood'

Code:

01 :Number Data

Dis : Dislocation

T :True

00:39 : Time

Con : Condensation

F : False

Ex : Expansion

Dec : Decimation

Pp : Paraphrase

Del : Deletion

Tf : Transfer

Res : Resignation




Im : Imitation

G2 : Group 2

Tc : Transcription




No.	Code	Source Language	Target Language	Subtitling Strategies										Doscent			
				Ex	Pp	Tf	Im	Tc	Dic	Con	Dec	Del	Res	T	F		
1.	01/00.39/ G2/Tf	Little red riding hood				v										X	






			Gadis Kecil Berkerudung Merah																	
2.	02/00:45/ G2/Tf	Oh, hello!	 <p>Oh .. Halo!</p>			v														X
3.	03/00:47/ G2/Tf	Everyone has heard the tale of Little Red Riding Hood.	 <p>Semua sudah tahu cerita Gadis Kecil Berkerudung Merah.</p>			v														X
4.	04/00:50/ G2/Tf	We know how she met the big bad wolf in the woods on her way to Grandma's house.	 <p>Kita tahu bagaimana dia bertemu serigala jahat di hutan, saat perjalanan kerumah</p>			v														X














8.	08/01:04/ G2/ Tf	We've all heard that story!	 <p>Kita sudah dengar cerita itu!</p>			v													X			
9.	09/01:05/ G2/ Tf	But here's how Little Red Riding Hood should have ended.	 <p>Tetapi bagaimana cerita Gadis Kecil Berkerudung Merah itu berakhir</p>			v														X		
10	10/01:08/ G2/Tf	Over the river and through the woods to grandmother's house we go.	 <p>Melewati sungai dan hutan kita pergi kerumah nenek</p>			v														X		
11	11/01:12/ G2/Res	<b>Lalala..... lalala... la la la laa.</b> Whats that? (sniffs)																		v		X






		Lalala..... lalala... la la la laa	 <p>Gadis kecil memakai kerudung Lalala..... lalala... la la la laa</p> <p><b>Gadis kecil memakai kerudung Lalala..... lalala... la la la laa</b></p>																		
15	15/01:19/ G2/Res	<p>Hmm, yes. Red dye number 40 but.. (sniffs) <b>Lalala..... lalala... la la la laa</b></p>	 <p>Hmm.. ya. Si Merah nomor 40 tapi ada yang lain.. hmmm Lalala..... lalala... la la la laa</p> <p>Hmm.. ya. Si Merah nomor 40 tapi ada yang lain.. hmmm <b>Lalala..... lalala... la la la laa</b></p>														v		X		
16	16/01:25/ G2/Im	<p><b>A rosewood basket filled with (sniffs)... muffins!</b> Lalala..... lalala... la la la laa</p>	 <p>Keranjang bunga penuh dengan... Muffin !!! Lalala..... lalala... la la la laa</p> <p>Keranjang bunga penuh dengan... <b>Muffin !!!</b> Lalala..... lalala... la la la laa</p>																X		
17	17/01:27/																		v		X

	G2/Res		 <p>Lalala... lalala...la la laa</p>															
18	18/01:33/ Tf	Pardon me, unaccompanied little girl	 <p>Permisi, Gadis kecil yang sendirian.</p>		v													X
19	19/01:35/ G2/Tf	I couldn't help notice you, uh, by yourself. Traveling alone through this dark and scary forest	 <p>Aku tidak bisa membantumu dari dirimu sendiri berjalan ditengah hutan yang gelap dan mengerikan ini</p>		v													X




20	20/01:25/ G2/Tf	alone			v										X	
21	22/01:43/ G2/Ph	Yeah?			v										X	
22	23/01:44/ G2/Tf	Where are you headed with that delicious smelling basket of goodies?			v										X	
23	24/01:47/	Little Red Riding	Dimana kamu menuju keranjang yang berbau lezat itu?		v										X	




	G2/Tf	Hood knew how crafty and dangerous wolves can be	 <p>Gadis kecil itu tahu bagaimana serigala licik dan bisa membahayakan</p>															
			Gadis kecil itu tahu bagaimana serigala licik dan membahayakan.															
24	25/01:51/ G2/Tf	So she came up with a very clever plan.	 <p>Lalu ia menyusun rencana yang sangat pintar</p>			v												X
			Lalu ia menyusun rencana															
25	26/01:53/ G2/Tf	I'm headed to..	 <p>Aku akan pergi ke..</p>			v												X
			Aku mau pergi ke..															
26	27/01:55/ G2/Tf	My grandma's house..				v												X









			 <p>Rumah nenekku</p>															
27	28/01:57/ G2/Del	It's down the path... in that direction.	 <p>Menelusuri jalan .. kearah itu</p>										v					X
28	29/02.02/ G2/Tf	But I can't stay and chat my poor sick,	 <p>Tapi aku tidak bisa tinggal dan mengobrol karena sakit, lemah</p>			v												X
29	30/02:03/ G2/Tf	Feeble, vulnerable grandmother is waiting for me right down				v												X









			 <p>Nenekku yang rentan sedang menungguku diujung jalan itu.</p> <p>Nenekku yang rentan sedang menungguku dijalan itu</p>															
30	31/02:08/ G2/Tf	The end of that path.	 <p>Tepat diujung jalan ini</p> <p>Diujung jalan itu</p>			v												X
31	32/02:11/ G2/Con	That way. <b>yep</b>	 <p>Lewat situ</p> <p>Lewat situ</p>						v									X
32	33/02:13/ G2/Tf	How delicious of you. I mean, how dedicated of you!!				v												X

			 <p>Betapa lezatnya diri.. maksudku lihat betapa pintarnya dirimu</p>															
33	34/02:18/ G2/Tf	But, might I recommend taking time to gather some wonderfully beautiful flowers for you grandma as you go?!	 <p>Tapi, saranku luangkan waktu untuk mengumpulkan bunga yang indah untuk nenekmu saat kamu pergi</p>			v												X
34	35/02:25/ G2/Tf	There are many flowers just slightly off the path.	 <p>Ada banyak bunga disana</p>			v												X
35	36/02:29/ G2/Tf	Oh, so you think I should bear slightly				v												X

		off the path to gather flowers?	 <p>Oh, jadi menurutmu aku harus kesana untuk mengambil banyak bunga?</p>															
			oh, jadi menurutmu aku harus kesana untuk mengambil banyak bunga?															
36	37/02:34/ G2/Ph	Yesss. <b>The delay will definitely be worth it.</b>	 <p>Tentu, kamu tidak akan menyesal</p>		v													X
			Betul, <b>kamu tidak akan menyesal</b>															
37	38/02:37/ G2/Tf	Well thank you.	 <p>Oke, terimakasih</p>		v													X
			Oke,terimakasih															
38	39/02:39/	I'll be sure to bear			v													X

	G2/Tf	that in mind.	 <p>Aku pasti akan melakukannya</p>																
39	40/02:41/ G2/Tf	Please do! I'm sure your grandmother will be very surprised.	 <p>Lakukanlah, aku yakin nenekmu akan bahagia</p>			v												X	
40	41/02:46/ G2/Tf	Thank you so much for bearing with me.	 <p>Terimakasih sudah peduli denganku</p>			v												X	
41	42/02:49/ G2/Dec	As I bear this basket onto my grandmother's															v		X

		house and help her bear her sickness.	 <p>Seperti aku peduli dengan nenekku dengan membawakan keranjang ini kepadanya</p>																
			<p>Seperti aku peduli dengan nenekku dengan membawakan keranjang ini kepadanya</p>																
42	43/02:57/ G2/Tf	What's funny?	 <p>Apanya yang lucu?</p>		v														X
			<p>Apanya yang lucu?</p>																
43	44/02:59/ G2/Tf	Nothing!	 <p>Tak ada</p>		v														X
			<p>Tak ada</p>																
44	45/02:59/ G2/Ph	Off I go!			v														X




			 <p>Sekarang aku kesana</p>																
45	46/03:01/ G2/Ph	Now to <b>cut through the woods</b> and arrive at grandmother's house first (evil laugh)	 <p>Sekarang aku akan lewat jalan pintas dan sampai duluan kerumah neneknya</p>		v														X
46	47/03:07/ G2/Exp	Sucker!	 <p>Dasar tolo!</p>		v														X
47	48/03:08/ G2/Exp	Sucker?			v														X




			Dasar Tolol !!																
48	49/03:08/ G2/Tf	A little while later...				v													X
			Beberapa saat kemudian																
49	50/03:12/ G2/Del	Bad directions! <b>That's</b> clever!												v					X
			Arah yang salah! Brilian!																
50	51/03:16/ G2/Tf	But I wonder.. whatever became of that wolf??				v													X






			 <p>Tapi aku jadi penasaran jadi seperti apa serigala itu?</p>															
51	52/03:19/ G2/Tf	Hello, Granny!!	 <p>Halo.. Nenek !!</p>		v													X
52	53/03:21/ G2/Del	<b>Wait..</b> you're not grandma.	 <p>Ka..Kamu bukan nenek?</p>								v							X
53	54/03:23/ G2/Ph	Oh.. heh goodness heh.			v													X



																		
			Aduuh ..															
54	55/03:26/ G2/Tf	What big teeth you have!! AAAAaaaaa!			v													X
			Besar nya gigimu Aaaaaaa															
			Besar nya gigimu AAAAAaaaa															
55	56/03:30/ G2/Tf	I don't think we'll need to worry about him anymore!			v													X
			Menurutku kita tak perlu lagi memikirkannya, Nek!															
			Menurutku kita tak perlu lagi memikirkannya, Nek!															
56	57/03:35/ G2/Im	More muffins?				v												X

			 <p>Muffin lagi?</p>															
57	58/03:36/ G2/Tf	Please!	 <p>Boleh..</p>			v												X
58	59/03:37/ G2/Tf	And little red riding hood happily enjoyed muffins with her grandmother who got well soon after..	 <p>dan Gadis Kecil Berkerudung Merah menikmati muffin bersama neneknya yang sudah membaik</p>			v												X
59	60/03:42/ G2/Del	All because red riding hood was a <b>smart and practical girl</b> who knew that															v	X

		wolves were dangerous and can't be trusted.	 <p>semua karena Gadis Kecil itu pintar dan tahu kalau serigala itu jahat dan berbahaya</p>																
			Semua karena Gadis Kecil itu pintar dan yang tahu bahwa serigala berbahaya dan tidak dapat dipercaya																
60	61/03:49/ G2/Exp	The moral?	 <p>Pesan moral nya?</p>	v															X
			Pesan moral nya?																
61	62/03:50/ G2/Tf	Always give wolves bad direction.	 <p>Selalu beri serigala jalan yang salah</p>			v													X
			Selalu beri serigala jalan yang salah																
62	63/03:53/ G2/Tf	Always				v													X

			 <p>Selalu</p>															
63	64/03:54/ G2/Tf	The end.	 <p>Selesai.</p>			v												X

Table Analysis Types of Subtitling Strategies Used by the Third Year Students of English Language Education in Composing the Subtitle of ‘Little Red Riding Hood’

Code:

01 :Number Data

Dis : Dislocation

T :True

00:39 : Time

Con : Condensation

F : False

Ex : Expansion

Dec : Decimation

Pp : Paraphrase

Del : Deletion

Tf : Transfer




Res : Resignation




Im : Imitation




G3 : Group 3

Tc : Transcription




No.	Code	Source Language	Target Language	Subtitling Strategies										Doscent			
				Ex	Pp	Tf	Im	Tc	Dic	Con	Dec	Del	Res	T	F		
1.	01/00.39/ G3/Tf	Little red riding hood				v										X	




			 <p>Little Red Riding Hood</p> <p>Gadis Kecil Berkerudung Merah</p>															
			Gadis Kecil Berkerudung Merah															
2.	02/00:45/ G3/Tf	Oh, hello!	 <p>Oh .. Halo!</p>			v												X
			Oh .. Halo!															
3.	03/00:47/ G3/Tf	Everyone has heard the tale of Little Red Riding Hood.	 <p>Semua orang telah mendengar kisah Gadis Kecil Berkerudung Merah</p>			v												X
			Semua telah mendengar kisah Gadis Kecil Berkerudung Merah.															
4.	04/00:50/ G3/Tf	We know how she met the big bad wolf in the woods on her way to Grandma's house.				v												X




			 <p>Kita tahu bagaimana dia bertemu serigala jahat di hutan dalam perjalanan kerumah neneknya</p>															
			<p>Kita tahu bagaimana dia bertemu serigala jahat di hutan dalam perjalanan kerumah neneknya.</p>															
5.	05/00:54/ G3/Tf	We know how the wolf got to Grandma's house first and disguised himself as Grandma.	 <p>Kita tahu serigala itu sampai lebih dulu dan menyamar menjadi nenek</p>			v												X
			<p>Kita tahu serigala itu sampai lebih dulu dan menyamar sebagai nenek.</p>															
6.	06/00:57/ G3/Tf	"what big eyes you have" and "what big teeth you have"	 <p>"Begitu besar mata Nenek" dan "Begitu besar gigi Nenek"</p>			v												X
			<p>"Begitu besar mata nenek " dan "Begitu besar gigi nenek"</p>															
7.	07/01.00/	And bla bla bla...															v	X




	G3/Res	Rescued by the woodcutter at the last minutes etc,etc.	 <p>Dan bla bla bla.. Lalu diselamatkan oleh penebang kayu dime nit terakhir dan selanjutnya dan selanjutnya</p> <p>Dan <b>blah blah blah..</b> Lalu diselamatkan oleh penebang kayu pada menit terakhir dan selanjutnya dan selanjutnya</p>																
8.	08/01:04/ G3/Tf	We've all heard that story!	 <p>Kita sudah dengar cerita itu!</p> <p>Kita sudah dengar cerita itu!</p>			v													X
9.	09/01:05/ G3/Tf	But here's how Little Red Riding Hood should have ended.	 <p>Tetapi bagaimana cerita Gadis Kecil Berkerudung Merah itu, berakhir</p> <p>Tapi bagaimana cerita Gadis Kecil Berkerudung Merah itu, berakhir.</p>			v													X
10	12/01:08/ G3/Tf	Over the river and through the woods to grandmother'				v													X









		house we go.	 <p>Kita pergi melewati atas sungai dan melalui hutan ke rumah nenek</p>																			
11	13/01:12/ G3/Res	Lalala..... lalala... la la la laa. Whats that? (sniffs)	 <p>Lalala..... lalala... la la la laa Bau apa ini?</p>																v		X	
12	15/01:14/ G3/Res	<b>Lalala..... lalala... la la la laa.</b> Smells like... a little girl (sniffs)	 <p>Lalala..... lalala... la la la laa Bau nya seperti gadis kecil</p>																	v		X

13	16/01:16/ G3/Res	Lalala..... lalala... la la la laa.	 Lalala..... lalala... la la la laa										v		X
14	14/01:17/ G3/Res	A little girl wearing a hooded cape (sniffs) <b>Lalala..... lalala... la la la laa.</b>	 Gadis kecil memakai kerudung Lalala..... lalala... la la la laa <b>Gadis kecil memakai kerudung Lalala..... lalala... la la la laa.</b>										v		X
15	15/01:19/ G3/Tf	Hmm, yes. Red dye number 40 but.. (sniffs)	 Hmm.. ya. Si Merah nomor 40 tapi... hmmm <b>Hmm.. ya. Si Merah nomor 40 ...</b>										v	X	




16	16/01:25/ G3/lm	A rosewood basket filled with (sniffs)... <b>muffins!</b>	 <p>Keranjang bunga penuh dengan... <b>Muffin !!!</b> Lalala..... lalala... la la la laa</p>			v							X	
17	17/01:27/ G3/Res	Lalala..... lalala... la la la laa.	 <p>Lalala..... lalala... la la la laa</p>								v		X	
18	18/01:33/ G3/Tf	Pardon me, unaccompanied little girl	 <p>Permisi, Gadis kecil yang sendirian</p>			v							X	




19	19/01:35/ G3/Tf	I couldn't help notice you, uh, by yourself. Traveling alone through this dark and scary forest	 <p>Aku tidak bisa membantumu, tapi aku ragu jika kamu berjalan ditengah hutan yang gelap dan mengerikan ini</p>			v										X		
20	20/01:35/ G3/Tf	Alone	 <p>Sendirian.</p>			v											X	
21	21/01:43/ G3/Ph	Yeah?	 <p>Lalu?</p>			v											X	
22	22/01:44/ G3/Tf	Where are you headed with that delicious smelling				v											X	

		basket of goodies?	 <p>Kamu ingin pergi kemana dengan keranjang yang penuh makanan itu?</p>															
23	23/01:47/ G3/Tf	Little Red Riding Hood knew how crafty and dangerous wolves can be	 <p>Gadis kecil itu sudah tahu serigala bisa jadi sangat jahat dan berbahaya</p>			v												X
24	24/01:51/ G3/Tf	So she came up with a very clever plan.	 <p>Lalu ia menyusun rencana yang cerdas</p>			v												X
25	25/01:53/ G3/Tf	I'm headed to..				v												X





			 Aku mau pergi ke...																
26	26/01:55/ G3/Tf	My grandma's house..	 Rumah nenekku		v														X
27	27/01:57/ G3/Del	It's down the path... in that direction.	 Menelusuri jalan.. kearah itu									v							X
28	28/02.02/ G3/Dec	But I can't stay and chat.											v						X






			 <p>Tapi aku harus segera pergi</p>													
			Tapi aku harus segera pergi													
29	29/02:03/ G3/Tf	My poor sick, feeble, vulnerable grandmother is waiting for me right down	 <p>Nenekku yang sakit, lemah tak berdaya sedang menungguku diujung jalan itu</p>			v										X
			Nenekku yang sakit, lemah tak berdaya sedang manungguku diujung jalan itu													
30	30/02:08/ G3/Tf	The end of that path.	 <p>Iya, tepat diujung jalan ini</p>			v										X
			Diujung jalan itu													
31	31/02:11/ G3/Con	That way. <b>yep</b>										v				X


			 <p>Lewat situ</p>															
32	32/02:13/ G3/Tf	How delicious of you. I mean, how dedicated of you!!	 <p>Betapa lezatnya kamu... maksudku lihat betapa pintarnya dirimu</p>			v												X
33	33/02:18/ G3/Tf	But, might I recommend taking time to gather some wonderfully beautiful flowers for you grandma as you go?!	 <p>Tapi, mungkin saranku luangkan waktu untuk membawa beberapa bunga yang indah untuk nenekmu</p>			v												X
34	34/02:25/ G3/Tf	There are many flowers just slightly off the path.				v												X






			 <p>Ada banyak bunga disana</p>															
35	35/02:29/ G3/Tf	Oh, so you think I should bear slightly off the path to gather flowers?	 <p>oh, jadi menurutmu aku harus kesana untuk mengambil banyak bunga?</p>		v													X
36	36/02:34/ G3/Ph	Yesss. The delay will definitely be worth it.	 <p>Betul, kamu tidak akan menyesal</p>		v													X
37	37/02:37/ G3/Tf	Well thank you.	 <p>Oke,terimakasih</p>		v													X




38	38/02:39/ G3/Tf	I'll be sure to bear that in mind.				v													X		
39	39/02:41/ G3/Tf	Please do! I'm sure your grandmother will be very surprised.				v													X		
40	40/02:46/ G3/Tf	Thank you so much for bearing with me.				v													X		
41	41/02:49/ G3/Dec	As I bear this basket onto my grandmother's house and <b>help her bear her sickness.</b>																v			X

			 <p>Saat aku membawa keranjang ini ke rumah nenekku dan membantu merawatnya</p>															
			<p>Saat aku membawa keranjang ini ke rumah nenekku dan membantu merawatnya.</p>															
42	42/02:57/ G3/Tf	What's funny?	 <p>Apanya yang lucu?</p>		v													X
			<p>Apanya yang lucu?</p>															
43	43/02:59/ G3/Tf	Nothing!	 <p>Tidak ada</p>		v													X
			<p>Tidak ada</p>															
44	44/02:59/ G3/Ph	Off I go!			v													X




			 <p>Sekarang aku kesana</p>															
45	45/03:01/ G3/Ph	Now to <b>cut through the woods</b> and arrive at grandmother's house first	 <p>Sekarang aku akan lewat jalan pintas dan sampai duluan kerumah neneknya</p>		v													X
46	46/03:07/ G3/Exp	Sucker!	 <p>Dasar bodoh !!</p>		v													X

47	47/03:08/ G3/Exp	Sucker!!	 <p>Dasar bodoh !!</p>	v															X			
48	48/03:09/ G3/Tf	A little while later ...	 <p>Beberapa saat kemudian</p>			v														X		
49	49/03:12/ G3/Exp	Bad directions! <b>That's</b> clever!	 <p>Arah yang salah Ide mu sangat pintar</p>	v																X		
50	50/03:16/ G3/Tf	But I wonder.. whatever became of that wolf??				v															X	




			 <p>Tapi aku jadi penasaran jadi seperti apa serigala itu?</p>															
			<p>Tapi aku jadi penasaran jadi seperti apa serigala itu?</p>															
51	51/03:19/ G3/Tf	Hello, Granny!!	 <p>Halo.. Nenek !!</p>			v												X
			<p>Halo, Nenek !!</p>															
52	52/03:21/ G3/Tf	Wait.. you're not grandma.	 <p>Tunggu.. Kamu bukan nenek?</p>			v												X
			<p>Tunggu..Kamu bukan nenek?</p>															
53	53/03:23/ G3/Ph	Oh.. heh <b>goodness</b> heh.				v												X



			 Aduuh ..																
54	54/03:26/ G3/Tf	What <b>big teeth</b> you have!! AAAAaaaaa!	 Besarnya gigimu Aaaaaaa		v														X
55	55/03:30/ G3/Tf	I don't think we'll need to worry about him anymore!	 Menurutku kita tak perlu lagi memikirkannya, Nek!		v														X
56	56/03:35/ G3/Im	More <b>muffins?</b>				v													X



			 <p>Muffin lagi?</p>																
57	57/03:36/ G3/Tf	Please!	 <p>Boleh..</p>		v														X
58	58/03:37/ G3/Tf	And little red riding hood happily enjoyed muffins with her grandmother who got well soon after..	 <p>Dan Gadis Kecil Berkerudung Merah menikmati muffin bersama neneknya yang sudah membaik</p>	dan Gadis Kecil Berkerudung Merah menikmati muffin bersama neneknya yang sudah membaik		v													X
59	59/03:42/ G3/Del	All because red riding hood was a smart <b>and practical</b>																v	X



		girl, Who knew that wolves were dangerous and can't be trusted.	 <p>Semua karena Gadis Kecil itu cerdas, siapa yang tahu bahwa serigala berbahaya dan tidak dapat dipercaya</p>															
60	60/03:49/ G3/Exp	The <b>moral?</b>	 <p>Pesan moral nya?</p> <p><b>Pesan moral nya?</b></p>	v														X
61	61/03:50/ G3/Tf	Always give wolves <b>bad direction.</b>	 <p>Selalu beri serigala jalan yang salah</p> <p>Selalu beri serigala <b>jalan yang salah</b></p>		v													X
62	62/03:53/ G3/Tf	<b>Always</b>			v													X

			 <p>Selalu</p>															
63	63/03:54/ G3/Tf	The end.	 <p>Selesai.</p>			v												X

**Draft Validation of Analysis Types of Subtitling Strategies Used by the Third Year Students of English Language Education in Composing the Subtitle of ‘Little Red Riding Hood’**

**Group 1**

No.	Code	Types of Subtitling Strategies		Reason
		True	False	
1.	01/00:39/G1/Tf	X		
2.	02/00:45/ G1/Tf	X		
3.	03/00:47/ G1/Tf	X		
4.	04/00:50/ G1/Tf	X		
5.	05/00:54/ G1/ Tf	X		
6.	06/00:57/ G1/ Tf	X		
7.	07/01:00/ G1/Res		X	Harusnya
8.	08/01:04/ G1/ Tf	X		
9.	09/01:05/ G1/Del	X		
10.	10/01:12/ G1/Res		X	Harusnya
11.	11/01:14/ G1/Res		X	Harusnya
12.	12/01:16/ G1/Res		X	Harusnya
13.	13/01:17 G1/Tf	X		
14.	14/01:19/ G1/Res		X	Harusnya
15.	15/01:25/ G1/Im	X		
16.	16/01:27/G1/Res		X	Harusnya
17.	17/01:33/ G1/Del	X		
18.	18/01:35/ G1/Tf	X		

19.	19/01:41/ G1/Tf	X		
20.	20/01:43 G1//Ph	X		
21.	21/01:44/ G1/Tf	X		
22.	22/01:47/ G1/Tf	X		
23.	23/01:51/ G1/Tf	X		
24.	24/01:53/ G1/Tf	X		
25.	25/01:55/ G1/Tf	X		
26.	26/01:57/ G1/Del	X		
27.	27/02:02/ G1/Del	X		
28.	28/02:03/ G1/Tf	X		
29.	29/02:08/ G1/Tf	X		
30.	30/02:11/ G1/Con	X		
31.	31/02:13/ G1/Del	X		
32.	32/02:18/ G1/Tf	X		
33.	33/02:25/ G1/Tf		X	Harusnya
34.	34/02:29/ G1/Tf		X	Harusnya
35.	35/02:34/ G1/Ph	X		
36.	36/02:37/ G1/Tf	X		
37.	37/02:39/ G1/Tf	X		
38.	38/02:41/ G1/Tf	X		
39.	39/02:46/ G1/Tf	X		
40.	40/02:49/ G1/Dec		X	Harusnya
41.	41/02:57/ G1/Tf	X		
42.	42/02:59/ G1/Tf	X		
43.	43/02:59/G1/Ph	X		
44.	44/03:01/ G1/Ph	X		

45.	45/03:07/ G1/Exp	X		
46.	46/03:08/ G1/Exp	X		
47.	47/03:08/G1/Tf	X		
48.	48/03:12/ G1/Exp	X		
49.	49/03:16/ G1/Tf	X		
50.	50/03:19/ G1/Tf	X		
51.	51/03:21/ G1/Del	X		
52.	52/03:23/ G1/Ph	X		
53.	53/03:26/ G1/Tf	X		
54.	54/03:30/ G1/Tf	X		
55.	55/03:35/ G1/Im	X		
56.	56/03:36/ G1/Tf	X		
57.	57/03:37/ G1/Tf	X		
58.	58/03:42/ G1/Del	X		
59.	59/03:49/ G1/Exp	X		
60.	60/03:50/ G1/Tf	X		
61.	61/03:53/ G1/Tf	X		
62.	62/03:54/ G1/Tf	X		

Surakarta, 08 Januari 2021

Validator,



Lilik Istiqomah, S.S., M.Hum., M.Pd.

**Draft Validation of Analysis Types of Subtitling Strategies Used by the Third Year Students of English Language Education in Composing the Subtitle of ‘Little Red Riding Hood’**

**Group 2**

No.	Code	Types of Subtitling Strategies		Reason
		True	False	
1.	01/00:39/G2/Tf	X		
2.	02/00:45/ G2/Tf	X		
3.	03/00:47/ G2/Tf	X		
4.	04/00:50/ G2/Tf	X		
5.	05/00:54/ G2/ Tf	X		
6.	06/00:57/ G2/ Tf	X		
7.	07/01:00/ G2/ Res		X	Harusnya
8.	08/01:04/ G2/ Tf	X		
9.	09/01:05/ G2/ Tf	X		
10.	10/01:08/ G2/Tf	X		
11.	11/01:12/ G2/Res		X	Harusnya
12.	12/01:14/ G2/Res		X	Harusnya
13.	13/01:16/ G2/Res		X	Harusnya
14.	14/01:17/ G2/Res		X	Harusnya
15.	15/01:19/ G2/Res		X	Harusnya
16.	16/01:25/G2/Im	X		
17.	17/01:27/G2/Res		X	Harusnya

18.	18/01:33/G2/Tf	X		
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19.	19/01:35/ G2/Tf	X		
20.	20/01:25/G2/Tf	X		
21.	21/01:43/ G2/Ph	X		
22.	22/01:44/ G2/Tf	X		
23.	23/01:47/ G2/Tf	X		
24.	24/01:51/ G2/Tf	X		
25.	25/01:53/ G2/Tf	X		
26.	26/01:55/ G2/Tf	X		
27.	27/01:57/ G2/Del	X		
28.	28/02.02/ G2/Tf	X		
29.	29/02:03/ G2/Tf	X		
30.	30/02:08/ G2/Tf	X		
31.	31/02:11/ G2/Con	X		
32.	32/02:13/ G2/Tf	X		
33.	33/02:18/ G2/Tf	X		
34.	34/02:25/ G2/Tf		X	Harusnya
35.	35/02:29/ G2/Tf		X	Harusnya
36.	36/02:34/ G2/Ph	X		
37.	37/02:37/ G2/Tf	X		
38.	38/02:39/ G2/Tf	X		
39.	39/02:41/ G2/Tf	X		
40.	40/02:46/ G2/Tf	X		
41.	41/02:49/ G2/Dec		X	Harusnya
42.	42/02:57/ G2/Tf	X		
43.	43/02:59/ G2/Tf	X		
44.	44/02:59/G2/Ph	X		



45.	45/03:01/ G2/Ph	X		
46.	46/03:07/ G2/Exp	X		
47.	47/03:08/ G2/Exp	X		
48.	48/03:08/G2/Tf	X		
49.	49/03:12/ G2/Del	X		
50.	50/03:16/ G2/Tf	X		
51.	51/03:19/ G2/Tf	X		
52.	52/03:21/ G2/Del	X		
53.	53/03:23/ G2/Ph	X		
54.	54/03:26/ G2/Tf	X		
55.	55/03:30/ G2/Tf	X		
56.	56/03:35/ G2/Im	X		
57.	57/03:36/ G2/Tf	X		
58.	58/03:37/ G2/Tf	X		
59.	59/03:42/ G2/Del	X		
60.	60/03:49/ G2/Exp	X		
61.	61/03:50/ G2/Tf	X		
62.	62/03:53/ G2/Tf	X		
63.	63/03:54/ G2/Tf	X		

Surakarta, 08 Januari 2021

Validator,



Lilik Istiqomah, S.S., M.Hum., M.Pd.

**Draft Validation of Analysis Types of Subtitling Strategies Used by the Third Year Students of English Language Education in Composing the Subtitle of ‘Little Red Riding Hood’**

**Group 3**

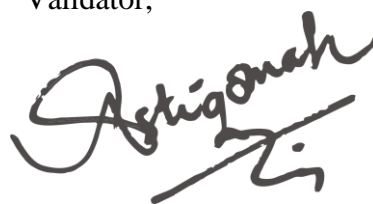
No.	Code	Types of Subtitling		Reason
		True	False	
1.	01/00:39/G3/Tf	X		
2.	02/00:45/ G3/Tf	X		
3.	03/00:47/ G3/Tf	X		
4.	04/00:50/ G3/Tf	X		
5.	05/00:54/ G3/Tf	X		
6.	06/00:57/ G3/Tf	X		
7.	07/01:00/ G3/Res		X	Harusnya
8.	08/01:04/ G3/Tf	X		
9.	09/01:05/ G3/Tf	X		
10.	10/01:08/ G3/Tf	X		
11.	11/01:12/ G3/Res		X	Harusnya
12.	12/01:14/ G3/Res		X	Harusnya
13.	13/01:16/ G3/Res		X	Harusnya
14.	14/01:17/ G3/Res		X	Harusnya
15.	15/01:19/ G3/Tf	X		
16.	16/01:25/ G3/Im	X		
17.	17/01:27/G3/Res		X	Harusnya
18.	18/01:33/ G3/Tf	X		

19.	19/01:35/ G3/Tf	X		
20.	20/01:35/ G3/Tf	X		
21.	21/01:43/ G3/Ph	X		
22.	22/01:44/ G3/Tf	X		
23.	23/01:47/ G3/Tf	X		
24.	24/01:51/ G3/Tf	X		
25.	25/01:53/ G3/Tf	X		
26.	26/01:55/ G3/Tf	X		
27.	27/01:57/ G3/Del	X		
28.	28/02.02/ G3/Con	X		
29.	29/02:03/ G3/Tf	X		
30.	30/02:08/ G3/Tf	X		
31.	31/02:11/ G3/Con	X		
32.	32/02:13/ G3/Tf	X		
33.	33/02:18/ G3/Tf	X		
34.	34/02:25/ G3/Tf		X	Harusnya
35.	35/02:29/ G3/Tf		X	Harusnya
36.	36/02:34/ G3/Ph	X		
37.	37/02:37/ G3/Tf	X		
38.	38/02:39/ G3/Tf	X		
39.	39/02:41/ G3/Tf	X		
40.	40/02:46/ G3/Tf	X		
41.	41/02:49/ G3/Dec		X	Harusnya
42.	42/02:57/ G3/Tf	X		
43.	43/02:59/ G3/Tf	X		
44.	44/02:59/G3/Ph	X		

45.	45/03:01/ G3/Ph	X		
46.	46/03:07/ G3/Exp	X		
47.	47/03:08/ G3/Exp	X		
48.	48/03:09/G3/Tf	X		
49.	49/03:12/ G3/Exp	X		
50.	50/03:16/ G3/Tf	X		
51.	51/03:19/ G3/Tf	X		
52.	52/03:21/ G3/Tf	X		
53.	53/03:23/ G3/Ph	X		
54.	54/03:26/ G3/Tf	X		
55.	55/03:30/ G3/Tf	X		
56.	56/03:35/ G3/Im	X		
57.	57/03:36/ G3/Tf	X		
58.	58/03:37/ G3/Tf	X		
59.	59/03:42/ G3/Del	X		
60.	60/03:49/ G3/Exp	X		
61.	61/03:50/ G3/Tf	X		
62.	62/03:53/ G3/Tf	X		
63.	63/03:54/ G3/Tf	X		

Surakarta, 08 Januari 2021

Validator,



Lilik Istiqomah, S.S., M.Hum., M.Pd.

## QUESTIONNAIRE

Nama : Alfi Rofiah

Semester : 6

No.	Question	Answer
1.	Apakah mata kuliah subtitling menarik bagi mahasiswa?	Ya
2.	Apakah anda tahu tentang subtitling strategi? Sebutkan subtitling strategi apa saja yang anda ketahui!	Ya. Borrowing, transfer, calque, expansion, word by word, deletion, imitation.
3.	Apakah anda menerapkan subtitling strategi ketika membuat subtitle "Little Red Riding Hood"?	Ya
4.	Subtitling strategi apa yang paling sering anda terapkan?	Transfer & word by word
5.	Apakah ada kesulitan ketika anda membuat subtitle "Little Red Riding Hood"?	Tidak
6.	Apakah anda menggunakan alat bantu dalam membuat subtitle "Little Red Riding Hood"?	Ya

Nama : Tyas Fitriyah

Semester : 6

No.	Question	Answer
1.	Apakah mata kuliah subtitling menarik bagi mahasiswa?	Ya
2.	Apakah anda tahu tentang subtitling strategi? Sebutkan subtitling strategi apa	Iya. Transfer, word by word, paraphrase, imitation, expansion.

	saja yang anda ketahui!	
3.	Apakah anda menerapkan subtitling strategi ketika membuat subtitle “Little Red Riding Hood”?	Kadang-kadang
4.	Subtitling strategi apa yang paling sering anda terapkan?	Transfer
5.	Apakah ada kesulitan ketika anda membuat subtitle “Little Red Riding Hood”?	Ya
6.	Apakah anda menggunakan alat bantu dalam membuat subtitle “Little Red Riding Hood”?	Ya

Nama : Erlangga Putra

Semester : 6

No.	Question	Answer
1.	Apakah mata kuliah subtitling menarik bagi mahasiswa?	Ya
2.	Apakah anda tahu tentang subtitling strategi? Sebutkan subtitling strategi apa saja yang anda ketahui!	Ada deletion, expansion, transfer.
3.	Apakah anda menerapkan subtitling strategi ketika membuat subtitle “Little Red Riding Hood”?	Kadang-kadang
4.	Subtitling strategi apa yang paling sering anda terapkan?	Deletion
5.	Apakah ada kesulitan ketika anda membuat subtitle “Little Red Riding Hood”?	Ya

6.	Apakah anda menggunakan alat bantu dalam membuat subtitle “Little Red Riding Hood”?	Ya
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Nama : Rositha Indah

Semester : 6

No.	Question	Answer
1.	Apakah mata kuliah subtitling menarik bagi mahasiswa?	Ya
2.	Apakah anda tahu tentang subtitling strategi? Sebutkan subtitling strategi apa saja yang anda ketahui!	Deletion strategy, expansion strategy, taming strategy, paraphrase strategy, transfer strategy, transcription strategy, imitation strategy, anad resignation strategy
3.	Apakah anda menerapkan subtitling strategi ketika membuat subtitle “Little Red Riding Hood”?	Kadang-kadang
4.	Subtitling strategi apa yang paling sering anda terapkan?	Transcription strategy
5.	Apakah ada kesulitan ketika anda membuat subtitle “Little Red Riding Hood”?	Tidak
6.	Apakah anda menggunakan alat bantu dalam membuat subtitle “Little Red Riding Hood”?	Ya

Nama : Rizka Ayuni

Semester : 6

No.	Question	Answer
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1.	Apakah mata kuliah subtitling menarik bagi mahasiswa?	Ya
2.	Apakah anda tahu tentang subtitling strategi? Sebutkan subtitling strategi apa saja yang anda ketahui!	Transcription strategy
3.	Apakah anda menerapkan subtitling strategi ketika membuat subtitle “Little Red Riding Hood”?	Kadang-kadang
4.	Subtitling strategi apa yang paling sering anda terapkan?	Transcription strategy
5.	Apakah ada kesulitan ketika anda membuat subtitle “Little Red Riding Hood”?	Ya
6.	Apakah anda menggunakan alat bantu dalam membuat subtitle “Little Red Riding Hood”?	Ya

Nama : Lusiana Dewi Pertiwi

Semester : 6

No.	Question	Answer
1.	Apakah mata kuliah subtitling menarik bagi mahasiswa?	Ya
2.	Apakah anda tahu tentang subtitling strategi? Sebutkan subtitling strategi apa saja yang anda ketahui!	Expansion strategy, taming strategy, deletion strategy.
3.	Apakah anda menerapkan subtitling strategi ketika membuat subtitle “Little Red Riding Hood”?	Ya
4.	Subtitling strategi apa yang paling sering anda terapkan?	Taming strategy and deletion strategy



5.	Apakah ada kesulitan ketika anda membuat subtitle “Little Red Riding Hood”?	Tidak
6.	Apakah anda menggunakan alat bantu dalam membuat subtitle “Little Red Riding Hood”?	Ya

Nama :Rury Andreastuty

Semester : 6

No.	Question	Answer
1.	Apakah mata kuliah subtitling menarik bagi mahasiswa?	Ya
2.	Apakah anda tahu tentang subtitling strategi? Sebutkan subtitling strategi apa saja yang anda ketahui!	Deletion strategy, expansion strategy, taming strategy, paraphrase strategy, transfer strategy, transcription strategy, imitation strategy, and resignation strategy
3.	Apakah anda menerapkan subtitling strategi ketika membuat subtitle “Little Red Riding Hood”?	Ya
4.	Subtitling strategi apa yang paling sering anda terapkan?	Transfer strategy
5.	Apakah ada kesulitan ketika anda membuat subtitle “Little Red Riding Hood”?	Tidak
6.	Apakah anda menggunakan alat bantu dalam membuat subtitle “Little Red Riding Hood”?	Ya

Nama : Restu

Semester : 6

No.	Question	Answer
1.	Apakah mata kuliah subtitling menarik bagi mahasiswa?	Ya
2.	Apakah anda tahu tentang subtitling strategi? Sebutkan subtitling strategi apa saja yang anda ketahui!	Yes. Calque, transcription, resignation, expansion
3.	Apakah anda menerapkan subtitling strategi ketika membuat subtitle “Little Red Riding Hood”?	Kadang-kadang
4.	Subtitling strategi apa yang paling sering anda terapkan?	Transcription
5.	Apakah ada kesulitan ketika anda membuat subtitle “Little Red Riding Hood”?	Tidak
6.	Apakah anda menggunakan alat bantu dalam membuat subtitle “Little Red Riding Hood”?	Ya

Nama : Brahmantyo

Semester : 6

No.	Question	Answer
1.	Apakah mata kuliah subtitling menarik bagi mahasiswa?	Ya
2.	Apakah anda tahu tentang subtitling strategi? Sebutkan subtitling strategi apa saja yang anda ketahui!	Ya. Transfer, adaptation, substitution, paraphrase
3.	Apakah anda menerapkan subtitling strategi ketika membuat subtitle “Little Red Riding Hood”?	Ya

4.	Subtitling strategi apa yang paling sering anda terapkan?	Transfer
5.	Apakah ada kesulitan ketika anda membuat subtitle “Little Red Riding Hood”?	Tidak
6.	Apakah anda menggunakan alat bantu dalam membuat subtitle “Little Red Riding Hood”?	Ya

Nama : Hidayah Al Ayyubi

Semester : 6

No.	Question	Answer
1.	Apakah mata kuliah subtitling menarik bagi mahasiswa?	Ya
2.	Apakah anda tahu tentang subtitling strategi? Sebutkan subtitling strategi apa saja yang anda ketahui!	Transfer, expansion, deletion, adaptation, addition
3.	Apakah anda menerapkan subtitling strategi ketika membuat subtitle “Little Red Riding Hood”?	Ya
4.	Subtitling strategi apa yang paling sering anda terapkan?	Transfer
5.	Apakah ada kesulitan ketika anda membuat subtitle “Little Red Riding Hood”?	Tidak
6.	Apakah anda menggunakan alat bantu dalam membuat subtitle “Little Red Riding Hood”?	Tidak

Nama : Dyah Ambarwati

Semester : 6

No.	Question	Answer
1.	Apakah mata kuliah subtitling menarik bagi mahasiswa?	Ya
2.	Apakah anda tahu tentang subtitling strategi? Sebutkan subtitling strategi apa saja yang anda ketahui!	Iyaa, transfer, transcription, expansion, calque, borrowing, condensation
3.	Apakah anda menerapkan subtitling strategi ketika membuat subtitle “Little Red Riding Hood”?	Kadang-kadang
4.	Subtitling strategi apa yang paling sering anda terapkan?	Transfer
5.	Apakah ada kesulitan ketika anda membuat subtitle “Little Red Riding Hood”?	Ya
6.	Apakah anda menggunakan alat bantu dalam membuat subtitle “Little Red Riding Hood”?	Ya

Nama : Nurul

Semester : 6

No.	Question	Answer
1.	Apakah mata kuliah subtitling menarik bagi mahasiswa?	Ya
2.	Apakah anda tahu tentang subtitling strategi? Sebutkan subtitling strategi apa saja yang anda ketahui!	Expansion, transfer,transcription, imitation
3.	Apakah anda menerapkan subtitling strategi ketika membuat subtitle “Little Red Riding Hood”?	Kadang-kadang

4.	Subtitling strategi apa yang paling sering anda terapkan?	Transfer, imitation
5.	Apakah ada kesulitan ketika anda membuat subtitle “Little Red Riding Hood”?	Ya
6.	Apakah anda menggunakan alat bantu dalam membuat subtitle “Little Red Riding Hood”?	Ya

Nama : Bima Saputra

Semester : 6

No.	Question	Answer
1.	Apakah mata kuliah subtitling menarik bagi mahasiswa?	Ya
2.	Apakah anda tahu tentang subtitling strategi? Sebutkan subtitling strategi apa saja yang anda ketahui!	Transfer, borrowing, word by word
3.	Apakah anda menerapkan subtitling strategi ketika membuat subtitle “Little Red Riding Hood”?	Kadang-kadang
4.	Subtitling strategi apa yang paling sering anda terapkan?	Transfer
5.	Apakah ada kesulitan ketika anda membuat subtitle “Little Red Riding Hood”?	Ya
6.	Apakah anda menggunakan alat bantu dalam membuat subtitle “Little Red Riding Hood”?	Ya

Nama : Anisa

Semester : 6

No.	Question	Answer
1.	Apakah mata kuliah subtitling menarik bagi mahasiswa?	Ya
2.	Apakah anda tahu tentang subtitling strategi? Sebutkan subtitling strategi apa saja yang anda ketahui!	Transfer, adaptation, paraphrase
3.	Apakah anda menerapkan subtitling strategi ketika membuat subtitle “Little Red Riding Hood”?	Ya
4.	Subtitling strategi apa yang paling sering anda terapkan?	Transfer
5.	Apakah ada kesulitan ketika anda membuat subtitle “Little Red Riding Hood”?	Tidak
6.	Apakah anda menggunakan alat bantu dalam membuat subtitle “Little Red Riding Hood”?	Ya

Nama :Nimas Ayu

Semester : 6

No.	Question	Answer
1.	Apakah mata kuliah subtitling menarik bagi mahasiswa?	Ya
2.	Apakah anda tahu tentang subtitling strategi? Sebutkan subtitling strategi apa saja yang anda ketahui!	Iya. Transfer, adaptation, substitution, borrowing, deletion, condensation, expansion, paraphrase
3.	Apakah anda menerapkan subtitling strategi ketika membuat subtitle “Little Red Riding Hood”?	Kadang-kadang

4.	Subtitling strategi apa yang paling sering anda terapkan?	Transfer
5.	Apakah ada kesulitan ketika anda membuat subtitle “Little Red Riding Hood”?	Ya
6.	Apakah anda menggunakan alat bantu dalam membuat subtitle “Little Red Riding Hood”?	Ya