

CHAPTER I

INTRODUCTION

This chapter introduces the research by outlining the background of the research, the main research question, and the primary objectives. It aims to provide a clear foundation for understanding the AVT profession and the purpose of the investigation.

1.1 Background

Latief (2020, as cited in Kumar, 2025) defines translation as the process of transferring meaning from one language to another, in which translators play a significant role. Translation functions as a key tool for reducing language barriers in intercultural communication, allowing people from different linguistic backgrounds to understand information, messages, and cultural values from other languages. However, translation involves more than simply changing words between languages, as it also requires a thorough understanding of meaning and context. Dung (2024) states that translation practices involve not only linguistic aspects but also cultural connections. Therefore, translators need cultural sensitivity in order to manage and bridge cultural differences effectively. Without this sensitivity, Baker (2018, as cited in Dung, 2024) argues that translation may lead to misunderstanding, misinterpretation, or even offensive expressions, which can hinder successful communication.

Translation generally refers to the process of transferring the content and structure of a source text (ST) into a target text (TT). In many cases, translation attempts to preserve the original meaning and form, which can sometimes make the result less natural or difficult to understand in the target language (TL). As global interaction continues to grow, the need for translation has expanded into localization. According to Voloshchuk and Glinka (2025, as cited in Kumar, 2025), localization describes the process of translating and adapting multimedia products and video games integrated

into software. Beyond linguistic transfer, localization also involves cultural and physical adaptation so that the product feels relevant and acceptable to the target audience, as explained by Horvath (2007, as cited in Kumar, 2025). He further states that localization depends on internationalization, which refers to designing products that can function across different languages, cultural environments, and local infrastructures without major redesigns.

The significance of localization can clearly be seen in audiovisual (AV) media, which has become an essential medium for communication across languages. Audiovisual media are widely used in sectors such as entertainment, education, and digital communication to reach broader audiences. Moko, Rahmat and Husain (2021) define audiovisual media as a combination of audio and visual elements, including films and videos. With rapid technological development, AV content is now distributed through television series, digital platforms, and social media. Streaming services such as YouTube and Netflix allow audiences worldwide to access content produced in different countries and languages. This condition increases the need for content that can be understood by people from various linguistic and cultural backgrounds. Díaz-Cintas (2023) notes that many over-the-top (OTT) platforms now act not only as distributors but also as producers of multilingual content. Therefore, audiovisual media strengthens the role of translation as both a form of entertainment support and a bridge for intercultural communication.

Within this context, Audiovisual Translation (AVT) has become increasingly important because it deals with translation that combines verbal and non-verbal elements in audiovisual products. AVT requires not only language competence but also cultural, technical, and aesthetic understanding to maintain meaning and audience engagement in the target language. Díaz-Cintas (2023) explains that Netflix applies AVT as part of its global localization strategy through techniques such as subtitling, dubbing, voice-over, audio description, lector dubbing, subtitles for the d/Deaf and hard of hearing (SDH/CC), and audio description for blind or visually impaired audiences

(AD). Among these techniques, subtitling is commonly used to convert spoken dialogue into written text displayed on screen, while dubbing replaces the original dialogue with synchronized translated voices. Voice-over is frequently used in documentaries and nonfiction programs by layering translated narration over the original audio. Meanwhile, audio description verbally explains visual details for blind and partially sighted audiences. The increasing consumption of multilingual media has significantly raised the demand for AVT services. Data released by Netflix (Lee, 2022, as cited in Díaz-Cintas, 2023) showed that the viewing of dubbed content increased by 120% between 2020 and 2021. This demonstrates that the demand for AVT extends beyond subtitling to include dubbing and other forms of audiovisual localization.

Although AVT plays an important role in the global media industry, the profession of audiovisual translators still receives limited recognition within Indonesia's educational system. García-Escribano (2025) explains that even though AVT has been included in training curricula for more than thirty years, many programs remain heavily theoretical and do not fully reflect current industry practices and technological developments. As a result, awareness of AVT career opportunities, required competencies, and professional contributions remains low. This limited exposure also affects public understanding of content localization in today's digital era. As discussed earlier, effective localization depends on audiovisual translators who are capable of understanding both cultural contexts and technical requirements. Therefore, increasing awareness of AVT is an important step toward supporting more effective cross-cultural communication.

One way to improve public understanding of AVT as a profession is through documentary film. Nichols (2017, as cited in Warden and Stirling, 2025) describes documentaries as creative representations of reality. According to Shyngyssova et al. (2024), effective documentaries require strong research, direct interviews, field footage, and archival materials to create credibility and audience engagement. Documentary films are capable of presenting factual information through visual storytelling, making

them suitable educational media for introducing the realities of the AVT industry. Through documentaries, audiences can explore the work process of audiovisual translators, learn about the skills required in the field, understand career opportunities, and recognize the challenges involved in global communication. Compared to traditional educational approaches such as lectures, seminars, or reading materials, documentaries offer a more engaging and accessible learning experience.

Previous research by Utami, Saifullah, Utama, and Wibowo (2020) found that audiovisual media can enhance students' engagement, creativity, and learning motivation by combining visual and auditory elements. These findings support the use of documentary video in the present study as an educational medium to introduce Audiovisual Translation (AVT) as a profession and increase students' awareness of career opportunities in the field. Several documentary productions have served as references for this study. Rita Hencker's documentary *Salt in Their Veins* (2025) uses observational storytelling, authentic interviews, and natural sound to create emotional engagement while delivering educational messages. Meanwhile, National Geographic's *Secrets of Christ's Tomb* (2025) demonstrates how structured narration, expert interviews, and visual explanations can simplify complex information for broader audiences. Another relevant work, *The Hidden Soul of Pekojan* by Kusuma, Sufitri, and Hermawan (2025), combines cinematic visuals and interview-based storytelling to present cultural identity and real-life experiences authentically. Although these documentaries provide valuable references in terms of storytelling techniques, educational delivery, and visual presentation, none specifically discuss about Audiovisual Translation (AVT) as a professional field. Therefore, this study aims to address that gap by creating a documentary video that integrates informative explanations, presenting cinematic storytelling, interviews, and subtitling elements to enhance public awareness and understanding of AVT as both a profession and an educational medium.

1.2 Research Question

To guide the development and evaluation of the documentary video, the following research questions were formulated:

1. How is the process of creating a documentary video as an educational tool for understanding audiovisual translation as a profession?
2. How is the stakeholders' feedback of the documentary video?

1.3 Research Objectives

Based on the research questions, the following objectives were established to direct the implementation and assessment of the documentary video project:

1. To identify the essential elements of a documentary video that can effectively increase audience understanding of the audiovisual translation profession.
2. To describe stakeholders' feedback on the documentary video as an educational medium.

1.4 Research Significance

This study is expected to contribute both theoretically and practically by enriching academic discussions on the use of documentary media as an educational tool

1. Theoretical contribution

This study contributes academically to the growing body of knowledge on the use of documentary media as an educational tool. By exploring the development of a documentary video designed to raise awareness of Audiovisual Translation (AVT) as a profession, the study demonstrates how documentary media can be utilized not only for information dissemination but also for educational and career-oriented purposes.

2. Practical contribution

This study provides practical guidelines for educational content creators in designing documentary based media that effectively communicates

information to target audiences. By demonstrating the process of developing a documentary video as an educational tool, the study offers insights into the integration of visual storytelling, interviews, narration, and audiovisual elements to enhance audience engagement and understanding.

1.5 Output

The result of this study was a 33 minutes documentary video titled “Voice Between Screens”, which is intended to serve as a practical resource for students at Applied Foreign Language study program who are interested in pursuing careers in translation, especially in Audiovisual Translation (AVT). The documentary video has been uploaded to “Bahasa Asing Terapan SV Undip” YouTube chanel on June 2nd 2026, so that it can be easily accessed as an open learning resource for gaining deeper knowledge about the field.