

HASIL PENELITIAN PENDIDIKAN DAN PEMBELAJARAN
PENGEMBANGAN PEMBELAJARAN INOVATIF DAN INSPIRATIF:
Menjawab Tantangan Era Milenial



Pengembangan
Pembelajaran
Inovatif
dan
Inspiratif:

Menjawab
Tantangan
Era
Milenial

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Jombang, 7 April 2018
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**STKIP PGRI JOMBANG
07 APRIL 2018**

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HASIL PENELITIAN PENDIDIKAN DAN PEMBELAJARAN "PENGEMBANGAN PEMBELAJARAN INOVATIF DAN INSPIRATIF : MENJAWAB TANTANGAN ERA MILENIAL"

STKIP PGRI JOMBANG
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Kata Pengantar



Millennials, atau juga dikenal sebagai generasi millennial, adalah kelompok generasi yang lahir antara tahun 1980-an sampai dengan tahun 2000-an. Dengan demikian generasi millennial adalah generasi muda yang sekarang berusia antara 17 – 37 tahun. Tidak dapat dielakkan, kelompok generasi inilah yang mulai sekarang akan banyak mengisi dan berwarnai corak kehidupan masyarakat *jaman now* dan kehidupan masyarakat pada masa yang akan datang. Generasi millennial inilah yang akan menentukan apakah bangsa kita akan mampu tampil setara dan mampu bersaing dengan bangsa lain dalam komunitas global.

Hasil riset yang dirilis oleh *Pew Riset centre* menjelaskan keunikan generasi millennial yang tidak bisa *dilepaskan* dari keberadaan teknologi internet dan budaya pop. Generasi millennial memiliki ketergantungan yang sangat tinggi dengan teknologi internet. Mereka juga lebih terbuka dengan berbagai ide baru dan gagasan dari sumber mana pun.

Porsi kelompok generasi millennial di Indonesia diperkirakan sebanyak 34% dari total penduduk. Kelompok generasi inilah yang dalam kehidupannya selalu mengandalkan kecepatan, dan cenderung suka pada hal-hal yang serba instan. Bila hal ini terus dijadikan pedoman dalam berperilaku, *maka* dikawatirkan akan memunculkan perilaku *cuek* dengan lingkungan sosialnya, individualis dan egosentris, cenderung mencari hal yang serba mudah, dan kurang menghargai sebuah proses. Kecenderungan ini menjadi tantangan utama bagi semua pendidik *jaman now*. Kegiatan pendidikan dan pembelajaran ditantang untuk mampu memberikan jawaban riil, bagaimana para pendidik harus mengembangkan kegiatan pendidikan dan pembelajaran yang relevan dengan karakteristik generasi millennial. Bagaimana keberadaan teknologi informasi dan komunikasi yang berkembang pesat justru dapat digunakan untuk membangun karakter positif generasi millennial agar kelak mereka dapat bersaing dalam komunitas global.

Saat ini, kajian tentang pendekatan pendidikan, pembelajaran, dan pengembangan sumber daya manusia yang secara spesifik diperuntukkan untuk memperkuat peran generasi millennial dalam era global *masih* belum banyak dikaji oleh para peneliti, akademisi, dan para pengembang sumber daya manusia. Kegiatan Seminar Nasional Hasil Penelitian Pendidikan dan

Pembelajaran dengan tema: “Pengembangan Pembelajaran Inovatif dan Inspiratif: Menjawab Tantangan Era Millenial” ini dirancang untuk mewadai hasil pemikiran, kajian, dan penelitian para akademisi yang menaruh perhatian besar pada isu tentang bagaimana mengembangkan kegiatan pendidikan dan pembelajaran yang mampu menjawab tantangan era millennial. Hasil pemikiran, kajian, dan penelitian ini diharapkan dapat dijadikan rujukan bagi para pendidik dan pengembang sumber daya manusia untuk mengantarkan tumbuhnya insan millennial yang berkarakter, cerdas, dan kompetitif.

Jombang, 31 Maret 2018

Panitia Seminar Nasional

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A CRITICAL STUDY OF IMPLICATURE AND TABOO LANGUAGE IN THE SUBTITLING JAPANESE ANIME INTO ENGLISH AND ITS EFFECT ON EFL

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Abstract

This study aims to explore conversational implicature and taboo language in and their translation strategy in the subtitling into English by examining three episode of Japanese anime which are write and illustrated by Yoshito Usui, Crayon Shinchan. Many of the jokes in the series stem from Shin-chan's occasionally weird, unnatural and inappropriate use of language, as well as from his mischievous behaviour. Consequently, non-Japanese readers and viewers may find it difficult to understand his jokes. In fact, some of them cannot be translated into other languages. There are also times when Shin Chan displays a level of maturity beyond his usual self in his concern for others, and in a few rare instances he shows that deep down he really does care for his family, despite his constant disrespect towards them.

Key Word : Conversational Implicature, Taboo Language, Translation Strategies, Japanese anime

Abstrak

Penelitian ini bertujuan untuk mengeksplorasi implikatur percakapan dan bahasa tabu dalam dan strategi terjemahan mereka dalam subtitling ke dalam bahasa Inggris dengan memeriksa tiga episode anime Jepang yang ditulis dan diilustrasikan oleh Yoshito Usui, Crayon Shinchan. Banyak lelucon dalam seri ini berasal dari Shin- kadang-kadang penggunaan bahasa aneh, tidak alami dan tidak pantas, dan juga dari tingkah lakunya yang nakal. Akibatnya, pembaca dan pemirsa non-Jepang mungkin merasa kesulitan untuk memahami leluconnya. Bahkan, beberapa dari mereka tidak dapat diterjemahkan ke dalam bahasa lain. Ada juga saat-saat ketika Shin Chan menampilkan tingkat kedewasaan di luar dirinya yang biasa dalam perhatiannya untuk orang lain, dan dalam beberapa contoh langka ia menunjukkan bahwa jauh di lubuk hatinya ia benar-benar peduli untuk keluarganya, meskipun dia tidak menghormati mereka secara konstan.

Kata Kunci: Implikatur Percakapan, Bahasa Tabu, Strategi Penerjemahan, anime Jepang

PENDAHULUAN

Shinnosuke Nohara is a kindergartner who is always causing trouble. Better known as Shinchan, the boy is the protagonist of the manga “Crayon Shinchan.” The anime version of his adventures first aired on the TV Asahi network in 1992. “Crayon Shinchan” is a comedy manga featuring the mischievous 5-year-old boy who lives in Kasukabe, Saitama Prefecture, with his father Hiroshi, mother Misae, baby sister Himawari and a pet dog named Shiro. Shinchan plays together with four friends by forming the Kasukabe Boeitai, a team ostensibly dedicated to maintaining love and peace in their neighborhood. (Komai, 2017, cited in The Jakarta Post).

Film is a great medium to use not only to practice English, but also to facilitate intercultural learning. English is a global language spoken by people from different countries and cultural backgrounds. Because cultural communication is so influential, it is helpful for teachers to introduce lessons and activities that reveal how different dialects, address forms, customs, taboos, and other cultural elements affect interaction between different groups. Many films contain excellent examples of intercultural communication and are very useful resources for teachers

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In this paper, author would like to concentrate on the analysis of taboo language which are express on Implicature utterances and this paper is not only examine the way which these terms have been subtitled, making use of taxonomi of taboo language but it also illustrates a number of translation strategies employed in subtitling.

Implicature

Implicature is a meaning that is conveyed but not explicitly stated. To know the intended meaning of the speaker's utterances, the hearer must do a deep interpretation since the speaker's utterances usually have more than a literal meaning. People usually implicitly say their intention. (Grundy, 2008:92; Horn and Ward, 2006:3).

People have purposes by conducting communication with others using a language. They have intention in their utterances that are sometimes left implicitly said. Since what people mean in their utterances is left implicit, it requires the hearers to know deeply about the speaker's utterances to get their message. Something left implicit or the unsaid information in a conversation is called implicature (Levinson, 1983: 111).

Furthermore, Brown and Yule (1983: 31 cited in Rukmanasari, 2016) state that implicature is what the speaker can imply, suggest, or mean as distinct from what the speaker literally said. Since it is not explicitly expressed by speakers in their utterances, the hearer then need to make implication or suggestion in order to gain what the speaker meant.

Categories of Implicature

1) Conversational Implicature

The meaning conveyed by speakers and recovered as a result of the hearer's inferences is known as conversational implicature (Cutting, 2008: 35). In delivering their message through language, people usually do not explicitly say what they mean. It is why the hearers need to make an inference of the speakers' utterances.

Yule (1996: 40) illustrates conversational implicature in the example below:

Charlene : I hope you brought the bread and the cheese.

Dexter : Ah, I brought the bread.

Dexter's utterance shows that there is an implied meaning that Charlene needs to get. The implicature of Dexter's utterance is that Dexter does not bring the cheese. Grice (in Levinson, 1983: 126) classifies conversational implicature into two categories, namely generalized and particularized conversational implicature.

a) Generalized Conversational Implicature

Generalized conversational implicatures are those that arise without any particular context or special scenario being necessary. Generalized conversational implicature happens when no special knowledge is required in the context to calculate the additional conveyed meaning (Yule, 1996: 41). It arises without any particular context to make necessary inferences. It can be illustrated in the example *I was sitting in a garden one day. A child looked over the fence*. The implicature of the example above is that the garden and the child mentioned are not the speaker's. If it is his or hers, the speaker should state it more specific by saying „my garden” and „my child”.

b) Particularized Conversational Implicature

Most conversations happen in very specific contexts in which inferences are needed. Such inferences are required to work out the conveyed meanings. An implicature that requires specific contexts to make an inference to reach the conveyed meaning is called particularized conversational implicature. This is shown in the conversation below:

Rick : Hey, coming to the wild party tonight?

Tom : My parents are visiting.

Tom's response may carry a particularized implicature that Tom does not go to the party and he will spend that evening with his parents.

2) Conventional Implicature

Conventional implicature does not occur in conversations and does not depend on special contexts for its interpretation. Conventional implicatures are associated with specific words and result in additional conveyed meanings when those words are used (Yule, 1996: 45).

Mey (1993: 104) states that such implicatures cannot be changed by invoking another context. They are standardized by convention, and hence called conventional. Mey proposes by quoting Levinson's statement: Conventional implicature are non-truth-conditional inferences that are not derived from superordinate pragmatic principles like the maxims, but are simply attached by conversation to particular lexical items (Levinson, 1983:127).

Taboo Language

Taboo is a public expression of defamation of a number of behaviors or speeches believed to have adverse effects on members of the community, either for reasons of belief or because the behavior or expression violates moral values. Consequently, as far as the language is concerned, things are unspoken, or are used only in certain situations by certain people. Nevertheless, there are always people who violate the rule in an attempt to show freedom of self against prohibitions, or to display taboo as an irrational thing, as a form of "free speech" movement.

Taboo topics have moved from religious to secular areas such as sex and race, and they can manifest themselves in relation to a wide variety of things, creatures, human experience, condition, deeds, and words (Hughes, 2006:464). Cabrera (2016: 30) noted that the use of taboo word is related more to expressing something considered grossly impolite or offensive rather than strictly forbidden. Taxonomy of taboo language, summarised in table 1, shows examples taken from the dialogue exchanges in American English of the Audiovisual corpus and has been employed to categories every single taboo element under analysis (cited in Cabrera, 2016:29):

Table 1. Taxonomy of Taboo Language

Category	Category	Examples
Taboo Language	Profane/blasphemous	Jesus Christ
	Animal name Term	You know what these chicks make
	Ethnic/racial/gender slurs	[...] like a bunch of fucking niggers
	Psychological/physical condition	He went crazy
	Sexual/body part references	<i>like a virgin</i> was a metaphor for big dicks
	Urination/ scatology	I gotta take a squirt
	Flith	You shit in your pants and dive in and swim
	Drugs / excessive alcohol consumption	I wasn't gonna be Joe the Pot Man
	Violence	I'm gonna fucking blow you way
	Death/killing	He was gonna blow you to hell

Subtitling Strategies

This research uses subtitling strategies suggested by Vinay and Darbelnet (2000:86-88 cited in Cabrera, 2016:27) and Diaz Cintas and Remael (2007:202-207 cited in Cabrera, 2016:27-28), which are described as follows:

1. Literal Translation (LT), Also known as word for word or verbatim translation, entails the direct transfer of word/cluster of words from a source language (SL) into a target language (TL), in keeping with the grammar and idiom of the original.
2. Calque (CAL) is a literal translation of a word expression in a way that it is not usual in the TL.

3. Explicitation (EXP) has the effect of bringing the target audience closer to the subtitled text through the use of specification, by using a hyponym (i.e. a word with more precise meaning), or by resorting to hypernym or superordinate (i.e. a word with a broader meaning).
4. Substitution (Subs) is a variant of explicitation and constitutes a typical subtitling strategy since it tends to be used when the spatial constraints do not allow for the insertion of a long term in the subtitle.
5. Transposition (Trans) is carried out when the item from one culture is changed for another from a different culture, a procedure that tends to imply some sort of clarification.
6. Compensation (Comp) entails making up for a translation all certain point in the programme by reconsidering the translation other point in the TT.
7. Omission (Oms) is rather frequent in subtitling due to technical limitations in the form of spatio-temporal constraints, and may entail the deletion of words, clauses and sentences containing proper nouns, vocatives, adverbs, conjunctions and the like.
8. Reformulation (Ref) is used to express an idea in a different way, by rephrasing the ST. Sometimes reformulation entails text reduction/condensation and its main function is to transmit the ST terms in an idiomatic way. This strategy will be considered for both cases of rephrasing and condensation, that is, when the word/utterance is expressed in a different way and/or it is abbreviated.

METHODOLOGY RESEARCH

The Methodology followed in this study is primarily based on the Descriptive Translation Studies paradigm, and focuses on the operations carried out during the process of translation. It is firmly rooted on the case study method and makes use of the multi-strategy design, which combines quantitative and qualitative data (Robson, 2011; Cabrera, 2016).

Research Questions

In an attempt to shed light on the way conversational implicature and taboo language found in the anime Crayon Shinchan has been subtitle into English, the present paper addresses the following questions:

1. What are the most recurrent conversational implicature subcategories found in the corpus under analysis?
2. What are the most recurrent taboo language subcategories found in the corpus under analysis?
3. What are the translation strategies that the subtitler has used when rendering the conversational implicature and taboo exchanges Japanese text into the English subtitles?
- 4.

DISCUSSION

Crayon Shinchan is a Japanese comedy manga which are written and illustrated by Yoshito Usui. On July 28, 2007, DC Comics' manga division CMX announced the acquisition of the Crayon Shin-chan manga. The CMX version is rated **Mature** instead of Teen from Comics one, because of nudity, sexual humor, and bad language. The first volume was released on February 27, 2008, with uncensored art, and the style of jokes that frequent the Adult Swim dub with some throw backs to the original version, such as his original greeting.

This paper analyzes episode 895 "Sentaku mono o atsumeruzo! (Gathering things to wash!)". That episode is the series of celebrating 25th anniversary of Crayon Shinchan. There is the data which are found in the subtitles of Crayon Shinchan:

Data number : 1

Episode : (895) Sentaku mono o atsumeruzo!					
Context : The film start Nohara's family having breakfast and Shinchan's mother discuss about the weather and plan to wash the clothes.					
Code	ST	TT	Conversational Implicatures	Taboo	Strategies

00:00:28	母ちゃん笑うものってなに。 <i>Ka chan, warau monotte nani?</i>	Whats, “ridicule stuff”, Mom?	Generalized Conversational Implicature (GCI)	Phyysical Condition	Literal Translation
00:00:32	母ちゃんの昔のお写真とか？ <i>Kaa chan no mukashi no oshashin to ka?</i>	Like you in an old Photo or something?	Implied Meaning Shinchan thinks that arau mono is something funny and ridicule like his mom old photos		Transposition

Data number : 2

Episode : (895) Sentaku mono o atsumeruzo!					
Context : Shinchan's mother already wash the clothes but suddenly something bad smell things appear					
Cod e	ST	TT	Conversational Implicatures	Tab oo	Strategi es
00: 01: 33	そ。。それは21世界の最終兵器、お父ちゃんの靴 下じゃないですか？ <i>So..sore wa 21 sekai no saishoo heiki otouchan no kutsushita jya nai desuka?</i>	Th..th at's gotta be the ultima te weapo n of the 21 st Centur y : one of Dad' s sock	Particulari zed Conversati onal Implicatur e Implied Meaning Shinchan say that his Dad's sock is the most powerful weapon to kill someone or something because of the bad smell	Dea th	Literal Translat ion

Data Number 3

Episode : (895) Sentaku mono o atsumeruzo!					
Context : Shinchan's mother must to wash again for the second time					
Code	ST	TT	Conversational Implicatures	Taboo	Strategies
00:02:16	手あらいする	And washing by hand would be	Generalized Conversational	Death/ Killing	Transposition

	のはごうもん ちかい。 Te arai suru no wa goumon chikai	practically torture	Implicature (GCI)		
			Implied Meaning		
			Shinchan's mother did not want to wash papa's shock using her hand because it will torture her.		

CONCLUSION

The use of taboo language is physical condition, and Death/killing issue that has received little academic attention within AVT. And the use of conversational implicature in three of data are one of data is Particularized Conversational Implicature and two of data are Generalized Conversational Implicature. And translation strategies that appear in data research is Literal translation and Transposition. In this respect, more research is needed on the way this type of language tend to be subtitle from Japanese into English in order to provide the academic and professional circles with more insight into how best to deal with the subtitling of anime expression.

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