



AN ANALYSIS OF SUBTITLING STRATEGIES AND
READABILITY IN INDONESIAN SUBTITLES OF “COCO”

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submitted in partial fulfillment of the requirements
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in English

by

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APPROVAL

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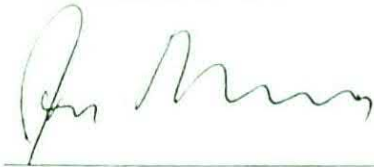
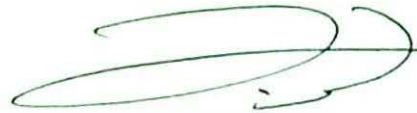
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DECLARATION OF ORIGINALITY

I, Weni Aprilia Pradani, hereby declare that this final project entitled AN ANALYSIS OF SUBTITLING STRATEGIES AND READABILITY IN INDONESIAN SUBTITLES OF "COCO" is my own work and has not been submitted in any form for another degree or diploma at any university or other institute of tertiary education. Information derived from the published and unpublished work of others has been acknowledged in the text and list of references is given in the bibliography.

Semarang, 20 Agustus 2019

The Writer

A handwritten signature in black ink, appearing to be 'Weni Aprilia Pradani', with a stylized 'W' and 'P'.

Weni Aprilia Pradani

MOTTO AND DEDICATION

“Allah does not lay responsibility on anyone beyond his capacity” –Al-Baqarah

(2:286)

“Nothing is impossible” –unknown

“Always try to be a little kinder than is necessary” – J. M. Barrie

This final project I dedicate to:

My beloved parents

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First, praise is to Allah SWT, the Almighty and the Most Beneficent. The great thankfulness is dedicated to Allah SWT for blessing and giving inspiration that lead me to reach the completion of this final project.

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Finally, I realize this final project is far from perfect. Therefore, criticism, suggestion, and correction are always open-welcomed. I hope this research will be helpful for those who are concern about the study.

Weni Aprilia Pradani

ABSTRACT

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English is used not only for communication but also comes out in entertainment media, like books, music, movies, etc. Indonesian people need a translation of the language into Indonesian from those media to understand the content. In the case of the movie, they need a subtitle. Subtitle becomes very important since it guides the viewers with the story of the movie. The process of subtitling needs strategies to produce a good subtitle. The good subtitle is when the viewers can catch the meaning of the dialogue as they read. This study aims to know the application of subtitling strategies used by the subtitler in translating the Indonesian subtitles of "Coco" movie, to know the translation readability level of the application of subtitling strategies in Indonesian subtitles "Coco" movie, and also to know the relation of them. This study was descriptive qualitative research. The data on this study were the English scripts and Indonesian subtitles of "Coco" movie. The subtitling strategy used in this study was proposed by Gottlieb and the readability used Nababan's readability rating instrument. It was found 1449 data from the subtitles of the movie. The result showed that there were 8 of 10 strategies which were used in the Indonesian subtitles of "Coco" movie, they were paraphrase, transfer, deletion, transcription, imitation, condensation, expansion, and decimation. The readability rating was rated by 15 respondents. The result showed that the readable subtitles were 90.76% data, the less readable were 8.74% data, and the unreadable subtitles were 0.5% data. While the relation of the subtitling strategies and the readability showed that the readable strategies used in the Indonesian subtitles of "Coco" movie in order were decimation, deletion, paraphrase, expansion, condensation, transfer, imitation, and transcription. Based on the result, it can be concluded that the most strategy used in the Indonesian subtitles of "Coco" movie was paraphrase. The readability level of the Indonesian subtitles of "Coco" movie was readable. While the relation of subtitling strategies and readability was the most readable strategy used in the Indonesian subtitles of "Coco" was decimation. On the other hand, the strategy with the most unreadable subtitles was transcription strategy.

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CHAPTER I

INTRODUCTION

This chapter introduces the foundation and general overview of the study. It consists of background of the study, reasons for choosing the topic, research problem, objectives of the study, significances of the study, and outline of the report.

1.1 Background of the Study

Language is the main part of communication. English is an international language which is used to connect the world. People use English in order to communicate on a wider scale. Nowadays, English is used not only for communication but also comes out in entertainment media, for examples, books, music, movies, etc. Those media have become our need as the entertainment source. We know that not all Indonesian people can easily understand English well in those media. They need a translation of the language into Indonesian from the products in order to make them understand the content. There are kinds of translation products of the entertainment media above. In the case of movies, Indonesian audiences need subtitles in order for them to understand the movie.

Subtitle becomes very important since it guides the viewers with the storyline of the movie. Diaz-Cintas (2012) stated that subtitling means a translation practice that consists of rendering in writing, usually at the bottom of the screen, the translation into a target language of the original dialogue exchanges delivered by

different speakers. The process of subtitling is uneasy because it needs strategies so that the target language can convey the message from the source language. Subtitling strategy is needed in order to produce a good subtitle. Sakri (1985:86) stated that the best subtitle is when the viewers can catch the meaning of the dialogue as they read (as cited in Aveline, 2015). It means that the viewers can respond and understand the meaning of the dialogue. The translators may pay attention more to the translation between the source language and the target language as close as possible to make a good and readable subtitle. The readable subtitle may help the viewers a lot to understand the story of the movie. George Klare (1963) defined readability as “the ease of understanding or comprehension due to the style of writing.” (as cited in DuBay, 2004). So, the readability of a subtitle may determine the understanding of the viewers with the story of the movie.

In this study, the writer analyzed the subtitling strategies and readability in Indonesian subtitles of “Coco”. In this case, the writer analyzed the subtitling strategies in order to know the varieties of strategies which were used in Indonesian subtitles made by *Mumetndase* of “Coco”. The readability analysis is used as a parameter to know that the viewers can catch the meaning presented by the target language in those subtitles of the movie.

1.2 Reasons for Choosing the Topic

Watching movie is one of the most favorite entertaining activities for people who need entertainment. Not a few of Indonesian people who love watching movies

with the English language. It cannot be denied that they need subtitles in order to guide them to understand the story of the movie. The writer uses Indonesian subtitles of “Coco” as the object study because of some reasons. First, the movie entitled “Coco” is a 2017 American 3D computer-animated fantasy film produced by Pixar Animation Studios and released by Walt Disney Pictures which awarded as the best animation film by 90th Academy Awards (Oscar) 2018 and in 75th Golden Globe 2018. Coco has rating 8.4/10 on www.imdb.com; it is a quite high rate for an animation movie. This movie is loved not only by kids but also by all people because it is a family movie. It is a 12-year-old, music-loving boy, Miguel, who confronted with his family's ancestral ban on music, entered the Land of the Dead to find his great-great-grandfather, a legendary singer. He made an unforgettable journey to the Land of the Dead.

Second, no doubt that not everyone watches movies in the cinema, there are many people who watch this film by streaming or downloading it from the internet. They need subtitles to help them understand the story using Indonesian. The writer chooses Indonesian subtitles made by *Mumetndase* to be analyzed because the rating of this Indonesian subtitles is 10/10 by www.subscene.com. It means that the subtitles are very good in the quality. A good quality subtitle relates to the readability of the translation. The writer wants to know the strategies which are used by the translator in the process of subtitling this movie in order to reach a good and readable subtitle.

1.3 Research Problems

Based on the research background of the study, the problems proposed in the research are:

- 1) How is the application of subtitling strategies in subtitling “*Coco*” into Indonesian?
- 2) How is the readability level of the application of subtitling strategies in Indonesian subtitles of “*Coco*”?
- 3) How is the relation of subtitling strategies and readability of Indonesian subtitles of “*Coco*”?

1.4 Objectives of the Study

The objectives of this study are:

- 1) To describe the application of subtitling strategies in subtitling “*Coco*” into Indonesian.
- 2) To describe the readability level of the application of subtitling strategies in Indonesian subtitles of “*Coco*”.
- 3) To explain the relation of subtitling strategies and readability of Indonesian subtitles of “*Coco*”.

1.5 Significance of the Study

The writer may expect that the research will give some benefits. The benefits are:

- 1) Academic Benefit
 - a. This study hopefully can give knowledge to those who want to learn translation strategies study, especially in the subtitling field.

- b. This study hopefully can enrich information about theories and strategies of subtitling.

2) Practical Benefit

- a. This study is expected to be useful for subtitlers/translators to create a good translation especially in subtitle works with applying subtitling strategies.
- b. The finding of the study is expected to be useful for subtitlers/translators to pay more attention to the readability of the subtitle works.

3) Pedagogical Benefit

- a. The finding of this study can be useful for other researchers as a reference for their research, especially about subtitling strategies and translation readability.

1.6 Outline of the Report

This study consists of five chapters. Each chapter is presented as follows:

Chapter I contains the introduction of the research, which cover the background of the study, reasons for choosing the topic, research problems, objectives of the study, significances of the study, and outline of the report.

Chapter II contains the review of related literature, which provides review of previous studies, theoretical review, and framework of the present study.

Chapter III is the method of investigation, which consists of research design of the study, object of the study, roles of the researcher, type and source of data, instrument for collecting data, procedures of collecting data, and procedures of analyzing data.

Chapter IV is the results and discussion, which consists of the general description and results of the study.

Chapter V, the last chapter, presents the conclusion and suggestion based on the findings.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of three main parts. They are review of previous study, review of theoretical review, and framework of the present study. In the theoretical review, it explains the theories related to this research, they are translation, translation strategies, subtitle, subtitling strategies, Translation Quality Assessment, readability, formula of assessing readability.

2.1 Review of Previous Studies

There have been a number of researchers who have conducted a study which focuses on translation and translation quality assessment. The writer uses these studies as the references for her final project. The following are the studies:

Aveline (2015) conducted a study entitled “Subtitling Strategies and Translation Readability of the Indonesia Subtitle of Maleficent Movie”. She used descriptive qualitative research as her research design. She analyzed using subtitling strategies proposed by Gottlieb and used readability rating instrument which contains three criteria; very readable, readable enough, and unreadable to assess the Indonesian subtitles of Maleficent. The strategies which occurred in the finding were as follows: translation by paraphrase, transfer, imitation, condensation, decimation, and deletion. Based on the result of each strategy, the translation by using transfer was the most used in the subtitling into Indonesian. From the result of the readability test, it can be concluded that the translation of

“Maleficent” movie categorized as very readable translation. Similar research was also conducted by Isnaini (2016).

Ensefalani (2018) conducted a study entitled “The Implementation of Translation Techniques to Achieve Readability of English-Indonesian Subtitling of Lucy”. This study was aimed to find out the translation techniques used in subtitling Lucy into Indonesian and the readability level in Indonesian subtitles of Lucy. The translation technique was analyzed by using Molina & Albir’s translation techniques, meanwhile, the readability was analyzed by using Nababan’s translation quality assessment. The results of the study were found 11 of 18 techniques, they were literal, generalization, calque, established equivalent, adaptation, borrowing, transposition, amplification, modulation, and linguistic compression. Then, the readability showed that the subtitles of Lucy were readable. Other researchers also conducted a study about translation strategies proposed by Molina and Albir, but in different objects; Lestyanawati, Hartono, & Sofwan (2014) used news items as the object of the study; Rahmawati (2016) used a novel as the object of the study; Afifah, Hartono, & Yuliasri (2018) used media promotion texts as the object of the study.

Nugroho (2018) conducted a study entitled “The Use of Translation Strategies in Subtitling Doctor Strange Movie into Indonesian”. The objective of this study was to know and describe the translation strategies that were used in the Indonesia subtitle of Doctor Strange movie, and the relation between the visual representation of the movie and the subtitle. He analyzed used the translation strategies as proposed by Gottlieb. It was found 8 of 10 strategies used in the

translation work. They were expansion, paraphrase, transfer, imitation, transcription, condensation, decimation, and deletion. For the visual representation relation, it is functioned to maintain narrative flow and bridging cultural gaps.

Wibowo (2018) conducted a study entitled “Translation Techniques and Accuracy of Indonesian Subtitles of *The Little Prince* Movie”. He used translation techniques proposed by Molina and Albir and the accuracy level was analyzed using Nababan’s accuracy rating instrument. The result was that 7 techniques found out of the 18 translation techniques, they were literal translation, reduction, linguistic amplification, borrowing, established equivalent, transposition, and generalization. For the accuracy level, it is found that the subtitles were accurate.

Suryani and Basari (2016) conducted a study entitled “Subtitling Strategies Used in *Inside Out* Movie”. The objective of the study was to analyze the types of subtitling strategies used to translate the utterances in “*Inside Out*” movie. This study used Gottlieb’s framework. The finding of the study was the most frequently subtitling strategy used is transfer strategy. The others were, paraphrase, deletion, imitation, expansion, dislocation, and decimation. Similar research was also carried out by Michael (2008), Munawaroh (2008), Ghaemi & Benyamin (2010), Altahri (2013), Simanjuntak & Basari (2013), Hastuti (2015), Katarzyna & Grzegorz (2016), Putri (2016), Asnur (2017). Rohmah (2014) and Senja (2015) were also conducted a study about subtitling strategies proposed by Gottlieb, but the objects of their study were focus on the slang expressions in a movie.

The writer also found other researches about translation strategies. Rismaya (2017) conducted a study about translation strategies proposed by Mona Baker in song lyrics. Lovihandrie, Mujiyanto, & Sutopo (2018) conducted a study about translation strategies proposed by Davoodi, Robinson, and Brownlie of taboo words in a novel. Purwanti and Mujiyanto (2015), Kuncoro and Sutopo (2015), Rochmawan, Yulisri, & Fitriati (2018) focused on the translation ideologies in a novel translation.

Furthermore, the writer also found some researchers who conducted a study about Translation Quality Assessment. They were Nurhayuna and Silalahi (2013), Cromico (2015), Fitria (2015), Ariawan and Asmarani (2017), Rosita (2017), Usroh (2017), Savitri (2018). Susanti (2014) focused on translation accuracy and readability, Siahaan (2017) focused on translation procedures and readability, Natalia (2014) and Ciobanu, Dinu, & Pepelea (2015) focused on translation readability.

2.2 Theoretical Review

2.2.1 *Translation*

There are a lot of experts who have defined the term of translation. Hatim and Munday (2004: 6) defined that translation is the process of transferring a written text from source language to target language. They emphasized on translation as a process. Larson (1984: 3) stated that translation is transferring the meaning of the source language into the target language. His definition emphasized on the meaning. Newmark (1988:5) stated that translation is rendering the meaning of a text into another language in the way that the author intended the text. Translating a text from the source

text must consider the closest natural equivalent meaning. It implies that the meaning of the target text must be equivalent to the source text. Nugroho (2016) stated that translation is a process of rendering meaning, ideas, or messages of a text from one language to other languages. From the definitions above, it can be concluded that translation is the process of transferring the meaning or messages of a text from the source language into the target language.

There are two kinds of translation based on Gottlieb (2004), they are isosemiotic and diasemiotic translation. Furthermore, isosemiotic translation is a translation which uses the same semiotic channel, for examples, dubbing, interpreting, and literary translation. In contrast, diasemiotic translation crosses over from writing to speech, or speech to writing, for example, subtitle.

2.2.2 Subtitle

The Oxford English Dictionary in Roks (2014) defined subtitle as a caption showing in the lower portion of a screen and typically supplying a translation of the dialogue for the benefit of the deaf or hard of hearing. Shuttleworth and Cowie (1997, p.161) defined subtitling as “the process of providing synchronized captions for film and television dialogue” (as cited in Khalaf, 2016). The word subtitling is defined as the rendering of the verbal message in film media in a different language, in the shape of one or more lines of written text, which are presented on the screen in synch with the original verbal message (Gottlieb, 2004). In other words, the main

role of subtitling is to facilitate foreign viewers on the audiovisual product in a foreign language. Furthermore, Díaz-Cintas (2003) confirmed that there existed two types of subtitles: interlingual subtitles, which transfer from a source language to a target language, and intralingual subtitles, for which there is no change of language (as cited in Ghaemi & Benyamin, 2010).

2.2.3 *Distinction of Translation and Subtitle*

Translation is the process of producing a written document from one language to another. The most important part of translation is keeping the integrity (meaning and significance) of the audio, video or document being translated. It requires a complete understanding of both the original language source and the target language source. Otherwise, the translation will not be accurate or precise. While subtitling is a valuable tool for video formats. Various subtitling rules are applied depending on the nature, type, and length of the video. Generally, the client will provide the instructions on how they want the subtitles to appear in their video format.

It is important to understand that subtitling is not related to closed captioning, which is the text of a video aimed toward the audience of the deaf and hard of hearing. Closed captioning is more specific in nature than subtitling because it includes references as to who is speaking and relevant sounds such as a doorbell, dog barking, or music being played. These are generally displayed in a black box near the bottom of the screen. In contrast, subtitles are targeted for people who can hear but may not be able

to understand what is being said, the dialogue is confusing and unable to be understood, contains dialogue in a foreign language, or is being targeted for foreign audiences. So, the subtitles should properly reflect the dialogue of the video, and the message that the video is trying to convey can be understood by the target audiences.

Another difference is about time coding. Translation does not normally require time coding. For example, some media translations, there are no constraints in terms of formatting or the number of words. While subtitling, time coding is one of the most important jobs and should be carried out by experienced subtitlers. The time coding is processed using professional subtitling software. Once all the in and out times have been set and the soundtrack has been transcribed, we need to make sure that the on-screen content and speech is rendered into two lines of 37 characters, and within and out time. There are subtitling guidelines:

1. Each subtitle should be written in 1 or 2 lines (never more).
2. Subtitles should be short and concise. For long sentences, it is better to create several short subtitles.
3. The number of CPS (Character per seconds) is important for the comfort of the viewer (the human eye cannot easily read and watch the video when the number of CPS is above 20). CPS should be under 20. However, CPS between 20 and 25 are accepted for a maximum of 5% of your document.

4. Try keeping the number of CPL (Character per line) under 37 characters. If a subtitle is less than 37 characters, it should be fitted under only one line. If a subtitle is 38 or 39 with punctuation, it can be written in a single line too. If it is difficult to respect this rule, we can accept a CPL up to 50 for 5% of the document.

2.2.4 *Translation and Subtitling Strategies*

Baker (2005:188) stated that a translation strategy is a procedure for solving a problem came up in translating a text or a part of it (as cited in As-Safi, n.d.). Relate to that statement, strategies can be divided into two; local and global strategies. Local strategy deals with text segments or part of the text, while global strategy deals with the whole texts. Translation strategies can be classified into general and specific strategies. General strategies deal with different text types, while specific strategies undertake a certain text type, readership, and skopos, for example, the function or purpose of translation.

Jääskeläinen (1993, p. 116) stated the difference between global strategies (for examples, the translator's general principles and preferred modes of action) and local strategies (for examples, specific activities in relation to the translator's problem-solving and decision-making) (as cited in Sun, 2012). Local strategies are immediately followed by specific techniques, which affect the translation result and the micro-units of the text, compared with the source text (Molina & Albir, 2002, p. 509). So, local strategies are basically translation techniques.

While subtitling strategies are categorized into two levels, macro-strategies and micro-strategies. Macro-strategies formulate the overall framework of the translation, while the micro-strategies deal with individual translation problems on word and sentence levels (Schjoldages, 2008, p.89, as cited in Khalaf, 2016).

b. Macro-strategies

Khalaf (2016) said that the macro-strategies help the translator to decide how to translate the source text. Furthermore, Schjoldages (2008, p.70) stated that there are two types of macro-strategies; the source-oriented macro-strategy which focuses on the source text and the target-oriented which focuses on the target text (as cited in Khalaf, 2016).

c. Micro-strategies

There are many strategies adopted by experts on this micro-strategies level. Gottlieb (1992) proposed ten detailed subtitling strategies on the micro levels are as follows:

1. Expansion is used when the original text requires an explanation because of some cultural nuance not retrievable in the target language.
2. Paraphrase is resorted to in cases where the phraseology of the original cannot be reconstructed in the same syntactic way in the target language.

3. Transfer refers to the strategy of translating the source text completely and accurately.
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 would seem to be the typical strategy used, that is, the shortening of the text in the least obtrusive way possible.
8. Decimation is an extreme form of condensation where perhaps for reasons of discourse speed, even potentially important elements are omitted.
9. Deletion refers to the total elimination of parts of a text.
10. Resignation describes the strategy adopted when no translation solution can be found and meaning is inevitably lost.

2.2.5 Translation/Subtitling Quality Assessment

The theory and literature about subtitling quality assessment is not found in all sources, so in this study, the writer uses translation quality assessment as a tool or guidance in the research. Translation quality assessment has become one of the key issues in translation studies. It is a

kind of text evaluation. According to Newmark (1988:184), Translation Quality Assessment is very important because it becomes an important relation between translation theory and its practice (as cited in Aveline, 2015). Based on Larson (1984:529) there are three reasons for assessing a translation. The translator wants to know that the translation is accurate, clear/readable, and natural. Furthermore, there are some kinds of Translation Quality Assessment to assess translation work:

1. Accuracy test

Hartono (2017) said that accuracy test means checking whether the meaning of the source text and target text is the same. Moreover, the purpose of the translators is to communicate the meaning accurately, so they do not ignore, add, or diminish meanings. He added that the best technique which is done in the accuracy test is by typing the draft with double spaces and wide margin so that there is a space that can be used for writing the correction. The test is meant to check the meanings and dynamics of the source text whether it has been communicated through the translation or not.

2. Readability test

Readability test is to check whether the translation can be understood easily or not. The readability test can be shown by the tester when reading the translation. If he hesitates with the translation by stopping and re-reading the text, it should be noted as it indicates some problem in readability (Larson, 1984:545).

3. Naturalness test

Larson (1984:543) stated that naturalness test is to know if the form of translation is natural and the style appropriate. Furthermore, Larson (1984) stated that translation is natural if (as cited in Hartono, 2017):

1. The meaning in the source text is communicated accurately.
2. The meaning which is communicated into the target language uses natural grammar and vocabulary.
3. The translation shows natural communication in a context and each communion in the target language.

Naturalness test is done by the testers which have read all the translation and give comments and suggestion needed. The testers should focus on the naturalness level and how to increase naturalness and style in the translation (Hartono, 2017).

1. Consistency Checks

Consistency check is needed to make sure whether all elements in the translation work are consistent. Larson (1984) stated that it should be done with the content of the translation and the technical details of the presentation. He added that it needs careful attention, especially in editing matters, like there should be consistency in the spelling of the name of people, places, foreign words, the use of capitals and punctuations, footnotes, glossary, table of content, and other formatting styles.

2. Comprehension Test

Larson (1984) stated that “good comprehension testing is the key to a good translation”. He added, the purpose of this test is to see whether the translation is understood correctly by the speakers of the language who have not seen the translation previously. This test can be done by asking a person to retell the content of the translation and answer some questions about the translation. This test is not to test the respondent’s comprehension but to test the comprehension of the translation. It is just to see whether the translation is understood by the readers.

In this study, the writer focused on the readability quality assessment in Indonesian subtitle of “*Coco*”.

2.2.6 *Readability*

There are many experts who have defined readability. DuBay (2004) stated that “readability is what makes some texts easier to read than others”. Furthermore, George Klare (1963) defined readability as the ease of understanding or comprehension because of the style of writing (as cited in DuBay, 2004). In a similar manner, Gretchen Hargis and her colleagues at IBM (1998) stated that readability, the “ease of reading words and sentences.” In other words, readability is the way someone reads and understands a text easily.

Young (n.d.) said that readability is how easy a writing work is to read and understand. Furthermore, it depends on a range of factors,

including content, structure, style, and layout and design. So, understanding a text is affected by some factors. While Bailin and Grafstein (2016) defined readability as a topic of significance to both practitioners and scholars in a variety of fields and interests, such as education, applied and text linguistics, library science and business, medical and technical communications. On a practical level, readability standards are needed for various tasks, including selecting appropriate reading materials, effectively communicating technical, medical, and business information to both specialists and non- specialists, creating standardized tests, and teaching writing and communication skills. On a theoretical level, readability is relevant to areas such as applied linguistics, text and discourse theory, and natural language processing.

Gilliland (1968) proposed about some aspects involving readability which have been studied from four points of view, such as the characteristics of the child (motives, sex, interests), the characteristics of the print (size, colour, line spacing), the characteristics of the language (syntax, word, frequencies), subject matter (fact, fiction, detail given).

From the definitions above, it can be concluded that readability is the easy way of understanding and reading a text which involves some aspects, like content, structure, style, language, etc.

2.2.7 *Formula of Assessing Readability*

There are some formulas which can measure readability of a text, such as Flesch-Kincaid (Kincaid, 1975), Automated Readability Index

(Kincaid, 1975), Gunning Fog (Gunning, 1952), SMOG (McLaughlin, 1969), and the formula develop by Nababan (1999).

a. Flesch Reading Ease Flesch Formula

Rudolph Flesch developed the Flesch Reading Ease Readability Formula in 1948.

The specific mathematical formula is:

$$RE = 206.835 - (1.015 \times ASL) - (84.6 \times ASW)$$

RE = Readability Ease

ASL = Average Sentence Length (i.e., the number of words divided by the number of sentences)

ASW = Average number of syllables per word (i.e., the number of syllables divided by the number of words)

The output, i.e., RE is a number ranging from 0 to 100.

90-100	Very Easy	Grade 5
80-89	Easy	Grade 6
70-79	Fairly Easy	Grade 7
60-69	Standard	Grade 8 & Grade 9
50-59	Fairly Difficult	Grade 10 to 12
30-49	Difficult	Undergraduate
0-29	Very Confusing	Graduate

b. Gunning Fog Index (or FOG) Readability Formula

The Gunning Fog Index Readability Formula, or simply called FOG Index, was developed by Robert Gunning in 1944.

- 1) Step 1: Take a sample passage of at least 100-words and count the number of exact words and sentences.

- 2) Step 2: Divide the total number of words in the sample by the number of sentences to arrive at the Average Sentence Length (ASL).
- 3) Step 3: Count the number of words of three or more syllables that are NOT (i) proper nouns, (ii) combinations of easy words or hyphenated words, or (iii) two-syllable verbs made into three with -es and -ed endings.
- 4) Step 4: Divide this number by the number of words in the sample passage. For example, 25 long words divided by 100 words gives you 25 Percent Hard Words (PHW).
- 5) Step 5: Add the ASL from Step 2 and the PHW from Step 4.
- 6) Step 6: Multiply the result by 0.4.

The mathematical formula is:

$$\text{Grade Level} = 0.4 (\text{ASL} + \text{PHW})$$

where,

ASL = Average Sentence Length (i.e., number of words divided by the number of sentences)

PHW = Percentage of Hard Words

The ideal score for readability with the Fog index is 7 or 8. Anything above 12 is too hard for most people to read.

c. New Dale-Chall Readability Formula

Compute the following equation:

$$\text{Raw Score} = 0.1579 (\text{PDW}) + 0.0496 (\text{ASL})$$

Raw Score = Reading Grade of a reader who can comprehend your text at 3rd grade or below.

PDW = Percentage of Difficult Words

ASL = Average Sentence Length in words If (PDW) is greater than 5%, then: Adjusted Score = Raw Score + 3.6365, otherwise Adjusted Score = Raw Score Adjusted Score = Reading Grade of a reader who can comprehend your text at 4th grade or above.

Use the following table to get the Adjusted Grade Level.

ADJUSTED SCORE	GRADE LEVEL
4.9 and Below	Grade 4 and Below
5.0 to 5.9	Grades 5 – 6
6.0 to 6.9	Grades 7 – 8
7.0 to 7.9	Grades 9 – 10
8.0 to 8.9	Grades 11 – 12
9.0 to 9.9	Grades 13 - 15 (College)
10 and Above	Grades 16 and Above (College Graduate)

e. SMOG Readability Formula

The SMOG conversion tables were developed by Harold C. McGraw, Office of Educational Research, Baltimore Co. Public Schools, Towson, MD. How to use the SMOG formula.

1. Count 10 sentences in a row near the beginning of your material.
Count 10 sentences in the middle. Count 10 sentences near the end.
(30 total sentences)

2. Count every word with three or more syllables in each group of sentences, even if the same word appears more than once.
3. Add the total number of words counted. Use the SMOG Conversion Table I to find the grade level.

SMOG Conversion Table I

Word Count	Grade Level	Word Count	Grade Level
0-2	4	73-90	12
3-6	5	91-110	13
7-12	6	111-132	14
13-20	7	133-156	15
21-30	8	157-182	16
31-42	9	183-210	17
43-56	10	211-240	18
57-72	11		

f. Nababan's Translation Readability Assessment

This translation quality assessment is conducted by spreading rating sheets to the at least 15 respondents.

Categories	Description	Score	Total
High level readability (Readable)	Words, technical terms, phrases, clauses, sentences or translation texts can be easily understood by the reader.	3	
Medium level readability (Less Readable)	In general, the translation can be understood by the reader; but there are certain parts that must be read more than once to understand the translation.	2	
Low level readability (Unreadable)	The translation is difficult for readers to understand.	1	
Total			
Percentage			%

The percentage of readability level is calculated by

$$\frac{\text{readability score}}{\text{total readability score}} \times 100\%$$

Readability score is the total score given by the respondents (per category, for example, the total score of readable). *Total Readability Score* = the total number of data X perfect score of the category (3).

The writer uses Nababan's translation quality assessment in this research because it is the most suitable way to assess subtitles readability. It is easier to calculate the readability level by calculating the percentage of each level. Which level is lower and higher in the readability level.

2.3 Theoretical Framework

This study only focused on the translation strategies and the readability of the subtitle. The writer then analyzed each dialogue in the Indonesian subtitle by Mumetndase of "Coco" based on Gottlieb's subtitling strategies. Therefore there were ten strategies, which were expansion, paraphrase, transfer, imitation, transcription, dislocation, condensation, decimation, deletion, and resignation. Each clause of the dialogue analyzed based on the subtitling strategies and it was counted to know which strategy that mostly used in the subtitle.

The writer also analyzed the readability of each clause in the dialogue because the translation might not always be easy to understand and the viewers have to think harder to catch the messages of the movie. The writer made a readability rating sheet and asked 15 respondents to give a score of each dialogue for the readability level. The writer used Nababan's Readability Level Assessment Instrument. The results were analyzed by comparing the frequency of each score. This framework below showed the procedure of this study:

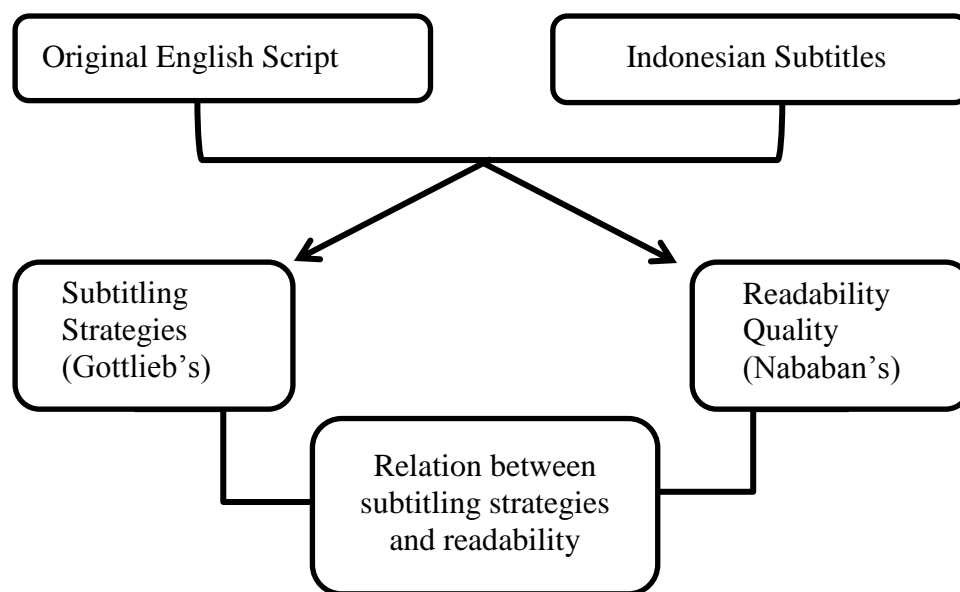


Figure 2. 1Framework of Analysis

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter is the last chapter of this research. The overall of this research presented in the form of conclusions and suggestions.

5.1 Conclusions

As the writer mentioned in chapter I, this study was conducted to describe the subtitling strategies applied in subtitling “*Coco*” into Indonesian. The writer used subtitling strategies proposed by Gottlieb. There were only 8 of 10 strategies used by the subtitler in subtitling “*Coco*”; they were expansion, paraphrase, transfer, imitation, transcription, condensation, decimation, and deletion. Based on the result of each strategy, it can be concluded that most of the strategy used in the translation of subtitles was paraphrase. This study was also conducted to describe the translation readability level of the Indonesian subtitles of “*Coco*”. Readability in this research refers to the understanding level of the target audience toward the story. There are three categories of readability, those are (1) Unreadable (2) Less readable (3) Readable. From the result of the readability test which was taken by 15 respondents, there were 1449 data of the dialogues, so the total amount of the data were 21735, with the details; readable translation occurring in this research was 19726 data, less readable translation was 1900 data and unreadable translation was 109 data. According to the result, the Indonesian subtitles of “*Coco*” movie was categorized as very readable translation. Very readable means the respondents can easily catch and understand the meaning of the subtitles

without any difficulties. The result of the relation of subtitling strategies and readability was the most readable strategy used in the Indonesian subtitles of “*Coco*” was decimation strategy. On the other hand, the strategy with the most unreadable subtitles was transcription strategy.

5.2 Suggestions

For the other or future researchers, this research can be the source to follow up research in the future. The researchers who have an idea to analyze the same topic like this research, which is a translation, can conduct a similar research with other translation quality assessment aspects such as accuracy or naturalness to develop translation studies. Other media or translation products can also be used as data to be analyzed like short story, novel, article, song lyrics, etc.

For translators or subtitlers, it is necessary to use strategies in the process of translating subtitles or other translation products to make a good translation work. A good translation will make the readers catch and understand the meaning of the translation easily. The translator or subtitler also have to pay attention in using imitation and transcription strategy because the writer found more than 1% of the data with those strategies are unreadable.

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