The Use of Sitcom as Media to Improve Students' Ability in Translating Grammatical Equivalence

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Abstract

This study is aimed at investigating the difficulties and ineffectiveness of teaching translation and gaining significant development from the students. It highlights the use of popular media in the form of audio-visual to reinforce English grammatical structures as well as its cultural aspects for the students' better comprehension in English to Indonesian translation skill. The implementation of classroom action research that includes using audiovisual media to enhance their translation skill and it's effectively was further determined through observation and close analysis. The data was analyzed using an analytical scoring rubric to present the results of pre/post tests and classroom observation. The average of the post-test score was 79.15, indicating an improvement after the implementation of using teenage American sitcom as learning media for translation skill in the aspect of grammatical equivalence. This suggests that alternative media learning with audiovisual elements as the American teenage sitcom "Sam and Cat" was effective in teaching translation with grammametric equation. This is evidence of how the implementation process and teacher's guidance can help students improve the material and understand the concept of using audio visual media as learning medium better. The results of this study are expected reliable and solid research source for the other researchers in the same field of education in the future, especially in the topic of determining the method in enhancing students' ability in language translation.

Keywords: grammatical equivalence, media, translating, sitcom

Introduction

Translation is one of the skills that students need to acquire in order to learn foreign language. According to Newmark (1988), translation involves rendering meaning of a text into another language in the way that the translation intended. It is considered a complex skill to acquire especially by students who are not fluent in both languages that being translated. The challenges in mastering good translation skills vary

depending on the individuals. Shohlihin (2015) explained that the common difficulties in translation include understanding the structures of the sentence and the shift of structure such as the disappearance of certain features of language.

Coban (2015) explains that in translation, several set of skills are required such as language, text, subject, cultural, and transfer competence. The theory of equivalence is an important factor in determining translation competence. Baker (1992) divided translation equivalence into textual and grammatical aspects, with textual equivalence focusing on the clarity of meaning transfer from SL to TL. Grammatical equivalence focuses on the structure of words from the source text to the target text. Audio-visual media such as movies, YouTube videos, and television shows provide both audio and visual elements that further transmit languages and culture.

Television sitcom is a popular product of 'popular culture' as it is consumed by a wide range of audience. This text discusses the use of popular media in the form of audio-visual to help students in overcoming their difficulties regarding translating text from English to Indonesian. It highlights the use of popular media in the form of audio-visual to reinforce English grammatical structures as well as its cultural aspects for the students' better comprehension in English to Indonesian translation skill. The study also highlights the relation between grammatical equivalence and cultural aspects represented through the television series "Sam and Cat" (2013) as their alternative learning aid. The researcher aims to solve the occurred problem and to improve the students' skills in translation using sitcom as an audiovisual media based on the grammatical equivalence.

Research Questions

Based on the background of the research, a research question is formulated as follows

Can the use of teenage American television sitcom as media enhance students' ability in translating grammatical equivalence?

Research Objectives

Based on the research problems, the objective of this study is in the following:

To improve students' translating skill based on grammatical equivalence using audiovisual media in the form of sitcom.

Research Contributions

The result of this study is expected to be useful in the following aspects:

a.   *Empirical Contribution*

The result of this study is expected reliable and solid research source for the other researchers in the same field of education in the future, especially in the topic of determining the method in enhancing the students' ability in language translation.

b.   *Practical Contributions*

The result of this study is hoped to contribute in several aspects in educational fields both for English teachers and students.

1.   For the English Teachers

The result of this research can be useful in consideration of using technology and popular media not only as the means of entertainment but also as a media for learning as audiovisual media provide several aspects that are benefitting for students' language acquirement and comprehension in English to Indonesian translation.

2.   For the Students

The action applied to the students can be useful for the students to learn language translation more effectively and efficiently as well as benefit from popular media that they can view easily through the technology they use in current society.

Related Literature Review

Definition of Translation

Translation is the process of transferring meaning from one language to another. It involves the ability and knowledge of both source and target languages, as well as understanding of both cultures. Newmark (1988) defined translation as a process of rendering meaning of texts or utterances into another language depending on the author's intention. A good translation is considered to at least possess the naturalness or grammatically correct in the target language in order to categorize it as proper translation. Harliani (2019) explained that translation is the operation of reproducing meaning into another language that involves the aspects of structure, meaning, and style.

Translation is a complex task that requires the translator to master all the involved aspects of both languages they deal with. Harliani (2019) explained that despite grammar being the main aspect, other factors such as sociolinguistic and cross cultural understanding are needed for successful translation. Language comprehension in translation can be achieved in three areas: science and technology,

social, economic, and political institutions, and literary and philosophical works. Translation is widely needed and implemented as the world becomes more global. Newmark (1988) explained that it is essential to have sensitivity of language which means understanding the foreign language, but also good at using the appropriate words in target language that best expressed what is aimed from the source language.

Translation practices need to involve extensive vocabulary reinforcement and writing exercises. This allows the translator to be flexible in translating languages.

Translation Equivalence

Translation equivalence refers to the factors that affect the level of equivalence of the translated text. Baker (1992) divided translation equivalence into two categories: textual and grammatical equivalence. Textual translation refers to the equivalence that is achieved between SL and TL based on the level of comprehensiveness in the delivered information. It requires the individual to have deep and proper understanding of the source text's meaning as they act as the one who facilitates the language transfer. Textual meaning also deals with implication in which the text's meaning is implied rather than explicitly mentioned. The role of the individual as the translator is needed to process the information from the source language and actually comprehends along with its context.

Grammatical Equivalence

Grammatical equivalence is an important part of translation, as it involves the combination of words and phrases based on the appropriate structures. Baker (1992) argued that grammar rules how sentences or utterances are formed based on the words or phrases used. Grammatical equivalence is the equivalence based on the words, phrases, and its complications, divided into several parameters of number, gender, person, tenses, and voice.

1.   Number

The parameter of number in grammatical equivalence refers to the terms of countability that are not necessarily the same or different in different languages. It is used to transfer the terms of number that may differ from the source text and target text.

2.   Gender

Gender is a distinction in grammatical structures used to differentiate between feminine and masculine nouns and pronouns, as well as inanimate and animate objects.

3. Person

The parameter of person refers to pronouns in languages, and Baker (1992) argued that translation requires reading through the variety of dimensions that define organized pronouns. This can lead to confusion if the translator fails to recognize the proper pronoun to use in the target text.

4. Tenses/Aspect

Baker (1992) explained that there are two main types of information related to tenses or aspects: time relation and aspectual differences. Time relation refers to the translation from ST to TT, while aspectual differences refer to the equivalence of certain aspects.

5. Voice

Voice refers to the relationship between a verb and its subject. To determine equivalence, it is important to consider the transferred meaning in target language to ensure the same meaning and context as the source text.

Audio-Visual Media's Role in Language Translation Ability

In the field of translation, the media used to practice and acquire the skill is important. Audio-visual media has been commonly used as the alternative and effective platform for students to learn language from. Cook (2010) explained that audiovisual media provides materials both in the term of audio and visual, which is a shift in the method of teaching and learning activities regarding language translation. Meinawati (2015) explained that audiovisual translation is the term used for mass media such as movies and television programs that provided the aspect of translation in the form of text to help the audience's comprehension regarding the content presented in the video. Technology such as computers and television hold a major role in providing audiovisual translation, which are both entertaining and an educational tool.

Meinawati (2015) found that the use of audiovisual media with translation in the form of subtitles resulted in a good perception of the students, especially for EFL students. The combination of aspects in language learning such as listening and vocabulary reinforcement that can be achieved through viewing audiovisual media significantly improves the students' skills. This means that by reinforcing various skills of languages that is able to be provided by audiovisual media, the students are

benefitted with the enhanced comprehension of language structures and socio-cultural aspects needed in deeper understanding of the language.

Audiovisual Translation

Audiovisual translation is the type of translation used in movies, television programs, and other multimedia products. It is a branch of translation studies that is recently recognized by scholars. It is known to encompass other kinds of translation such as subtitling, dubbing, and voice-over. Subtitling is in the form of texts provided in the video, which requires the audience's reading to reinforce the meaning and purposes from the content. It is also a compromising media of language learning for students.

Audiovisual translation or subtitling is a form of translation that is widely viewed by people and is considered to be an alternative media for translation skill practices. This is due to the development of technology and media in which films and TV series are more preferred than books or magazines. Audiovisual translation is commonly made to closely deliver the meaning with the equivalence in the target language without actually lessening the purpose of the source text. This means that audiovisual translation can be used as an alternative media for translation skill practices, as it engages the learner more closely than any conventional learning process in classroom.

Television Sitcom

Sitcom is a popular TV genre that has transitioned from radio drama. Larrea-Espinar and Raigon-Rodriguez (2019) explained that sitcoms have several main elements in them, including production, narrative structure, content, and humor. The production feature refers to the running time and other elements that support the presentation of the program in TV, such as sound effects and camera set- ups. Narrative structure refers to the story represented in the program, such as the strategy cliffhanger or single-problem solution in each episode. Meinawati (2015) explained that the audiovisual elements represented from TV series or shows effectively enhance the students' comprehension, not only in listening and speaking aspects, but also interpretation and translation skills.

Sitcoms are an alternative media for language learning due to their narrative structures, content, and humor. Larrea-Espinar and Raigon-Rodriguez (2019) explained that sitcoms present language along with its linguistic, paralinguistic, and paragrammatic aspects. Additionally, sitcoms have typical humor such as misundersandings, surprises, slapsticks, parody, and so forth with the use of

catchphrases and visual gags. Meinawati (2015) explained that TV shows and series not only reflect the linguistic aspect of language but also reinforcing cultures with the help of mass media television as the platform in which students who seek to learn translation skill can both be entertained and educated. Therefore, the use of sitcoms as an alternative media for language learning is considered compelling and effective.

Sam & Cat (2013)

Sam & Cat (2013) is an American teenage sitcom featuring the daily lives of Sam and Cat. It is of great interest to teenagers and suitable for high school education, as well as being family-friendly and not containing any disturbing media.
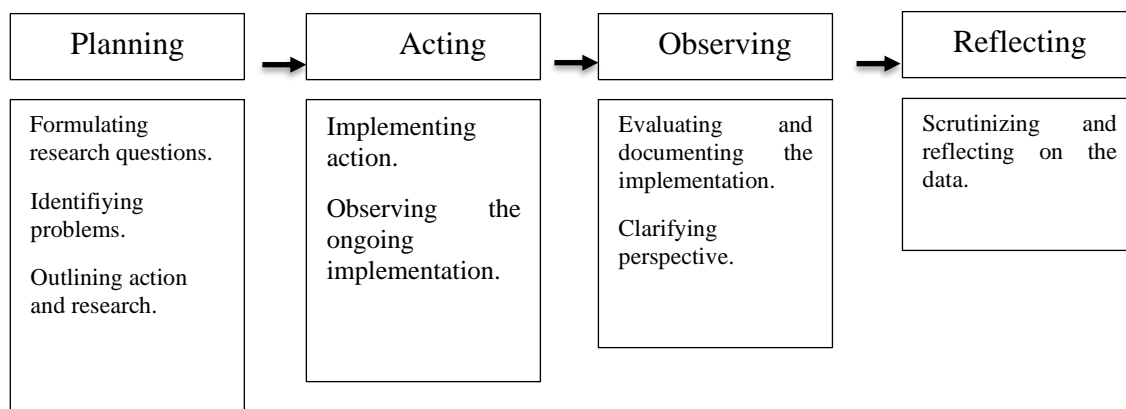
Previous Study

Previous studies have investigated the use of audiovisual media in enhancing students' translation skills. The first study by Meinawati (2015) aimed to observe the use of audiovisual media in enhancing the students' translation skills. The second study by Humaira, et al. (2018) aimed to formulate the teaching process with the use of audiovisual media in the form of YouTube videos to improve students' translation skill. The third study by Zakeri and Kasikhan (2020) aimed to examine the effects of multimedia implementation towards the students' language translation skill. The fourth study by Cobeta (2021) focused on the translation of humour in the American sitcom Modern Family.The fifth study by Pilzová (2021) focused on the translation of subtitles for audiovisual programs, particularly the sitcom Modern Family. It focused on idioms, puns, and cultural allusions as the three elements that frequently lead to translation issues due to cultural uniqueness. The researcher found out that in English and the Czech language idiomatic expressions with the same meaning and different form in the second language and target language can be found very often.The use of audiovisual media and multimedia has been proven to be an effective approach to improve students' translation skills, but there is a gap in the literature regarding the use of sitcoms as a media to improve students' ability in translating grammatical equivalence. Previous research has shown that audiovisual media and multimedia can enhance students' translation skills. However, sitcoms are a form of audiovisual media that are widely popular and enjoyed by many. By incorporating sitcoms into language learning, students can learn about the target language's nuances, idioms, and cultural references in a more engaging and authentic way. Watching sitcoms can help students develop their listening and comprehension skills, which are essential for effective translation.
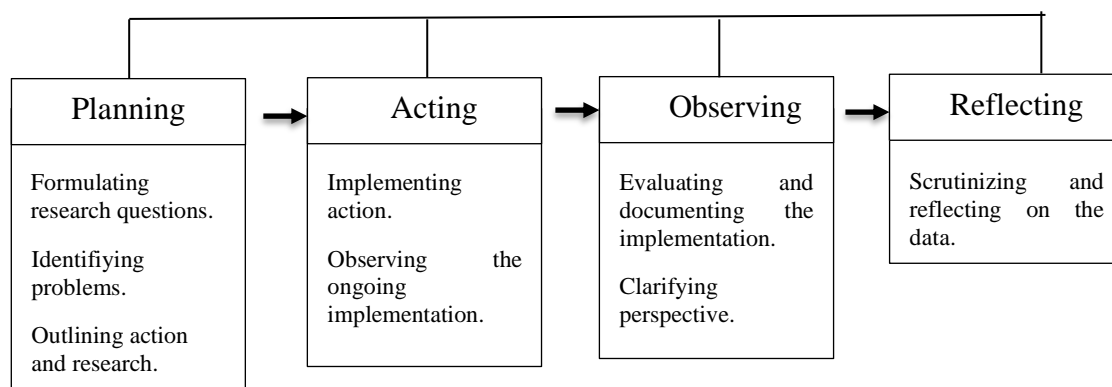
Methodology

Research Design

The design implemented in this study was an action research that was implemented in classroom. According to Burns (2015), an action research is a research design that is applicable to various social settings but mostly within the educational background such as towards school populations or classroom population where the researchers work towards positive changes based on the problem identified in the population. This design requires the researcher to identify the rising problem from the selected population, formulate the solution, and implement it to the participants in order to develop positive results in the end of the cycle. Burns (2015) elaborates the cycles of classroom-based action research into five steps consisting of planning, acting, observing, and reflecting. The cycle of action research was done two times with each cycle performed in one meeting.

Cycle 1

Planning	→	Acting	→	Observing	→	Reflecting
Formulating research questions. Identifiying problems. Outlining action and research.		Implementing action. Observing the ongoing implementation.		Evaluating and documenting the implementation. Clarifying perspective.		Scrutinizing and reflecting on the data.

Cycle 2

Planning	→	Acting	→	Observing	→	Reflecting
Formulating research questions. Identifiying problems. Outlining action and research.		Implementing action. Observing the ongoing implementation.		Evaluating and documenting the implementation. Clarifying perspective.		Scrutinizing and reflecting on the data.

Research Context

The most important details in this research are the steps of planning, acting, observing, and reflecting. Planning involves scanning or identifying problems from a certain population and planning the design of implementation. Acting involves initiating the implementation and observing the process. Observing involves evaluating the implementation process and the tools used. Reflecting involves re-evaluating the results of analysis and interpretation of the gathered data before reporting it. Finally, reflecting involves re-evaluating the results of analysis and interpretation of the gathered data before concluding the analysis regarding the effectiveness of teenager television sitcom as alternative media for learning translation skills.

Research Participants

The research was conducted at a high school in Kencong, Indonesia, to investigate the difficulties and ineffectiveness of teaching translation and gaining significant development from the students. The research participants were selected based on the identified problems in classrooms where the students had difficulties in translating English texts into Indonesia. The implementation of classroom action research that includes using audiovisual media to enhance their translation skill and its effectivity was further determined through observation and close analysis. The key action of this step is to maintain the realness of the result gathered from the gathered data while presenting it through comprehensive analysis.

Data Collection Method

The data collection method used in this study is pre-test, post-test, and observation. Pre-test and post-test are used to determine the effectiveness of using audiovisual media in the form of television sitcom to enhance the students' language translation skills. Observation is used to determine the students' level of engagement and comprehension gained from the media provided. The results from the pre-test and post-test are further interpreted and analyzed before being compared to answer the question of effectively in the implementation of audiovisual translation for their learning aid.

The subject of comprehensiveness is determined by how well students learn grammatical structures, while engagement is determined by their ability to recognize grammatical structures. The indicators 1-4 are assigned from the categories of very poor, poor, good, and very good, and the target is achieved if 75% of students pass the KKM.

Data Analysis Method

The data collected from the pretest and post-test are analyzed by using formulas below:

To get the mean of students' translation score uses the formula

Mx   : Mean

X   : Individual score

N   : Number of students

$$Mx = \frac{\Sigma^x}{N}$$

To get the class percentage which passes the minimum mastery criteria - *Kriteria Ketuntasan Minimal* (*KKM*) 70(seventy)

P: the class percentage

F: total percentage score

N: number of students

$$P = \frac{F}{N} \text{ x } 100\%$$

In analyzing students' scores of translation tests from pre-test up to post-test score in cycle 1 and cycle 2, the writer uses formula:

P: Percentage of Students' improvement

y: Pre- test Result

y1: Post-test 1

$$P = \frac{y - y1}{y} \text{ x } 100\%$$

P: Percentage of Students' Improvement

y: Pre- test Result

y2: Post-test 2

$$P = \frac{y2 - y}{y} \text{ x } 100\%$$

The data was analyzed using an analytical scoring rubric to present the results of pre/post tests and classroom observation.

The components of the analytical scoring rubic are number, gender, person, tenses, and voice. The analytical scoring rubric table is in the following:

Table 0.1 *Analytical scoring rubric adapted from Weigle*

Components of Grammatical Equivalence	Scores	Indicators

Number	4	The translation of countability terms from SL to TL is equivalent
	3	The translation of countability terms from SL to TL is comprehensible yet not quite equivalent
	2	The translation of countability terms from SL to TL is not yet quite equivalent
	1	The translation of countability terms from SL to TL is not equivalent
Gender	4	The use of noun, pronouns, and the categorization of feminine and masculine are relevant and equivalent
	3	The use of noun, pronouns, and the categorization of feminine and masculine are quite relevant and equivalent
	2	The use of noun, pronouns, and the categorization of feminine and masculine are relevant but not yet equivalent
	1	The use of noun, pronouns, and the categorization of feminine and masculine are not relevant and equivalent
Person	4	No errors in the use of pronouns from SL to TL
	3	Only a few errors in the use of pronouns from SL to TL
	2	Less frequent errors in the use of pronouns from SL to TL
	1	Frequent errors in the use of pronouns from SL to TL
Tenses	4	The grammatical categories from SL to TL are equivalent
	3	The grammatical categories from SL to TL are quite equivalent

	2	The grammatical categories from SL to TL are not yet quite equivalent
	1	The grammatical categories from SL to TL are not equivalent
Voice	4	The relationship between verb and subject from SL to TL are comprehensible
	3	The relationship between verb and subject from SL to TL are quite comprehensible
	2	The relationship between verb and subject from SL to TL are not comprehensible with a few errors
	1	The relationship between verb and subject from SL to TL are not comprehensible

Finding And Discussion

Description of Cycle 1

Cycle 1 included class implementation, pre-test and post-test to measure students' ability to translate English to Indonesian based on grammatical equivalence and use sitcom as alternative media learning. The researcher targeted success of comprehension and reinforcement by exceeding the KKM by more than 80%.

The pre-test result includes the minimum and maximum scores, with 25 being the lowest and 100 being the highest, resulting in 2466 with an average score of 74.72. The results of a classroom action research conducted in a high school in Kencong showed that 58% of students scored more than 70, while 42% failed to reach the standard score. This suggests that initial skills on grammatical equivalent translation are still lacking. The process of classroom action research is further described in the following sub sections.

1.   Planning

The researcher planned a lesson plan based on the curriculum of the school (K13) and used audiovisual media such as Sam & Cat (2013) as the learning material. He also prepared learning tools to support the implementation of the learning process, a Pre-Test worksheet to measure the students' ability, a post-test to determine the students' skills and development in grammatical equivalent translation, and an observation sheet to track the students' activities.

2.   Acting

The session in a class with the eleventh-grade students of a high school in Kencong was held for 2x45 minutes. The activities done in the first meeting included easing the students into the lesson, introducing the purpose of the session, and introducing a sitcom entitled "Sam and Cat". After getting answers from the students, the researcher then introduced a sitcom entitled "Sam and Cat" as an alternative learning media. After the implementation process, the researcher conducted a post-test consisting of 15 English sentences to be translated into Indonesian. The last section of the session was reviewing with the students by briefly summarizing the activity done in the class. The teacher also gave the students feedback on how they were doing and what they can do in improving their translation skill.

3.   Observing

The teacher observed the students' comprehensiveness and engagement during the implementation session. The data showed that 21 students had good to very good comprehensiveness, while 12 had poor to very poor comprehensiveness. The majority of the students had good comprehensiveness, but the teacher needed to help them with comprehension during class and implementation. Based on the result of the level of students' engagement shows that the level of engagement of 19 students from cycle 1 is still poor to very poor, while 14 students show good to very good engagement. This indicates that the level of engagement needs to be improved to successfully use the sitcom as a translation learning media.

4.   Reflecting

The post-test gathered from the first cycle showed a significant change in the minimum and maximum score of the students. The average of the post-test score was 79.15, indicating an improvement after the implementation of using teenage American sitcom as learning media for translation skill in the aspect of grammatical equivalence. The frequency of the students' score for the post-test showed that there was an increase of students who managed to reach the complete criteria of scoring 70 and up, while there was a decrease on students who failed to reach the complete criteria. The post-test showed that there was an increase on the percentage of students scoring more than 70 by 14% compared to the initial 58% for pre-test, while there was a decrease of students scoring lower than 70 by 14% compared to the initial 42% for the pre-test.

The researcher concluded that cycle 1 was not maximal and decided to conduct cycle 2 with some reparation based on the problems that occurred in cycle 1. These

included a lack of mastery of the class, taking too long to prepare facilities, buffering the presentation process of sitcoms, and the lateness of the cycle. Additionally, the researcher felt that cycle 1 was not maximal and decided to conduct cycle 2 with some reparation based on the problem occurred in cycle 1.

Description of Cycle 2

Cycle 2 consists of similar steps to cycle 1, with some reparation to improve students. The teacher still conducts the process, which is explained and analyzed in the sub-sections below.

1. Planning

The researcher planned a lesson plan based on the curriculum of the school (K13). To manage the class better, the researcher did more teaching practice, prepared the learning material, made sure the laptop was buffer-free, gave the students a Pre-Test worksheet, prepared the students' learning outcomes in form of Post Test, and prepared an observation sheet to track the students' activities. These steps were taken to ensure the students focused on the learning media, measure their ability on translating English to Indonesian, prepare the students' learning outcomes in form of Post Test, and keep track of the students' activities.

2. Acting

The acting stage in cycle 2 involved the teacher reviewing the previous lesson with the students. The teacher opened the session with greeting and asked how the students were doing, then checked the attendance list and stimulated them by helping them remember the last session. The teacher also gave feedback of the cycle 1 and what they aimed for the cycle 2. The main activity was to watch the first episode of Sam&Cat (2003) while being guided to note the translation aspect in the form of grammatical equivalence. The session was closed by reviewing the progress of today and the researcher asked some questions about the students' experience during the past two days. After sharing session, the researcher asked the students to take some documentation together and then close the class.

3. Observing

The stage of observing was done in two cycles. In cycle 1, the result between the category of comprehensiveness and engagement was compared. In cycle 2,

the teacher focused more on guiding the students to improve their level of comprehensiveness and engagement. The results showed that there was a significant improvement from cycle 1 to cycle 2, with only 3 students with poor-very poor level of comprehensives while 30 others reached good-very good level of comprehensives. Additionally, there were 20 students that reached the criteria of improve, with 29 students having the level of good-very good level of engagement and only 4 students having low level of engagement of poor-very poor. This particular result shows significant increase as there were 19 students with poor-very poor level of engagement in cycle 1.

4.   Reflecting

The post-test cycle 2 of the implementation showed a significant increase in students' scores, with only one student reaching the minimum score of 80 and the maximum score of 100. All of the students scored higher than the standard score of 70, with a total of 33 students or 100% of the students scoring from the range of 85 to 100. This means that all of the students reached the criteria of completing the ideal for the designed translation with grammatical equivalence test. The results of post-test 1 and post-test 2 showed that all students reached the criteria of complete or surpassing the standard score of 70. The average score of the students in post-test 1 was 79.15 and significantly increased to 93.57 in post-test 2. 31 students had the criteria of improve, meaning their score significantly increased their initial score in post-test 1.

Interpretation

The post-test in cycle 1 revealed the influence of the material and implementation on student development in translating with grammatical equivalence.

Students' Score Comparison Cyle 1 & Cycle 2
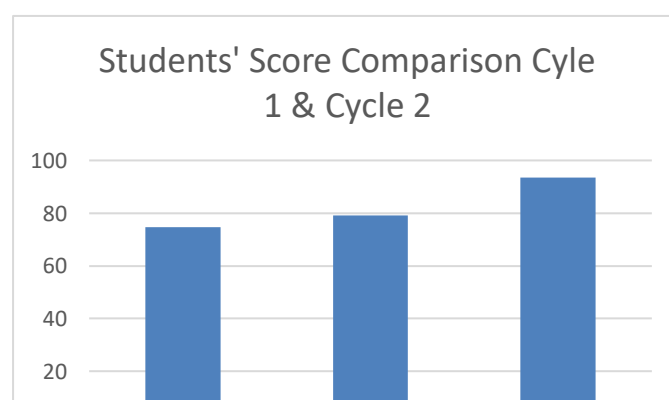
The average score of 33 students in pre-test cycle 1 was 74.72, which increased to 79.15 in post-test 1. Post-test 2, however, was significantly higher at 93.57. This suggests that alternative media learning with audio-visual elements in the form of American teenage sitcom "Sam and Cat" was effective in teaching translation with grammatical equivalence.
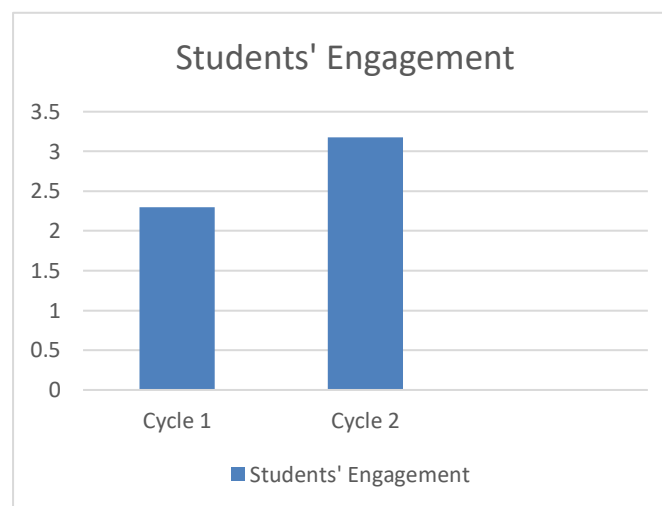
The students' engagement in cycle 1 was lower than in cycle 2, but significantly increased in cycle 2. This is evidence of how the implementation process and teacher's guidance help students understand the concept of using audio-visual media as learning media.

Conclusion And Suggestion

Conclusion

The study result of XI grade high school students in Kencong in translation material was low before the implementation of audiovisual media in form of a sitcom entitled

Sam&Cat (2013). After the implementation process, the percentage of students who achieved the minimum score was increased to 72 percent, followed by a second cycle with 100% passing the minimum score. This evidence shows that the implementation process and teacher's guidance can help students improve the material and understand the concept of using audio-visual media as learning media better.

Suggestions

Based on the result shown above, the researcher would have some suggestions as mentioned below:

1. For the student to:

   a) Do more practice in learning English subject, use the audiovisual media to improve the skill as we do in the class.

   b) Be more confident to learn English, never think something is too difficult to handle.

2. For the teachers to:

   a) Have various strategy in teaching the materials, use the fun and interactive media to gain students' attention.

   b) Pay more attention to the students with low comprehension of English.

   c) Use better facilities to teach in the class to support the learning process.

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