

## **CHAPTER I INTRODUCTION**

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

In this day and age, many people are interested in learning and mastering other languages well. They learn through school, go to university and take language faculties, some are learning English through language courses either collectively or privately, social media, and other media. Lately, many people know the importance of mastering the language well, so many of them want to learn more than one language.

Language is an important role in human life. Language is an instrument or tool of human communication. Without language, people cannot communicate with each other. People learn because they learn through the language they speak. The teacher explains the material in language. So the students can learn the material provided by the teacher.

People are interested in mastering a language well, especially mastering a foreign language. The foreign language that many people in the world learn is English, because English is an international language. There are many countries where English is their primary language, and also many countries that use English as second language, this happens because English is a very important language to communicate, especially when communicating with foreigners.

Many people are interested in mastering English well, especially students. Lately, there are many students majoring in English, especially at Muhammadiyah University of Surakarta (UMS), who use various methods to be able to learn it quickly. Some of these techniques are listening to English songs through tapes, CDs, radio, TV, and the internet, which provide a variety of English-language applications that listeners can already enjoy. Another technique is watching movies, especially western movies that use English.

By watching movies, students can improve their ability in speaking English, such as increasing their knowledge of English vocabulary,

grammar, and pronunciation. Students can get a lot of advantages because they can easily follow the characters in the movie when talking. People use translation or interpreting to help understand English movies or songs.

Translation and interpretation make it easier for people to understand the message of the film being watched. People who don't speak English will find it difficult to understand English films. Translation and interpretation are very important in communication, especially in bilingual communication. Translations and interpretations are different. Both are the same in translating from the source language to the target language.

According to Catford (1965)“translation is the replacement of textual material in one language (SL) by equivalent textual material in another language (TL).” Baker (2018)addresses the vexing issue of equivalence by adopting a more neutral approach when she argues that equivalence is a relative notion because it is influenced by a variety of linguistic and cultural factors.

Translation is written communication in the target language which has the same meaning as written communication in the source language. Translation is the activity of changing a language, from the source language to the target language. In translation, only the language is changed, but the message remains the same as the source language. In the translation process, there is a level of equivalence. According to Catford (1965:2) the levels of equivalence are: (1) textual equivalence (2) formal correspondence. Then also Nida and Taber (1982:200)stated that the types of equivalence are divided into two, namely: (1) formal equivalence and (2) dynamic equivalence.

Meanwhile, interpretation is spoken communication in a second language which has the same meaning as spoken communication in the first language. Interpretation is the activity of changing a language, from the source language to the target language orally. The main purpose of interpretation is communication. The person who translates is called an interpreter.

Translation and interpretation have a strong relationship with entertainment. People easily learn through entertainment. Most people like to learn something through entertainment. In learning English, people prefer to listen to songs or watch movies rather than learning through books. Here the movie in question is an English movie that uses English, or an Indonesian movie that uses English subtitles. Through English-language movies or Indonesian-language films that use English subtitles, people can improve their ability to master English. In the movie, people know about the written translation on the screen that matches the conversation in the movie. These are called subtitles in the movie. According to Newmark (1981:7) "Translation is a craft consisting in the attempt to replace a written, message and/or statement in one language by the same message and/or statement in another language.

Subtitling is a conversation or dialogue written in a movie. Usually the movie subtitles are at the bottom of the screen. Subtitling can be formed as a written translation of dialogue in a foreign language. Subtitling can also be formed as a written dialogue that uses the same language as the language used in the film. In a film, subtitling is very useful for readers to understand the message of the film, especially for readers who watch films that use foreign languages. It is also very useful for readers who are deaf. In subtitling movies, subtitling dialog in the movie must match the spoken dialogue. That is an important thing in subtitling, because if the subtitles are different from spoken dialogue, the film's message will disappear. Subtitling is also a written translation of the source language (SL) of a television program or movie into the audience language (TL), the subtitles usually appear in two lines at the bottom of the screen simultaneously with dialogue or narration in the source language.

Sentence is a set of words that at least consists of a subject and predicate and has an idea. According to Frank (1972:220) "sentence is a full of predication containing a subject plus a predicate with a finite verb. Types of sentences used in subtitling are declarative sentences, interrogative

sentences, imperative sentences, and exclamations. The types of sentences used in subtitling must be in the correct form, so that the message of the film is not lost. And the sentence type must be grammatically correct. In this research, the researcher will perform imperative sentences. An imperative sentence is a sentence used in issuing orders or directions. Sometimes, imperative sentences end with an exclamation mark.

A movie is a series of moving pictures played by an actor and an actress or a fictional character in the form of animation by bringing a story to the audience. According to Upson (2011) "A movie genre is label applied to a movie for categorization purpose". Upson (2011) also states there are six genres of movie: (1) action and adventure movie (2) comedy movie (3) drama movie (4) family movie (5) thriller movie, (6) musical and independent movie.

Researcher wants to research imperative sentences in a movie. The movie the researcher wanted to watch was the first *Ice Age* Movie. Quoted from Wikipedia (2002) the first *Ice Age* movie is one of the famous movies. The success of this movie makes it famous throughout the world and this movie is made of its sequels. This *Ice Age* is a 2002 CGI animated film directed by Carlos Saldanha and Chris Wedge. The story was written by Michael J. Wilson. The film was produced by Blue Sky Studios and distributed by 20th Century Fox. This movie tells the adventures of a group of ancient animals that can speak and consist of several types of animals. The main character of this movie is an ancient elephant named Manny who had to fight against life at that time where the earth was hit by natural disasters such as floods and droughts. The researcher wants to research the imperative sentence in the first *Ice Age* movie. The data are sentences containing imperative sentence, especially the types of imperative sentences according to Swan Theory (1996). According to Swan (1996:268) who stated, there are eight kinds of imperative sentence. (1) Affirmative imperative (2) emphatic imperative (3) passive imperative (4) do(n't) be imperative (5) subject with imperative (6) question tag (7)

“always and never” come before imperative (8) Let Imperative. And the theory of Nida who stated that equivalence is the equivalent meaning of the translation of the source language to the target language. According to Nida and Taber (1982) the types of equivalence are divided into two, namely (1) formal equivalence and (2) dynamic equivalence.

For imperative sentences, the first imperative sentence will be explained using the example below, namely the affirmative imperative sentence.

SL: Don't do it again or I punch you

TL: *Jangan lakukan itu lagi atau aku ku pukul kau*

This type of imperative is very common and often used by a lot of people in everyday life. This type of imperative sentence is an imperative sentence that contains an affirmative element, imperative sentences of this type will sound polite if you add the word "Please" to show respect and politeness. This type of imperative sentence can also be followed by the word "and" and "or" and have a similar meaning to an if-clause, but usually when used in this form it will give the impression of a threat to the listener. From the example above and the explanation above, it is certain that this is an affirmative imperative.

Source language: Do sit down

Target language: *Duduklah.*

The imperative sentence above explains that if the speaker gives orders to the listener firmly, it can be seen from the word "Do" in the imperative sentence. The "Do" at the beginning of this imperative sentence explains if the speaker asks the listener to do something more politely. Usually an imperative sentence that starts with the word "Do" is an emphatic imperative.

SL: Get vaccinated as soon as possible

TL: *Dapatkan vaksinasi sesegera mungkin*

In the imperative sentence above, it can be seen that if the speaker asks the listener to do something for the speaker, the passive imperative sentence form is generally started with the word get and is followed by the past form verb. So the example above is passive imperative.

SL: Don't be silly  
 TL: *Jangan konyol*

The imperative sentence shows if the speaker wants the listener not to do stupid things, it can be seen from the imperative sentence that the speaker says using the word do not + be + Silly. This type of imperative will always begin with the word "Don't" and be followed by "Be." So this is the do(n't) be imperative. There are also those who call it a negative imperatives, but not all imperative sentences that have a negative form can be classified into this type of imperative sentence.

SL: Diego, spit that out  
 TL: *Diego, muntahkan dia*

Imperatives usually have no subject, but people can use a noun or pronoun to clarify who the people are talking to. The imperative sentence above is the imperative sentence which is subject with imperative type. Subject with imperative always shows imperative sentence which mentions someone, either by mentioning his name or just a pronoun. This type of imperative sentence will always mention the subject either the subject begins the sentence or in the middle of the sentence, it can also in the end. The example sentence above is the subject with imperative which uses the subject at the beginning of the sentence.

SL: Give me the flower, will you?  
 TL: *Berikan aku bunganya, ya?*

This type of this imperative sentence always includes a question tag in the end of the sentence. A question tag in the sentence to clarify and

emphasize the listener to do what the speaker wants, usually because there is a question tag in this type of imperative sentence it has the meaning of a more polite commandment. That example above is question tag imperative.

SL: Never talk with them again

TL: *Jangan pernah lagi bicara dengan mereka*

The word order in the imperative sentence above uses the word "Never." This type of imperative sentence is an imperative sentence to impose the listener by the speaker to always do what the speaker says, that is why this imperative sentence is called always and never imperative sentence. This imperative sentence will begin with the words "Always" and "Never" in each order, followed by a verb after that.

SL: Let's go!

TL: *Ayo pergi*

Some languages have a first person imperative (used to suggest that 'I' or 'we' have to do something). English doesn't have this, but there are structures with let + pronoun + infinitive that have a similar meaning. The sentence above indicates that the speaker invites the listener to go by using the word "Let" at the beginning of an imperative sentence followed by a pronoun and an infinitive after the word let and the pronoun. In the target language "Let" can be interpreted as *mari, biar or ayo*. So we change this imperative sentence into an imperative sentence in this form to the target language, then it will become *mari or biar, or ayo +kata ganti+ kata kerja*. This is the hallmark of this type of imperative. So this is let imperative.

As for equivalence

Example:

SL: Now we gotta find more food.

TL: *Sekarang kita harus mencari makanan lagi*

The equivalence shown in the imperative sentence is formal equivalence. Nida argues that in formal equivalence the target language (TL) is very similar to source language (SL) in both form and meaning.

SL: Rise and shine, everybody

TL: *Bangunlah semuanya*

Dynamic equivalence efforts are made to convey messages from source language (SL) into the target language (TL) as natural as possible. As for this is dynamic equivalence because if the source language is translated into Indonesian in a literal manner it will confuse the reader or the audience so that the translator changes its form a little so that it is easily understood by the audience but still contains the same meaning. Dynamic equivalence focuses on the message in the target language must be as close as possible to the different elements in the source language. This means, for example, that messages in the target culture are constantly compared with messages in the source culture to determine the standard of accuracy and precision in their equivalent translation.

The sentences above are some example of imperative sentences contained in book of *Practical English Usage* and the first *Ice Age* movie. The types of imperative sentences above are affirmative imperative, emphatic imperative, passive imperative, do(n't) be imperative, subject with imperative, question tag imperative, always and never imperative and let imperative. And about equivalence, which is divided into two types, namely formal equivalence and dynamic equivalence.

The reason the researcher wants to research this phenomenon is that the researcher wants to know the suitability of subtitling and translation in this movie. So from the description above, researcher is motivated to write a research paper entitled: *An Analysis of Imperative Sentence on the First Ice Age Movie and Its Subtitling*.



## **B. Limitation of the Study**

From the various types of sentences in the subtitle of the first *Ice Age* movie, the author focuses on analyzing the imperative sentences contained in the subtitle of the first *Ice Age* movie. In analyzing the data, the researcher used Swan's imperative sentence theory (1996) and the theory of equivalence according to Nida and Taber (1982) types of equivalence because this theory is in accordance with research conducted by researcher.

## **C. Problem Statement**

Based on the statement above, the writer formulates the problems as follows;

1. What are the types of imperative sentences and their subtitles found in the first *Ice Age* movie?
2. How does the equivalence of the first *Ice Age* movie match with the target language?

## **D. Objective of the Study**

Based on the problem formulation above, the objectives of this study are as follows;

1. To classify the types of imperative sentences and their subtitles found in the first *Ice Age* movie.
2. Classify and describe the equivalence of its subtitles which match with the target language in the first *Ice Age* movie.

## **E. Benefit of the Study**

The benefits of this study are as follows.

1. Theoretical Benefits
  - a. The results of this study can be used by schools, especially junior high schools for class IX on basic competencies of 3.3 curriculum 2013
  - b. The results of this study also enrich the theories about movie subtitles, especially from English subtitles to Indonesian.

- c. The results of research can be used by other researchers as a reference or comparison in their research.

## 2. Practical Benefits

### a. Students

The findings of this study can be useful as additional knowledge to develop students' abilities in imperative sentences.

### b. Lecturer / Teacher

The findings of this study can be useful as additional information or additional insight for the lecturer or teacher about imperative sentences.

### c. Subtitler

The findings of this study help subtitlers to subtitle other films, especially related to imperative sentences.

### d. Movie audience

The findings of this study can help movie viewers better understand the storyline of the movie properly especially about the imperative sentence.

### e. Other Researchers

The findings of this study can be used as a reference for other researchers related to this study.

## **F. Research Paper Organization**

The researcher divides this research paper into five parts. They are: Chapter I is an introduction. This consists of background of the study, limitations of the study, problem statement, objectives of the study, benefits of the study, and research paper organization.

The second paragraph focuses on the theory that has been conducted and theory that related with the issues, the second chapter consists of previous study, theoretical review, and theoretical framework.

The third chapter consists of research method, research type, research object, research data and data source, technique of data collection, data validity, technique of data analysis, and presenting the result of data

analysis.

The fourth chapter consists of the research findings and discussion. In this chapter, the researcher classifies the research findings regarding the types of imperative sentences and their equivalences.

The fifth chapter is conclusion and suggestion of the research.