

CHAPTER I

INTRODUCTION

1.1 Background

Latief (2020, as cited in Kumar, 2025) defines translation as transferring meaning from one language to another, where the translator's role is crucial in that process. It serves as the primary mechanism for overcoming language barriers in intercultural communication, enabling speakers of one language to understand messages, information, and cultural values from another language. It also requires a deep comprehension of the meanings and contexts embedded within them, more than merely transferring words. Dung (2024) emphasizes that cultural interconnection in translation practice encompasses linguistic aspects and cultural elements. Translators must possess cultural sensitivity to navigate and bridge cultural differences effectively. Without such sensitivity, as Baker (2018, as cited in Dung, 2024) asserts, translation may result in misunderstandings, misinterpretations, or even offensive content, thereby failing to achieve effective communication.

Translation typically involves reproducing the content and formal aspects of a source text (ST) into a target text (TT). It often maintains the original structure and meaning, making it less understandable in the target language (TL). Therefore, the need for translation has evolved into a demand for localization as global interaction intensity increases. Voloshchuk and Glinka (2025, as cited in Kumar, 2025) said that the term 'localization' is used to describe translating and adapting multimedia products and video games that are being incorporated into the software. Localization not only adapts linguistic elements but also considers cultural and physical adaptation to resonate with the target audience, as said by Horvath (2007, as cited in Kumar, 2025). Localization ensures the functionality of software products and websites will be fully preserved in the target country by implementing internationalization first. Horvath (2007 as cited in Kumar, 2025) also said that internationalization is the process of designing a product

that can be used in multiple languages, diverse cultural settings, and varying local infrastructures without requiring the product to be redesigned.

The implications of language localization are particularly evident in audiovisual (AV) media, which play a crucial role in supporting cross-language communication. This type of communication has become essential across various sectors, including media, education, and the entertainment industry, for reaching a wider audience. Moko, Rahmat, and Husain (2021) define audiovisual media as a blend of sound and visual elements, like videos and films. With technological advancements, AV content is now available in formats like television series, digital videos, and various content on social media platforms. Services like YouTube, Netflix, and other streaming platforms enable global audiences to access content from different countries. This phenomenon demands the availability of content that can be understood across languages and cultures. Díaz-Cintas (2023) observes that many over-the-top (OTT) platforms now function as content distributors and producers of multilingual content at the same time. Thus, AV media strengthens the need for translation in the media industry as a means of entertainment and as an essential bridge in cross cultural communication.

In this framework, the importance of Audiovisual Translation (AVT) has become increasingly relevant as it processes translation that incorporates both verbal and non-verbal elements within audiovisual media. AVT also involves cultural, technical, and aesthetic understanding to ensure that content remains meaningful and engaging in the target language. Díaz-Cintas (2023) explains that Netflix's implementation of AVT in global localization, or glocalization, includes various techniques like subtitling, dubbing, voice-over, audio description, lector dubbing, subtitling for the d/Deaf and hard of hearing (SDH or CC), and audio description for the blind and partially sighted (AD). Among these techniques, subtitling is widely used as it transfers spoken dialogue into written text displayed on screen, while dubbing replaces the original dialogue with translated voice performances synchronized with the characters. Voice over (VO) is also commonly applied in documentaries and

nonfiction programs by overlaying translated narration over the original audio, whereas audio description provides verbal explanations of visual elements to assist blind and visually impaired audiences. As the consumption of multilingual content rises, the demand for it has become increasingly urgent, presenting new challenges in providing high-quality translations across various language combinations. According to data released by Netflix (Lee, 2022, as cited in Díaz-Cintas, 2023), the consumption of dubbed programs increased by 120% between 2020 and 2021, indicating a significant rise in demand for AVT services. This indicates that the demand for AVT services is not limited to subtitling but also extends to dubbing and other AVT services.

García-Escribano (2025) reveals that although AVT has been part of training curricula for over three decades, many educational programs still lean toward theoretical orientation and fail to accommodate industry practices based on technological advancements. The lack of exposure to AVT has resulted in minimal awareness regarding career opportunities, required competencies, and the contribution of AVT to global communication. This lack of recognition in education directly correlates with a limited understanding of the importance of content localization in the digital era. As previously discussed, effective localization cannot take place without audiovisual translators who comprehend both the cultural context and the technical requirements of the target audience. Therefore, raising awareness of AVT is a crucial aspect of facilitating effective cross-cultural communication.

One strategy to enhance public understanding of AVT as a profession is through documentary video. According to Nichols (2017, as cited in Warden and Stirling, 2025), documentaries are films that show real life in a creative way. Shyngyssova, Nurshaikhova, Kopbayev, Yessenbek, and Yertassova (2024) emphasize that key components for producing a credible and engaging documentary include thorough research, direct interviews, on-site filming, and using archival materials. Documentaries have the power to present factual information visually and narratively, serving as an effective educational medium to introduce the realities of the AVT

industry by highlighting the profession of audiovisual translators and attract audience attention through visualization, storytelling, and firsthand experiences. Through documentaries, viewers can understand the career opportunities of the profession, observe their work process, recognize the competencies required for this field, and understand the challenges they face in global communication. This visual approach is considered more engaging and easier to digest compared to conventional methods such as lectures, seminars, or reading materials.

Previous studies have demonstrated the effectiveness of audiovisual media in educational contexts. Utami, Saifullah, Utama, and Wibowo (2020) found that students who actively engaged in audiovisual media production showed higher learning motivation, suggesting that the integration of visual and auditory elements can enhance engagement, creativity, and understanding. Several documentary works have been used as references in developing this study. Hencke (2025), through her documentary, “Salt in Their Veins,” presents immersive visual storytelling through observational techniques, natural sound, and authentic interviews that emotionally engage audiences while delivering educational content. Meanwhile, “Secrets of Christ’s Tomb” by National Geographic (2025) demonstrates how structured narration, expert interviews, and visual explanations can simplify complex information and make it more accessible to wider audiences. Another relevant work, “The Hidden Soul of Pekojan” by Kusuma, Sufitri, and Hermawan (2025), applies interview-based storytelling and cinematic visuals to portray real experiences and cultural identity authentically. Although these documentaries provide important references in terms of visual storytelling, educational delivery, and interview techniques, none specifically focus on introducing Audiovisual Translation (AVT) as a professional field. Therefore, this study aims to fill the gap by developing a documentary video that combines informative explanations, cinematic storytelling, interviews, and subtitling elements to increase public understanding and awareness of AVT as a profession and educational medium.

1.2 Research Question

This research addresses several research questions related to the development and evaluation of the AVT documentary video. The research questions are as follows:

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

1.3 Research Objectives

Based on the research questions above, this study aims to develop and evaluate a documentary video that introduces AVT to students and the general audience. The objectives of this study are as follows:

1. To develop an effective documentary film for increasing awareness of the AVT profession.
2. To describe stakeholders' feedback on the documentary video as an educational media

1.4 Research Significance

This research is expected to provide both theoretical and practical contributions to the field of educational media and AVT. The significance of this study is presented as follows:

1. Theoretical Benefits

This research contributes academically to the growing discussion on documentary media as an educational tool. The research provides insights into how audiovisual media can be used to communicate specialized knowledge and professional practices to a broader audience by examining the development of "Voice Between Screens" as a documentary that introduces AVT.

2. Practical Benefits

Practically, this research provides guidelines for educational content creators in designing documentary-based media that effectively delivers educational messages and engages audiences. The findings and development process presented in this research may serve as a reference for students, educators, and media practitioners who intend to produce educational documentaries and AVT by demonstrating the documentary's roles in increasing awareness and understanding of emerging professions in the language industry.

1.5 Output

The outcome was a practical resource in the form of a 33 minutes documentary video entitled "Voice Between Screens." It is specifically designed for students within Applied Foreign Language study program, aspiring to pursue careers in translation, particularly in AVT. This video was made available on Bahasa Asing Terapan SV Undip YouTube channel which provided easy access as an open resource for the public. It hopes to help the audiences to acquire specialized knowledge like AVT.