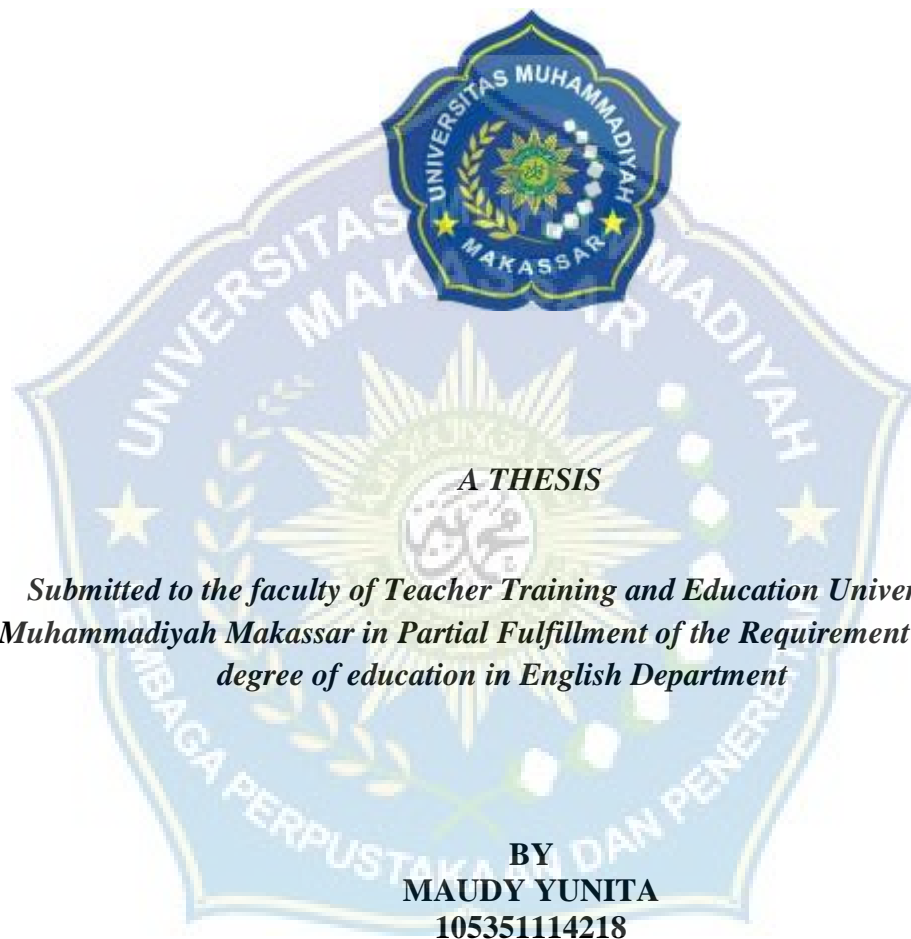


**STUDENTS' PERCEPTION ON THE ENGLISH MOVIE IN ENGLISH-
INDONESIAN TRANSLATION LEARNING AT THE SIXTH SEMESTER
STUDENT AT UNIVERSITY OF MUHAMMADIYAH MAKASSAR**

(A Qualitative Descriptive Research)



A THESIS

*Submitted to the faculty of Teacher Training and Education Universitas
Muhammadiyah Makassar in Partial Fulfillment of the Requirement for the
degree of education in English Department*

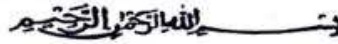
**BY
MAUDY YUNITA
105351114218**

**ENGLISH EDUCATION DEPARTEMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS MUHAMMADIYAH MAKASSAR
2023**

LEMBAR PENGESAHAN

MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Sultan Alauddin No. 299 Makassar
Telp : 0411-8603730/112 (Tanj)
Email : kip@ummah.ac.id
Web : <https://kip.ummah.ac.id>



LEMBAR PENGESAHAN

Skripsi atas nama **Maudy Yunita** NIM 105351114218, diterima dan disahkan oleh panitia ujian skripsi berdasarkan surat Keputusan Rektor Universitas Muhammadiyah Makassar Nomor; 278 Tahun 1445 H/2023 M, tanggal 15 Muharram 1445 H/02 Agustus 2023 M, sebagai salah satu syarat guna memperoleh gelar **Sarjana Pendidikan** pada Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada hari Rabu 16 Agustus 2023.

Makassar, 29 Muharram 1445 H
16 Agustus 2023 M

Panitia Ujian

Pengawas Umum	: Prof. Dr. H. Ambo Asse, M.Ag	(.....)
Ketua	: Erwin Akib, S.Pd., M.Pd., Ph.D.	(.....)
Sekretaris	: Dr. H. Baharullah, M.Pd.	(.....)
Dosen Penguji	: 1. Dr. Hj. Syamsiarna Nappu, M.Pd.	(.....)
	2. Ariana, S.Pd., M.Pd.	(.....)
	3. Dr. Ratu Yulianti Natsir, S.Pd., M.Pd.	(.....)
	4. Dr. Saiful, M.Pd.	(.....)

Disahkan Oleh:
Dekan FKIP Universitas Muhammadiyah Makassar


Erwin Akib, S.Pd., M.Pd., Ph.D.
NBM. 860.934

APPROVAL SHEET



MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 259 Makassar
Telp : 0411-840837/081213155247
Email : prodibg@unismuh.ac.id
Research Service:
research@bg.unismuhmakassar.ac.id
Website: bg.unismuh.ac.id

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

APPROVAL SHEET

Title : STUDENT'S PERCEPTION ON THE ENGLISH MOVIE IN
ENGLISH – INDONESIAN TRANSLATION LEARNING AT
THE SIXTH SEMSTER STUDENT AT UNIVERSITY OF
MUHAMMADIYAH MAKASSAR

Name : Maudy Yunita
Reg. Number : 105351114218
Programmer : English Education Department Strata 1 (S1)
Faculty : Teacher Training and Education

Makassar, 16 Agustus 2023

Consultant I

Dr. Ratu Yulianti Natsir, S.Pd., M.Pd
NIDN. 0906078502



Hijrah, S.Pd., M.Pd
NIDN. 0916018404

Dean of FKIP
Universitas Muhammadiyah Makassar



Erwin Akib, S.Pd., M.Pd., Ph.D.

Head of
English Education Department



Dr. Umami Khaerati Syam, S.Pd., M.Pd.



COUNSELING SHEET I



MAJELIS DIKELITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 279 Makassar
Telp. 0411-969371/0411-919247
Email: prodidb@ummu.ac.id
Website: www.ummu.ac.id
www.prodidb.ummu.ac.id
Website: www.ummu.ac.id

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

COUNSELING SHEET FOR THESIS CONSULTATION

Name : Maudy Yunita
NIM : 105351114218
Department : English Education Department
Title : STUDENTS' PERCEPTION OF THE ENGLISH MOVIE
IN ENGLISH-INDONESIAN TRANSLATION
LEARNING FOR SIX SEMESTER STUDENT AT
UNIVERSITY OF MUHAMMADIYAH MAKASSAR
Consultant I : Dr. Ratu Yulianti Natsir, S.Pd., M.Pd.

Day / Date	Chapter	Note	Sign
1/6/2023	iv	Make your Abstract Revise your findings	P.
3/6/23	iii	use put your	P.
5/6/2023		Abstract (Keris) put your result in your Abstract	P.
8/6/23	iv	Revise your discussion based on KP	P.
10/6/23	v	Revise conclusion	P.

Makassar, 25 June 2023

Approved by:
Head of English Education Department



Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
NBM. 977-807

COUNSELING SHEET II


MAJELIS DIKELITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

Alamat: Jalan Azzahra No. 209 Makassar
Telp: 0811-4441071-1072-1107347
Email: pmahd@unismuh.ac.id
library@unismuh.ac.id
research@unismuh.ac.id
Website: lib.unismuh.ac.id

COUNSELING SHEET FOR THESIS CONSULTATION

Name : Maudy Yunita
NIM : 105351114218
Department : English Education Department
Title : STUDENTS' PERCEPTION OF THE ENGLISH MOVIE
IN ENGLISH-INDONESIAN TRANSLATION
LEARNING FOR SIX SEMESTER STUDENT AT
UNIVERSITY OF MUHAMMADIYAH MAKASSAR
Consultant I : Dr. Ratu Yulianti Natsir, S.Pd., M.Pd.

Day / Date	Chapter	Note	Sign
25/6/23	1-V	ACC	

Makassar, 26 June 2023

Approved by:
Head of English Education Department


Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
NBM: 977 807

COUNSELING SHEET III

MAJELIS DIKILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Hassanudin No. 104 Makassar
Telp. (0411) 464017-082231150287
Email: prodi@ummmuh.ac.id
Museum: 082231150287
www.diklitbang.ummmuh.ac.id
Website: www.ummmuh.ac.id

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

COUNSELING SHEET FOR THESIS CONSULTATION

Name : Maudy Yunita
NIM : 105351114218
Department : English Education Department
Title : STUDENTS' PERCEPTION OF THE ENGLISH MOVIE
IN ENGLISH-INDONESIAN TRANSLATION
LEARNING FOR SIX SEMESTER STUDENT AT
UNIVERSITY OF MUHAMMADIYAH MAKASSAR
Consultant II : Hijrah, S.Pd., M.Pd.

Day / Date	Chapter	Note	Sign
12/6/2023		→ revise your abstract where's translate ??	Jh
		→ revise your table of content (typoning)	
23/6/2023		→ Typing "the new person" → how person	Jh
26/6/2023		→ Chapter III) revise your records subject	Jh
29/6/2023		→ revise your conceptual framework → chapter change part I & II prepare your ppt, ev.	Jh

→ Ace
Makassar, ~~27~~ June.....2023

Approved by:
Head of English Education Department



Dr. Umni Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807



بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

SURAT PERNYATAAN

Saya yang bertanda tangan di bawah ini:

Nama : Maudy Yunita
Stambuk : 105351114218
Jurusan : Pendidikan Bahasa Inggris
Judul Skripsi : Students' Perception of The English Movie in English-
Indonesian Translation Learning for Sixth Semester Student
at University of Muhammadiyah Makakassar

Dengan ini menyatakan bahwa skripsi yang saya ajukan di depan tim penguji adalah hasil karya saya sendiri, dan bukan hasil jiplakan dan tidak dibuatkan oleh siapapun.

Demikian surat pernyataan ini saya buat dengan sebenarnya dan saya bersedia menerima sanksi apabila pernyataan ini tidak benar.

Makassar, 02 July 2023

Yang Membuat Pernyataan

Maudy Yunita



بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

SURAT PERJANJIAN

Saya yang bertanda tangan di bawah ini:

Nama : Maudy Yunita

Stambuk : 105351114218

Jurusan : Pendidikan Bahasa Inggris

Dengan ini menyatakan perjanjian sebagai berikut:

1. Mulai dari penyusunan proposal sampai dengan selesainya skripsi ini, saya yang menyusunnya sendiri (tidak dibuatkan oleh siapapun).
2. Dalam penyusunan skripsi, saya selalu melakukan konsultasi dengan pembimbing yang telah ditetapkan oleh pimpinan fakultas.
3. Saya tidak melakukan penjiplakan (plagiat) dalam menyusun skripsi ini.
4. Apabila saya melanggar perjanjian seperti pada butir 1, 2, dan 3 maka saya bersedia menerima sanksi sesuai dengan aturan yang berlaku.

Demikian surat pernyataan ini saya buat dengan sebenarnya dan saya bersedia menerima sanksi apabila pernyataan ini tidak benar.

Makassar, 02 July 2023

Yang Membuat Pernyataan

Maudy Yunita

MOTTO AND DEDICATION

MOTTO

As long as the earth still rotates, the sun still shines on your day and the moon always shines on your night, we can definitely get through all of this, your efforts will not betray you, and all your efforts will pay off.



DEDICATION

I dedicate this thesis to my beloved parents and late grandma, my aunts all of my family and friends who have always supported me in every season of my life.

ABSTRACT

Maudy Yunita, 2023 *Students' Perception on the English Movie in English-Indonesian Translation Learning for Sixth Semester Student at University of Muhammadiyah Makassar.* Under the thesis of the Department of English Education, Faculty of Teacher Training and Education, University of Muhammadiyah Makassar. Supervised by: Ratu Yulianti Natsir and Hijrah.

This study aims to find out students' perceptions of the English subtitled film Enola Holmes in learning English-Indonesian translation for sixth semester students at Muhammadiyah University Makassar. This study used a qualitative descriptive method in which the number of subjects in this study was 6 students majoring in English at Muhammadiyah University Makassar. The instrument used by researchers is interviews to obtain data.

The results of the study indicate that Sixth semester English education students in learning English-Indonesian translation by expressing some of their perceptions after watching the Enola Holmes movie in learning English-Indonesian translation such as how to pronunciation, knowing British accents, improving listening skills, increasing vocabulary, translation skills and motivating students to use English movies in learning where we have visuals/pictures for, the majority of students like learning by watching movies because it helps them remember of the pictures they see and which according to the students who are the research subjects say if they only read with only the writing/theory boring and too monotonous, it's different if there are pictures/visuals that help remember, and help improve/find new vocabulary with subtitles in the film and help improve how to mention which characters in the film help and backsound which helps improve listening.

Keywords: *Students' Perception, English-Indonesian Translation, English movie*

ABSTRAK

Maudy Yunita 2023, *Persepsi Mahasiswa Terhadap Film Berbahasa Inggris Dalam Pembelajaran Penerjemahan Bahasa Inggris-Indonesia bagi Mahasiswa Semester Enam Universitas Muhammadiyah Makassar*. Di bawah tesis Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. Dibimbing oleh Ratu Yulianti Natsir dan Hijrah.

Penelitian ini bertujuan untuk mengetahui persepsi mahasiswa terhadap film bahasa Inggris Enola Holmes dalam pembelajaran penerjemahan bahasa Inggris-Indonesia untuk mahasiswa semester enam di Universitas Muhammadiyah Makassar. Penelitian ini menggunakan metode deskriptif kualitatif dimana jumlah subjek dalam penelitian ini adalah 6 mahasiswa semester enam jurusan Bahasa Inggris di Universitas Muhammadiyah Makassar. Instrument yang digunakan peneliti adalah wawancara untuk memperoleh data.

Hasil penelitian menunjukkan bahwa mahasiswa pendidikan bahasa Inggris semester enam dalam mempelajari terjemahan bahasa Inggris-Indonesia dengan mengungkapkan beberapa persepsi mereka setelah menonton film Enola Holmes dalam mempelajari terjemahan bahasa Inggris-Indonesia seperti cara pengucapan, mengetahui aksen Inggris, meningkatkan kosa kata, keterampilan menerjemahkan dan memotivasi siswa untuk menggunakan film bahasa Inggris dalam pembelajaran di mana kita memiliki visual/ gambar, mayoritas mahasiswa menyukai belajar dengan menonton film karena membantu mereka mengingat gambar yang mereka lihat yang menurut siswa sebagai subjek penelitian mengatakan jika mereka hanya membaca dengan tulisan/ teori saja itu membosankan dan terlalu monoton, berbeda jika ada gambar/visual yang membantu mengingat, dan membantu meningkatkan/menemukan kosa kata baru dengan subtitle dalam film dan membantu memperbaiki cara penyebutan dengan bantuan karakter dalam film yang sedang berdialog serta background yang membantu meningkatkan pendengaran.

Kata Kunci: *Persepsi Siswa, Terjemahan Inggris-Indonesia, Film Inggris*

ACKNOWLEDGMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Al-hamdulillaahirobbil-'aalamiin, first and foremost, all praise belongs to Allah ta'ala, who always bestows blessings and mercy upon me, without which I would not have been able to complete this research. Blessings are always offered to the Prophet Muhammad sallallahu 'alihi wassalam who has been a role model for all Muslims in the world.

This thesis would not have been possible without the help of various parties. On this occasion, the researcher would like to express her deepest gratitude to:

1. Prof. Dr. H. Ambo Asse.,M.Ag, as rector of Universitas Muhammadiyah Makassar
2. Erwin Akib, M.Pd., Ph.D, as Dean of Faculty of Training Teachers And Education, Universitas Muhammadiyah Makassar
3. Dr. Umni Khaerati Syam, S.Pd.,M.Pd as head of English department, Faculty of Training Teachers and Education, Universitas Muhammadiyah Makassar
4. Dr. Ratu Yulianti Natsir, S.Pd., M.Pd as the first consultant and Hijrah, S.Pd., M.Pd as the second consultant, thank you for guiding the researcher with patience, give the researcher suggestions, advice and providing direction till the researcher can complete the thesis, thank you so much.
5. To all of the English Education Department lecturers for all the knowledge that was given to the researcher.
6. All the staff that involved in helping and providing guidance to researcher.

7. To the researcher beloved and precious family such as the researcher beloved mother, father, aunt, brothers and sister who always support the researcher, pray and bring positive energy to the researcher, thank you so much, this research cannot be done without you all by the researcher's side.
8. To the researcher beloved and precious such as Aunt Summa's family, and Aunt Cantik family who always give encouragement, and support every step that I have taken so far.
9. And the researcher would like to thank you so much to the family of Uncle Ella and Aunt So'na, as well as the Ciwi-Ciwi Fitri and Devi, who always give encouragement like life alarms that give support to complete the final project (thesis).
10. To all of the researcher's friends, such as; Syiput , Mamat, Afta, Ibun Pasira, Insan, Asah, Ica, My Epa and Oland and Flame class 018 thank you for your kindness, help, advice, support, and being a good listener in every situation that the researcher have been through. You're all such as precious.
11. The last but not least, I want to thank me. Thank you for my entire struggle, thank you for being patient, thank you for all the members of the body who accompany me and stay strong through the days, and thank you to every small progress that I did. May every situation that I have been through in this process will bring a successful for myself.

The words may not be enough to express their contribution, but, May Allah always blesses and protects them all. However, the researcher realized that this thesis is not perfect. All the suggestions and constructive criticism from others make this paper better.

Makassar, 25 June 2023



Maudy Yunita



TABLE OF CONTENT

APPROVAL SHEET	iii
COUNSELING SHEET I.....	iv
COUNSELING SHEET II.....	vi
COUNSELING SHEET III	vii
SURAT PERNYATAAN	vi
SURAT PERJANJIAN	vi
MOTTO AND DEDICATION	viii
ABSTRACT	ix
ACKNOWLEDGMENT.....	xi
TABLE OF CONTENT	xiv
LIST OF APPENDIX	xvi
CHAPTER I.....	1
INTRODUCTION	1
A. Background	1
B. Problem Statement.....	3
C. The Objective of the Research.....	3
D. Significance of the Research	3
E. Scope of the Research.....	4
CHAPTER II	6
REVIEW OF RELATED LITERATURE	6
A. Previous Related Findings.....	6
B. Some Patient Ideas.....	9
1. Perception.....	9
a. Definition of Perception	9
b. Process of Perception	10
c. Types of Perception	12
d. The factors Affecting Perception.....	12

2.	English Movie	13
a.	Definition of English Movies	13
b.	Movie Genres	14
c.	Using Movies in Learning English	17
d.	Advantages of Using English Movies	18
e.	Disadvantages of Using English Movies	19
3.	Translation.....	19
a.	Definition of Translation.....	19
b.	Types of Translation	21
c.	Translation Method.....	22
d.	Process of Translation.....	25
e.	Kinds of Translation	28
C.	Conceptual Framework.....	29
CHAPTER III		32
RESEARCH METHODELOGY		32
A.	Research Design	32
B.	Research Subjects	32
C.	Research Instrument	32
D.	Procedure of Data Collection	33
E.	Data Analysis	33
CHAPTER IV		36
FINDINGS AND DISCUSSION.....		36
A.	Findings.....	36
B.	Discussion	49
CHAPTER V.....		52
CONCLUSION AND SUGGESTION		52
A.	Conclusion.....	52
B.	Suggestion.....	53
BIBLIOGRAPHY		54

LIST OF APPENDIX

Appendix I Interview Sheets.....I

Appendix II Transcript Interview of Students.....I



CHAPTER I

INTRODUCTION

A. Background

English has spread worldwide as a universal language for communication, and many people have utilized it to further their personal objectives. There are many facets of human life that integrate English and demonstrate how integral it is to people's daily lives today, including education, technology, tourism, health, commerce, and so forth. Because many workplaces seek people who are fluent in English, English has a highly important position. Speaking with foreigners will be more straightforward for someone who speaks English well already (Sari and Aminatun, 2021).

When learning through audio-visual means, aural and visual aspects are absorbed through the use of material that includes both. In light of the aforementioned assertions made by experts, it may be concluded that audio-visual media are tools and media that are both audible, or able to be heard and seen, and visual. Or to put it another way, audiovisual media is a tool that combines the production of sound and image. Audiovisual media include sound movies, television and video cassettes Alfiani (2020).

When translating, translators may run into issues such as discrepancies in the syntax or structural elements of the two languages. The translator must make an effort to grasp the proper translation theories and possess in-depth knowledge of both languages. As a result, the issue can be resolved if the target

language is able to accurately represent the message's main points. Products for translation are frequently used in daily life for communication in order to get information, knowledge, and amusement that are applied (T. Fitria 2020)

Understanding the world is the result of human perception and knowledge is what gives a person power. When we understand the world, we can predict the consequences of our actions, which is a critical skill for constantly shaping the world. Perception does not have to give us an exact and detailed picture of the world. It is a perception that offers a useful perspective on the world, whereas utility is the ability to interact with the environment in a safe and effective manner (Mardianti, 2018).

Researcher Nuriswara (2014) argues that films provide exposure to the real language, in authentic settings, as well as the culture in which it is spoken. Anggraeni, Mujiyanto, & Sofwan, (2019), as means of communication, the language in the film are one of the important aspects. By watching the film, the audience learns the language, in this case, English. An Indonesian may have difficulties with this condition. They need the source language (SL) to be translated into the target language (TL).

The researcher does to know student's perception and whether there is an increased understanding or knowledge they get in learning Indonesian-English translation with researchers implying that students watch mystery genre movies entitled *Enola Holmes*. A researcher was conduct on sixth-semester students of Department of English Education at University of Muhammadiyah Makassar. In this study, in knowing students' perceptions to

determine the increase in understanding and knowledge obtained, where researcher used descriptive qualitative.

B. Problem Statement

As a result of the background above, this research is addressing the following problem:

How the students' perceptions of the English movie entitled Enola Holmes in learning English-Indonesian translation for the six semester students at the University of Muhammadiyah Makassar?

C. The Objective of the Research

To find out Students' Perceptions of the English Movie entitled Enola Holmes in learning English-Indonesia translation for the six semesters at University of Muhammadiyah Makassar

D. Significance of the Research

The results of this study are expected to be useful for:

1. Teacher

In this study, teachers will gain insight into students perceptions of using English movies in English-Indonesian translation learning

2. Students

For students', this research is expected to motivate them in learning by using English subtitled movies as media in English classes, especially in Indonesia translation learning. Therefore, students' can get a broader understanding of the use of movie as a medium well. Moreover, this research can provide further research and can teach teachers to be careful in using media and find

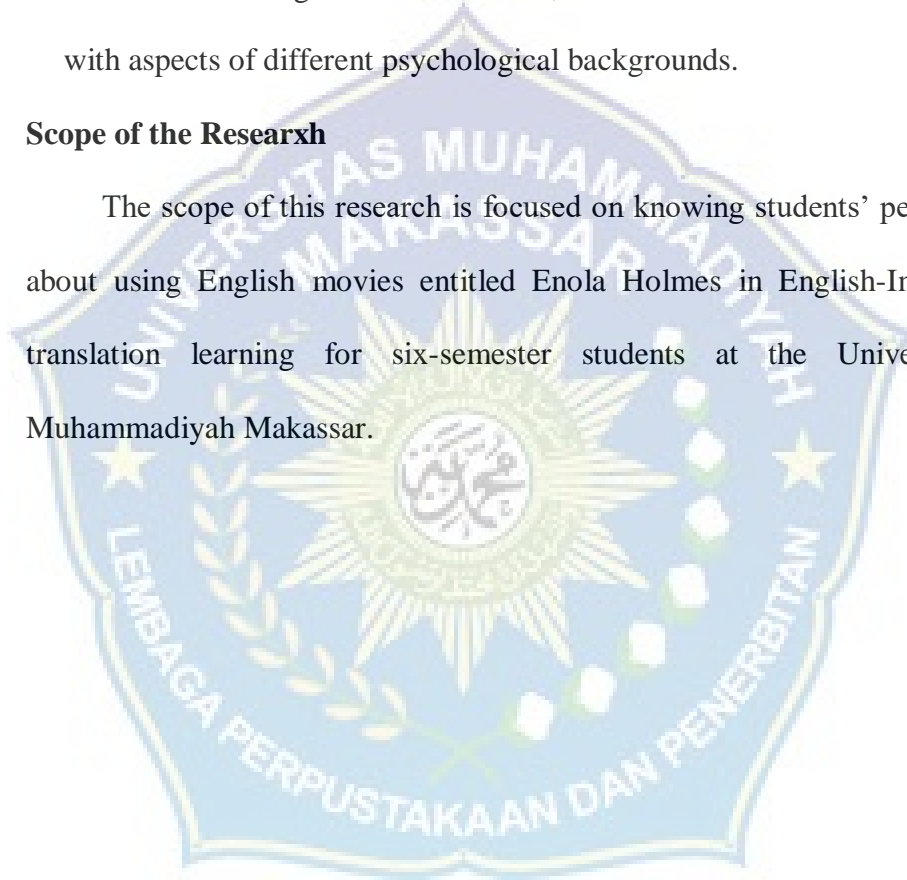
more appropriate and interesting media for teaching and learning for students who have a negative perception.

3. Researcher

The results of this study are expected to provide information and knowledge about students' perceptions of the use English movies in English-Indonesian translation learning for future research, as well as to conduct future research with aspects of different psychological backgrounds.

E. Scope of the Research

The scope of this research is focused on knowing students' perceptions about using English movies entitled Enola Holmes in English-Indonesian translation learning for six-semester students at the University of Muhammadiyah Makassar.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Findings

The researchers take a previous research related to the Students' Perception of the English Movie Indonesia Translation Learning for Six Semester Student at University of Muhammadiyah Makassar. There are some related researches such as:

The first research Sari and Aminatun, (2021), entitled About Students' Perception on the Use of English Movies to Improve Vocabulary Mastery, based on these findings, students have a positive response to the use of English movies in learning English, especially to develop their vocabulary mastery. The results showed that most of the students agreed that watching English movies with English translation could be beneficial for the use of English in their daily lives. From the quote, the researcher can see that there are some students who use English because from the English translation they can learn many things about English. They can enrich word choice, accent, grammar, and how to pronounce some words, and they can develop their vocabulary. These results indicate that movies can be one of the most powerful ways that students use to strengthen their English mastery.

The second research was Hakiki, (2021) entitled An Analysis of Students' Idiom Translation Equivalence from English into Indonesian. The

goal of this research was to analyze and determine how equivalence is a translation product created by the sixth-semester student to find out what difficulties they encountered and how they overcome them. To collect the data, the researcher used a test as the instrument. The test consists of 20 sentences containing an idiom that should be translated. So, there were 500 translation products made by the sixth-semester student. At same time, to analyze the data, the researcher used an interactive model by Miles and Huberman. As a result of analyzing the data, the results showed how dynamic the students' idiom translation is.

The third research was conducted by Apriani and Sari, (2020), entitled About Improving English University Students' Speaking Skill Through Effortless English Movie Technique. Watching movies can be a new technique to improve students' spoken English. Learning activities that make learners feel comfortable are preferred by many learners. Effortless English movie is one of the ways that can apply movies as a new technique to improve speaking skills. An amusing repetition strategy is used to practice speaking like a native speaker. English students can use this technique to improve their speaking ability without sacrificing accuracy. In conclusion, speaking is a skill that must mastered to help students communicate easily and get in touch with other people. With the effortless English movie technique, students can improve their speaking ability even if speaking is not as easy as people think.

The last researcher Ismaili, (2013), entitled The Effectiveness of Using Movies in the English Foreign Language Classroom a Study Conducted. Using

movies in the classroom is a new experience and a lot of fun for students. Researchers assume that students enjoy the activities assigned in class. Students are more motivated to see and hear real life situations than to participate in activities in the graded book. Their impression is that movies provide a relaxed atmosphere for students. Students said that using movies was a good way to improve their English vocabulary and give them more opportunities to practice English. Most of the students said that they had learned new words mainly because they had been repeated many times throughout the film. According to them, the keyword preview given at the beginning of the class facilitates learning and helps them understand clearly the content of the movies.

Related to the research above, the researchers have similarities in conducting this research that is regarding the perceptions of students who use English-subtitled movies to help them learn English. The researcher will examine whether by using English from English translations, they can learn a lot about English and whether they can improve their word choice, accent, grammar, and word pronunciation.

However, the difference between this research and the research above is that the researchers will find out students' perceptions, whether there is an increase in understanding or knowledge that they get in learning English-Indonesian translation with the implication of researchers so that students watch a mystery genre movie entitled Enola Holmes. The research will be

conducted on sixth-semester students of the English Education Department at the University of Muhammadiyah Makassar.

B. Some Patient Ideas

1. Perception

a. Definition of Perception

Perception is defined by Silvia (2009) as the process of recognizing (being aware of), organizing (gathering and storing), and interpreting (binding to knowledge) sensory information that is generated by the human senses- sight, hearing, touch, smell, and taste – that receive signals from the environment. Perception involves receiving incoming stimuli, arranging, and translating them into messages. The environment affects perception (Andriani and Angelina, 2020)

Perception is the experience of an object, an event, or a connection. This provides the attention, hope, motivation, and memory components of the response stimuli system with meaning. Wood (2015) states that the active process of meaning formation through the selection, arrangement, and interpretation of individuals, objects, events, circumstances, and other phenomena is known as perception (Lindawati, 2022).

In order to understand perception, one must first understand how the senses help a person process information. For perception to occur, the external stimuli must interact with the memory-stored information

in the brain. A person builds a mental image of the world by interpreting the numerous inputs they are exposed to. The sensory organs, which include the eyes, ears, nose, mouth, and skin, receive stimulation, and the brain controls how this stimulation is processed. The information is then archived. The brain of the person uses its own reasoning, together with any prior memories and experiences, if any, to color and mark information while it is being processed (Nursafitri, 2021).

b. Process of Perception

Perception involves three stages: selection, assessment, and evaluation organization, and interpretation (Qiong, 2017).

1) Selection

The first stage of perception is selection, in which we convert environmental stimuli into meaningful experiences. We are constantly bombarded with so much information in our daily lives that we may encounter these stimuli in a blink of an eye: the words we are hearing, the witness of an accident, and the ticking of a clock, to name a few. Because our world encompasses everything, there are countless stimuli arriving at our sensory organs at the same time, waiting to be processed. We cannot, however, perceive all of the information available to us because doing so would result in information overload and disorder.

2) Organization

The organization is the second stage in the perception process. After gathering information from the outside world, we must organize it by identifying meaningful patterns. This stage of organization is accomplished by categorizing things or people, which is why some researchers refer to it as categorized. The social and physical events or objects we encounter at this stage of perception will have shape, color, texture, size, and so on. For example, when asked what human being is, some people may describe it in terms of race or nationality. When we close our eyes and imagine our university library, we see an organized environment with internal and external structures.

3) Interpretation

The third stage of perception is interpretation, which refers to the process of assigning meaning to the stimuli that have been chosen. After categorizing the selected stimuli into structured and stable patterns, we attempt to make sense of these patterns by assigning meanings to them. However, different people may interpret the same stimulus differently. A police officer's arrival at the crime scene, for example, can be interpreted differently-the victim may find it shooting and relieving, but the criminal will undoubtedly be terrified.

c. Types of Perception

According to Robbin (2003) cited by Lindawati (2022), perception is divided into two, that's positive and negative perception.

1. Positive perception

When someone judges something from a positive perspective, in accordance with what they expect of it, or in accordance with a preconceived rule, they are said to have a positive perception. A person's positive perceptions are influenced by their knowledge of and experiences with the things that form the basis of those perceptions, as well as by their own level of satisfaction with those things.

2. Negative perception

When someone has a negative perspective of something or some knowledge, they are going against the grain of what is considered normal for that thing or the accepted norms. People's perceptions might be influenced by their own unhappiness with the objects in their environment as well as their own ignorance and lack of experience. Negative opinions could be influenced by any of these components.

d. The factors Affecting Perception

According to Nursafitri (2021) cited in Lindawati (2022), two factors affect a person's perception there are:

1. Internal factors: the state of one's body, emotions, attitudes, and personality, as well as attention, bias, a goal or hope, learning, wants and values, motivation, and mental diseases.
2. External factors: include the other ward's knowledge and expectations, family history, new and old objects, repetitions, intensity, size, and information learnt.

2. English Movie

a. Definition of English Movies

The movie is a mass communication event and representation of a process in which meaning is produced through language and exchanged between members of a culture's group. Representation connects concepts in our minds through the use of language, which allows us to interpret objects, people, objects, and events (real) as well as the imaginary world of objects, people, and events that are not real (fictional). The movies can be viewed using projector technology, which provides beautiful images and can be enjoyed in a variety of ways (Sandra and Rahmi, 2022).

The movies as a form of literature can be a very entertaining medium. It can be seen from the fact that almost every family in the world owns a television set. In addition to offering moral values, the film is produced in many genres, is interesting with many colorful animations and special effects, easy to obtain, and often includes language and cultural content. (Anggraeni, Mujiyanto, & Sofwan, 2019)

In addition, movies comprise several distinct shots that are connected together in an extended sequence; every movie is a motion picture: a collection of static images that, when viewed quickly back to back, the human eye and brain interpret as fluid movement. This fundamental characteristic sets movies apart from all other types of two-dimensional graphic art. In contrast to photography or painting, each cinema frame is based on the placement of visual elements and the play of light and shadow (Barsam, 2016)

b. Movie Genres

One of a movie's most significant qualities is its genre, which by itself suggests the overarching themes of the film. The genre is the primary factor that greatly affects the film we choose. Since the genre is the main aspect of a movie that can give broad information about the movie, it should be classified without omission or error and used in automated services like well-established databases (Jeong A. WI, 2020). As a result, movie genres are classifications that place a movie in a certain category based on its most salient characteristics:

1. Animated Movie

The phrases animated movie (along with terms like “animated cartoon” that are connected to them) have come to be systematically used to not only identify and classify a certain kind of film but also to explain why such developments occurred. The production process is typically where animation is defined, and in these definitions, the practical/technical details are what

distinguish animation from live action movies. This “how to do it” feature can be partially explained by the propensity that animators have intentionally cultivated in order to distinguish their work from other forms of art (Paul Ward, 2000).

2. Romance comedy

A lighthearted genre with comedic and romantic themes, romance comedy is also known as romcom. Romance comedies occur in a variety of forms, and despite the genre’s tendency to perform below the top grossing movies, it is a noteworthy one with a wide audience and a variety of layers’ (Fagerholm, 2009).

3. Science Fiction

In the millennium, the science fiction genre has begun to flourish. Science fiction is becoming a more frequent plot element in television series (Fagerholm, 2009).

4. Action movie

Action movies have long since established themselves as a popular subgenre. It is a heavily male-dominated genre, and many of the major actors have achieved enormous renown and success for their depictions of the heroes who must save the day and defeat the villain in some fashion (Fagerholm, 2009)

In contrast to comedies, especially romance comedies, action movies tend to depict distinct behaviors. Movies frequently use a variety of target audiences, therefore it stands to reason that they would make them in various ways. It should also have an effect on

the nonverbal communication presented between characters whether the focus of the movie is on people acting and saving the day or on people building and maintaining relationships (Alan F. Smeaton, 2006)

5. Horror movie

The ability of horror movies to frighten viewers and delve into their worst fears and disturbing desires while simultaneously creating pleasurable fascination and entertainment has maintained their popularity since the beginning of the 19th century. The earliest horror movies featured dark, grotesque creatures as vampires. The use of graphic terror, extraordinary effects, and crazy characters helped horror movies maintain their popularity

6. Mysteri movie

If the plot of a story revolves around uncovering a mystery, it can be considered detective fiction. A single person, the detective, who may be an expert in the subject or an amateur sleuth and who may or may not have a helper or sidekick, is often in charge of conducting the investigation. By the book's conclusion, the mystery is resolved, and the reader's curiosity has been satiated. The detective describes the crime's methods of execution, the perpetrators, and the crime's intended outcome (Ilhomovna, 2023)

c. Using Movies in Learning English

Movies provide pleasure, make learning enjoyable, and allow viewers to get real-world experiences. Also, it promotes discussion of feelings and choice among pupils. They are able to delve into the story's imagination, concepts, and ideas. Due to the fact that the characteristics and elements in a movie are almost identical to those in a play, students can study movie elements while viewing movies and, in turn, apply those analyses to plays. The ability to learn how to examine character development and characterization in a tale can be explored by students by viewing movies. With their own styles, they may convey the actors and actresses. They could be the protagonist or the antagonist in a story (Hasyim, 2021)

Movies are a great way for students to practice and listen to authentic conversations. English foreign language (EFL) teachers can use countless films to introduce discussions on specific topics, historical events, time periods, or foreign cultures. Bringing popular movies into English foreign language (EFL) lessons shows students how they can learn and practice English while watching movies whenever they want. (Goctu, 2017)

Movies are used for pedagogical purposes in motivating language learners and they are easily available and are a popular form of entertainment of teaching tools in teaching English as a foreign language for students. Based on this idea, the researcher tried to explore

several learning activities designed to improve the active listeners as well as other integrated skills. (Goctu, 2017)

d. Advantages of Using English Movies

The use of English movies in English foreign language courses has numerous benefits. Movies, first and foremost, may keep pupils interested in studying English, it was a novel and enjoyable experience for the students. According to Mirvan (2013) cited in Sari (2015) to use English movies in the English foreign language classroom. The classroom assignments were well-liked by the students. Seeing and hearing actual life events stimulated students more than doing the exercises from the textbook. They suggested that movies can potentially offer a comfortable environment.

Second, seeing movies can help students become better listeners; therefore, it is preferable for English teachers to show English-language movies with English subtitles. When compared to movies without subtitles, Rokni and Azzam (2014) found that watching movies with English subtitles greatly improved the students' listening skills. Using English in a very natural approach can be by students.

Third, movie can improve student's speaking skill. Listening to native speaker in English movies can also help to improve student's speaking skill, especially their fluency. Students can watch English movies with their friends and speak about them afterwards. According to Kanean (2013) teaching English by using English movie as media in the EFL classroom is a good way to teach the students how to speak

well by imitating the actors and actress in the movie. Students can listen how to link their words together.

e. Disadvantages of Using English Movies

When they watch a movie that was starred by their favorite actors, they will focus on the actors, not on the main instructional goal. Students will forget what the teacher asked before they watched the movie. Ying and Zhang (2012) state that the students may be attracted by the actors and actresses of the movie and forgot the purpose and aim of watching the movie. While they are watching the movie, they cannot pay attention to their tasks. fiction movies can make students think and imagine something illogically

3. Translation

a. Definition of Translation

Translation in foreign language classes is in the process of becoming a form of “pedagogical translation”, which is no longer seen as an ineffective medium in language learning and is being evaluated as a way to enrich students’ competence. Students taught using translation are encouraged to practice reading, writing, vocabulary, grammar, and speaking. The main objective of foreign language teaching is to develop students’ ability to communicate in the target language. (Dagiliené, 2012)

The goal of a translation is to convey ideas or claims in the target language as accurately as possible. In order to accomplish the goal of

translation, the words chosen must be consistent with the target language context into which the source language is typically translated. This requires fluency in both the source and target languages, as well as the search for precise equivalent sources in the target language (Rahman, 2023).

Ross (2000) states that translation is recognized as the fifth and most important social skill because it improves communication, translation involves interaction and cooperation between people, which makes it a very useful tool in foreign language teaching.

Fitria (2020) said that translations can be applied to a variety of sources. One of the examples is found in subtitle movies/films. Subtitles are needed to reach audiences or viewers of the movie who do not understand the meaning and message of the film without translation.

Rahman (2023) state in translation, translating is not a simple task that everyone can perform without understanding the process. The majority of students continue to translate despite coming across challenging words that they cannot understand. Students must learn crucial vocabulary concepts, including word formation, meaning, and usage, otherwise they won't be able to understand and find ideas from their translation as well as they might.

b. Types of Translation

Translators use different types of translation to cope with different kinds of non-equivalence (Doody O, 2013).

1. Translation by a More General Word

In the area of propositional meaning, translation by a more general term is a common strategy for dealing with non-equivalences.

2. Translation by More Neutral/Less Expressive Word

Translation by more neutral/less expressive words can be used to solve the non-equivalence problem by reducing the expressive meaning or making it seem more neutral or familiar

3. Translation by Cultural Substitution

This process required substitution a culture-specific item or term for the target language item, which does not have the same propositional meaning but is likely to have a similar impression on the target reader.

4. Translation Using Loan Word or Loan Word Plus Explanation

When dealing with culturally specific items, current concepts, and buzzwords, this method is most commonly used. When words appear several times in the text, using loan words along with an explanation is extremely beneficial.

5. Translation by Paraphrasing Using a Related Word

The method is used when the source language is lexicalized in the target language but in a different form, and the frequency with which

a particular form is used in the source text is significantly higher than would be natural in the target language.

6. Translation by Paraphrasing Using the Unrelated Word

The method can be used in some cases even if the concept described by the source item is not lexicalized at all in the target.

7. Translation by Omission

Translation by omission is a method of translation in which the translator removes a specific item or word that is not required for the target language to understand the meaning.

8. Translation by an Illustration

If the word in the target language has no equivalent and refers to a physical thing that can be illustrated, this is a good option, especially if space is limited and the text must be brief, clear, and to the point.

c. Translation Method

Translation involves the transfer of written source language text into the target language text. Newmark (1988) is categorized into two types of translation. There are two types of translation: semantic and communicative. Translating semantically is personal and individual, follows the author's thought processes, tends to over-translate, pursues nuances of meaning, yet aims for concision, to reproduce pragmatic impact. It focuses on the message and the main force of the text and tends to be simple, clear, brief, and social in nature, it is always written in a natural and resourceful manner (Rusni, 2018)

As a result of the explanation above, semantic translation is giving meaning based on the grammatical structure of the source language. Communicative translation gives meaning based on the content and constraints of the target language, and the language is ready, acceptable, and comprehensible to the audience.

When translating, translators should pay attention to every word because it influences the equivalence meaning between source language and target language. In order to translate a text from the source language to target language, the translator should take into account the translation process. Additionally, a good translator should be able to translate a variety of text types using the correct methods. Researcher Newmark (1988) explores that “there are eight types of translation method: word for word, faithful, semantic, adaptation, free, idiomatic, and communicative (Nugraha, 2017)

a. Word for Word Translation

Newmark (1988) explores a translation using this method that preserves the word order of the source language and the words order of the source language and the words are translated by their most common meaning, usually out of context. Cultural words are translated literally. Generally, word for word translation is performed to either gain an understanding of the mechanics of the source language or to construct a difficult text before translation.

b. Literal Translation

Newmark (1988) revealed, in literal translation, the target language grammatical structures are converted into their equivalent source language grammatical structures, but the lexical words are again translated separately, and the text is not in context.

c. Faithful Translation

Newmark (1988) claims a faithful translation attempts to reproduce the original's precise context within the grammatical constraints of the target language. It transfers cultural words and preserves the degree of grammatical and lexicographical abnormality. In order to achieve complete faithfulness to the writer's intentions, it attempts to convey the meaning of the text in the writer's source language.

d. Semantic Translation

As Newmark (1988) stated, semantic translation attempts to reproduce the exact contextual meaning of the original. There is only one difference: it is more sensitive to aesthetics (the beautiful and natural sounds of the source language text). A semantic translation compromises on meaning where necessary to ensure that there is no assonance, wordplay, or repetition in the final version. A faithful translation is uncompromising and dogmatic, while a semantic translation is more flexible.

e. Adaptation Translation

As described by Newmark (1988), adaptation translation offers the greatest degree of freedom. In this method, the source language cultures is converted to the target language culture and the text is rewritten, primarily for plays and literature texts (comedies and poetry), the themes, characters, and plots are usually preserved. This method was extremely constrained to the target language.

f. Free Translation

According to Newmark (1988), free translation is typically much longer than the original. As a result, it is referred to as intra lingual translation, which is frequently prolix and pretentious and is not a translation at all.

g. Idiomatic Translation

Newmark (1988) argued idiomatic translation reproduces the original message but tends to change the meaning by favoring colloquialisms and idioms that do not exist in the original.

h. Communicative Translation

Newmark (1988) described communicative translation attempt to render the original's exact content and language are easily acceptable and understandable to the readership.

d. Process of Translation

Andini and Amilia (2022) changes in structure occur frequently during the translation process due to a variety of factors, including the

translator's writing style, which is clearly distinct from the original text. The translation technique can be applied to various units of language as a procedure to analyze and classify translation equivalents. There are 18 techniques for categorizing translation (Molina and Albir, 2023):

- 1) **Adaptation:** The goal of this technique is to ensure that the source meaning is accurately transferred to the target language. The cultural element of the source language is replaced in the target language to make it more familiar or specific to the target language.
- 2) **Amplification:** By paraphrasing, this technique is used to introduce details in the target language. The amplification method produces a more detailed target language.
- 3) **Borrowing:** Because there is no equivalence in target language culture, this translation technique keeps the source language word in the target language.
- 4) **Calque:** A literal translation of a foreign word or phrase. It could be either lexical or structural.
- 5) **Compensation:** It is to introduce an source language element of information or stylistic effect in a different location in the target language because it cannot be reflected in the same location as in the source language.
- 6) **Description:** This technique is used to replace a source language term or expression with a target language description.

- 7) Discursive Creation: This technique is used to create temporary equivalence outside of the translation context.
- 8) Established Equivalent: It is the use of a recognized term or expression in use as equivalence in the target language.
- 9) Generalization: The use of more general or neutral terms. The source and target languages do not have the same meaning. In the target language, the translator must translate the source language words into a general phrase.
- 10) Linguistic Amplification: Refers to the addition of linguistic elements to the target language. This is frequently used in simultaneous interpreting and dubbing.
- 11) Linguistic Compression: This technique is used to synthesize linguistic elements in the target language. This is frequently used to summarize the meaning of the source language in order to improve the effectiveness of the translation.
- 12) Literal Translation: This is the literal translation of a word or expression. This translation technique involves directly translating source language into target language and slightly adjusting the target language.
- 13) Modulation: This is a translation technique that alters the source language text's point of view, focus, or cognitive category. This technique can be implemented both lexically and structurally.
- 14) Particularization: In this term, is used in a more specific or concrete way. The generalization technique is the opposite of this technique

- 15) Reduction: This technique compresses the translation results by suppressing text information from the source language into the target language.
- 16) Linguistic and Paralinguistic Substitution: This technique replaces linguistic features with paralinguistic components (intonation, tone, or gesture).
- 17) Transposition: This Translation technique involves changing the target language grammatical categories and parts of speech.
- 18) Variation: In this technique, linguistic and paralinguistic elements and aspects are changed. Textual tone, style, social dialect, and geographical dialect are all investigated as aspects of linguistic variation.

e. Kinds of Translation

There are two different kinds of languages involved in translation. The language that is going to be chosen as the first language is known as the source language (SL), and the second language that is about to be translated as a product is known as the target language (TL). The translation of subtitles for movies can differ from the translation of the written text. Researcher Racoma (2015) states that translating for film/movie is difficult to work. A translator is actually interpreting a message, figuring out what it means in one language, and then translating it into another language (Michael, 2017).

C. Conceptual Framework

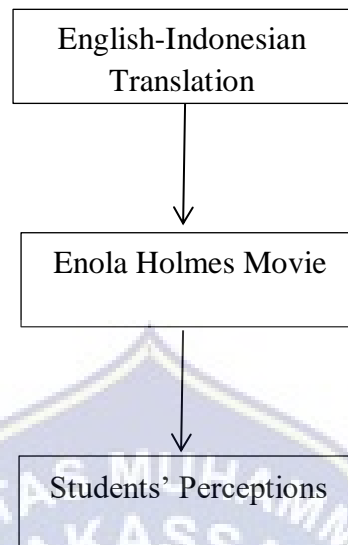


Figure 2.1 Conceptual Framework

The conceptual framework above shows the research process from start to finish in obtaining the collected data. Starting with determining the number of classes available in the English language education department at the University of Muhammadiyah Makassar. The researcher confirmed that the class consisted of English students who were currently in their six semester. In more detail, students have to take part in English-Indonesian translation learning, and then show the movie Enola Holmes for translation learning, by showing subtitled in English. Furthermore, the researcher wants to know students' perceptions of learning English-Indonesian translation by using English-subtitled movies. Then the researcher used a semi structure interview technique to select students who are willing to participate to become the research sample.

CHAPTER III

RESEARCH METHODELOGY

A. Research Design

Research design is one of the important things in research. The method used by the researcher was qualitative descriptive because this research states students' perception of English movie in learning English-Indonesian translation.

B. Research Subjects

The sample for this research took 6 sixth semester students in class B for the 2020 academic year majoring in English Education at the Muhammadiyah University of Makassar. The reason the researchers used to take 6 students as samples was because in this research the researchers made preliminary observations where the researcher only took sixth-semester students who often/liked to watch English movies and there 6 students who were interested.

C. Research Instrument

The research instrument used in this study is interviews prepared by the researchers themselves. This interview aims to obtain data about students' perceptions of English movie in learning English-Indonesian translation.

1. Interview

Interviews are most likely the most common method of participant's experiences. Researchers can learn more about a topic by asking a series of questions, or they can delve deeper into responses or findings. However, before collecting data, the researcher must plan and decide on the interview format (Doody O, 2013)

D. Procedure of Data Collection

First, the researcher made initial observations by entering a class of sixth-semester students majoring in English education, after which the researcher asked the question, is there anyone in this class who often watches English movie? Meanwhile, there were 6 students who raised their hands and agreed to be interviewed.

Second, researchers contact students who have agreed to be interviewed. Thne the researcher started the interview session directly where the researcher wanted them to watch the movie the researcher chose, that is Enola Holmes movie, after that the researcher asked 4 questions to students who had watched the Enola Holmes movie, and the questions were developed according to the interview situation. To help researchers remember the interview session, the researcher recorded the interview session to make it easier to analyze the data properly.

E. Data Analysis

According to Huberman (2014) interactive processes were used to analyze qualitative data, and these processes proceeded until the data was saturated. These tasks are included in this type of data analysis: data

reduction, data display and conclusions drawing/verification in qualitative research, information is gathered by observation, in-depth interviews, documentation, or a triangulation of the three methods. The researcher began by conducting a general examination of the social setting or object under study, recording everything that was observed and heard.

1. Data Reduction

The amount of information gathered from the field necessitates careful and thorough documentation. The amount of complex and difficult data will increase as the researcher spends more time in the field since it is imperative to decrease the data right away. Making categorizations, focusing on the most crucial information, summarizing the essential points, picking the most important information, and searching for themes and patterns are all examples of data reduction.

First step, the researcher will begin by answering the questions from the recorded interviews and then analyze the data from the interviews. In order to decide whether the data is actually necessary, the researcher will choose the data from the interview findings. The particular information will be recorded in writing.

2. Data Display

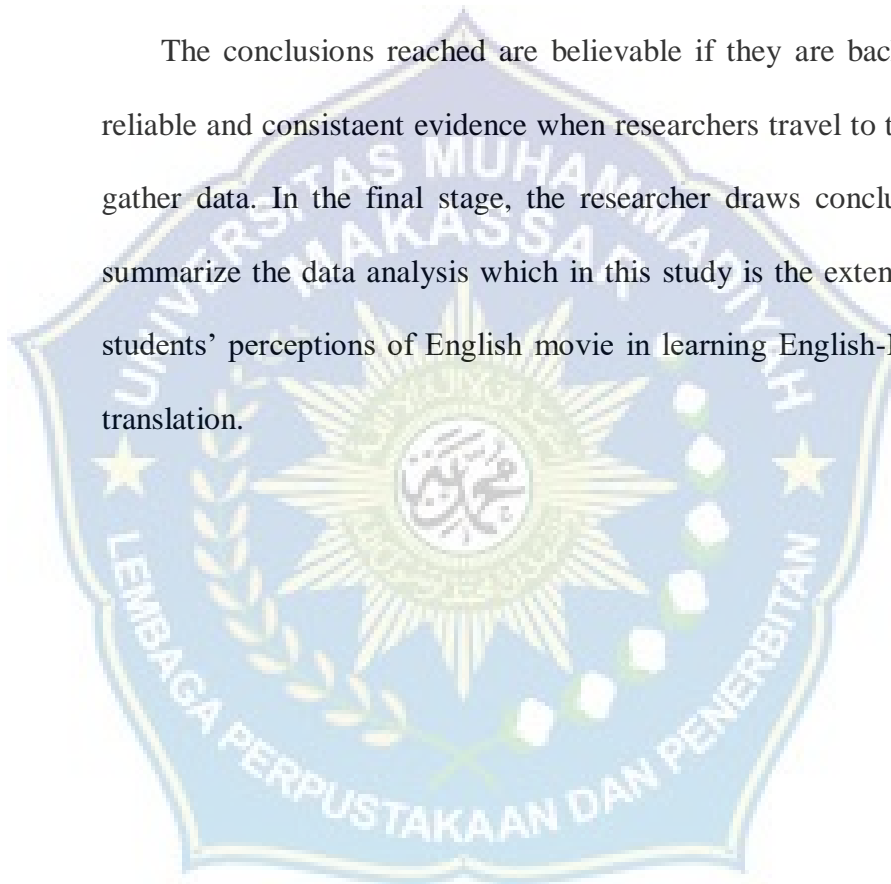
The display of this data in qualitative descriptive research can take the shape of tables, graphs, the chart, pictograms, and other visual aids. The data is organized and grouped into a pattern of relationships through the display of the data, making it simpler to grasp. Brief summaries, charts, correlations between categories, flowcharts, and other similar

representations of data can be used to present information in this qualitative descriptive research.

After that, the researcher shorts the data and gives a quick description of the results of the data in an overview. The researcher will then categorize the data in detail by writing the outcomes.

3. Conclusion Drawing or Verivication

The conclusions reached are believable if they are backed up by reliable and consistaent evidence when researchers travel to the field to gather data. In the final stage, the researcher draws conclusions and summarize the data analysis which in this study is the extent to which students' perceptions of English movie in learning English-Indonesian translation.





CHAPTER IV

FINDINGS AND DISCUSSION

This study reveals the results of data from interviews with sixth-semester students in the Department of English Education, Department of English Education. The data from the interviews were grouped and arranged in a structured manner. As explained in the previous chapter, the data used is qualitative descriptive to present the truth obtained. Researchers conducted semi-structured interviews about the theme. This interview focuses on the researcher's problem statement: What are the students' perceptions of the English movie Enola Holmes in Learning English-Indonesian Translation for the six-semester students at the University of Muhammadiyah Makassar.

A. Findings

This finding was based on interviews conducted with students the six semester of the English Department at University of Muhammadiyah Makassar who had studied the English-Indonesian translation course and participated in my research by answering some of the questions that researcher asked and watched movie Enola Holmes. Descriptive qualitative is used to explain students' answers when the data is processed.

1. How do you think after watching Enola Holmes movie, whose quality and character can be a good translator?

A movie is a type of multimedia, as it is both a visual and aural medium. In general, readers see it with their eyes, but read it with their minds. They only receive messages via a visual channel. The movies audience watches what the characters do and hears what they say; messages reach the audience via visual. Obviously, the allure of the dubbed movie lies in the harmonious cooperation of visual, which necessitates that the target language cope with the original images in the movie as naturally as possible.

As for some of the perceptions of sixth-semester students in English education about whose character can be a good translator in the movie Enola Holmes, where the movie uses a British accent, some students choose one of the characters where they can still understand how to speak and easy listening.

Student 1:

The character of Enola, because what I heard earlier, the pronunciation and British accent are still understandable/clear, the point is clear pronunciation and vocabulary.

From the statement above the researcher can conclude that student 1 chooses the main character in a film called Enola Holmes, according to him, the British accent that Enola uses can still be understood and uses words that he still understands and has a clear pronunciation.

Student 2:

The main character, Enola Holmes, I think, because the pronunciation is easy to understand and they use a lot of basic words

From the statement above the researcher can conclude that student 2 has almost the same argument as student 1, where he chose the main character to be a good translator according to him because his way of speaking is easy to understand without subtitles and uses basic vocabulary.

Student 3:

When it comes to Enola Holmes, he is also a British person, so there are moments when Enola feels more British than his first brother, Mycroft Holmes, who has a firm's demeanor so it's a bit difficult to understand, but Enola Holmes still sounds good and there are some words that you can still understand.

From the statement above the researcher can conclude that student 3 chose Enola's character to be a good translator compared to her first brother, Mycroft Holmes, who has a firm voice and a British accent that is difficult to understand, but different from Enola, who has a good demeanor so it's easy and good to understand even though he's wearing a British accent which there are still some words that can still be understood.

Student 4:

The first one is the accent who uses a British accent, namely the Enola character, and their mother Enola uses a British accent but the translator can still understand it. Usually other British people are hard to understand like the singer Adele.

From the statement above the researcher can conclude that student 4 chose two characters in the film to be made good translators, namely Enola and who played the role of Enola's mother named Eudoria Holmes where

the English accent they said could still be interpreted, as for other characters students compared to other British people which is a singer named Adele who wears a British accent that is difficult to understand.

Student 5:

In my opinion, the main character is Enola Holmes, because the character is good and independent, the British accent is also good to hear, so it can still be understood compared to other British accents, which is still difficult for me to understand what he is saying.

From the statement above the researcher can conclude that student 5 chooses Enola's character to be a good translator with her independent and good demeanor, she uses a British accent that she can still understand

Student 6:

Why did I choose Enola, because, after I watched the movie, I heard how to speak from a British accent and the pronoun was easy to understand, the words he said and how he said the word, so I personally think Enola is how he pronounces it sounds easy to understand.

From the statement above, the researcher can conclude that Student 6 chose the character Enola, after watching the film, she heard that the film uses a British accent, but the character Enola who uses it sounds still understandable because it is easy to understand how she speaks and puts out a word that is easy to pronounce he understood

2. How do you think after watching the Enola Holmes movie, what should be the main goal of translation in learning English-Indonesian translation?

The goal of translation is to convey ideas or claims in the target language as precisely as possible. To achieve the goal of translation, the words used must be consistent with the target language context in which the source language is typically translated. Translation is recognized as the most important skill because it improves communication. Translation requires interaction and cooperation between people, making it a very useful tool in foreign language teaching.

Student 1:

The goal is, first goal is to be able to understand what speakers in a foreign language say after that we can interpret what they say, and whether grammar is valid or there are still errors, so there are two points in my opinion, the first understands, and the second is a grammatical error.

From the statement above the researcher can conclude that the purpose of student 1, to learn English-Indonesian translation is to understand a word and be able to interpret it, which has two main points for learning English-Indonesian translation, that is understanding words so that the speaker can understand them, and second is whether the grammar is valid or there are still errors.

Student 2:

If the main goal maybe for those who like, translation skills like interpreters too, or he is interested in the skills section of translation. But the main reason I learned it was to improve my translation skills from the source language to the target language.

Based on the statement above the researcher can conclude that student 2 have main goals in learning to improve translation skills from source language to the target language.

Student 3:

More on how to understand so that what is communicated can be better understood so that what is conveyed can also be conveyed. There are places in English-Indonesia where we interpret words differently from native speakers. Because their native speakers have more vocabulary or slang, it is better to ask for some words directly from a native speaker than an English translator.

Based on the statement above the researcher can conclude that student 3 explained the main goal in learning English-Indonesian translation, how can we understand the way we understand the speaker (translator), and as for the argument he conveyed where several places in English to Indonesian can be interpreted words differently from native speakers because native speakers (translators) have a lot of vocabulary/slang which may not be in the context of learning/grammar so according to him it is better to ask the native speaker directly rather than the translator

Student 4:

The first is so that you can translate English into Indonesian, the second is actually the most important, that is to make the reader or listener understands what the other speaker is talking about.

Based on the statement above the researcher can conclude that student 4, said that the main goal in learning English-Indonesian translation is to be able to translate the source language into the target language and make him able to understand what is being said (translator/native speaker)

Student 5:

Maybe the main goal is to be able to understand the language being translated (translated into a foreign language), be able to watch movies without subtitles, and be able to communicate with foreigners, God willing, I want to go abroad.

Based on the statement above the researcher can conclude that Student 5, the main goal is to be able to understand what the translator is saying and when watching movies you cannot use subtitles.

Student 6:

To understand how to translate the source language (English) into the target language (Indonesian) correctly

Based on the statement above, the researcher can conclude that Student 6 gives a direct argument to the point, that is, the main goal in studying English-Indonesian translation is to be able to translate the target language (English) into the target language (Indonesian) properly without any word mistakes.

3. How do the Students in the English Department Prefer English Movie with Subtitles or Without Subtitles?

Some students still use subtitles in understanding a word in movies, especially movies in a foreign language (English), subtitles can be of benefit to those who have difficulty listening because text helps students monitor speech. As for the choice of students majoring in English education in the sixth semester, when they watched the Enola Holmes movie, they agreed to use subtitles while watching a movie.

Student 1:

With subtitle, because this movie uses a British accent, I personally don't study the accent, so I need subtitles, the characters in Enola Holmes use vocabulary that I don't know in their British accent, so I need subtitles to understand what they're saying, for example, he utters words like this oh means this, so maybe it's different if you use an American accent, so you need subtitles.

With the statement above, the researcher can conclude that student 1 prefers to use subtitles when he watches the Enola Holmes film because the film uses a British accent which he has not previously learned so it is quite difficult for him to understand the plot of the film when he watches without subtitles.

Student 2:

I prefer to use subtitles to justify, for example, if my own understanding without using subtitles is different from the intent of the storyline in the movie and I can also learn vocabulary.

From the statement above the researcher can conclude that student 2, chooses to use subtitles when watching to confirm what he understands in the film, and he can also learn new vocabulary in the film he has watched

Student 3:

I prefer subtitles too because to make sure, I mean, we also often listening, so yes, usually there are some words whose pronunciation is not clear, so we can also see in the subtitles.

From the statement above the researcher can conclude that Student 3 prefers to use subtitles because if he doesn't use subtitles he is worried that he has his own argument that makes the storyline wrong but the use of subtitles in the film really helps to understand the contents of the film and students can also study and improve vocabulary

Student 4:

It helps because the film doesn't have subtitles, it will actually make us confused about what is being advertised because usually there is one word or several words spoken by the character in the film, for example, he says this but we catch him, so later there will be a misunderstanding of the language.

From the statement above the researcher can conclude that student 4 it helps him to know the plot of the film, he still has difficulties and is confused if he doesn't use subtitles when watching a film, if there are no subtitles in the film it worries him there is a misunderstanding of his own words.

Student 5:

If I prefer to use subtitles, because now my listening is still not good, there are still some words that are still not clear if you just listen without subtitles.

From the statement above the researcher can conclude that student 5 prefers to use subtitles when watching because he still lacks in listening and when watching what is usually still not clearly heard how to pronounce it which will make it difficult for him to understand the contents of the film if he does not use subtitles.

Student 6:

Yes, so that watching movies can simultaneously learn listening and speaking.

From the statement above the researcher can conclude that student 6 agrees to use subtitles when watching movies which allow him to learn listening where we can listen carefully to the pronunciation of the characters in the film and help improve speaking skills.

4. How do you think the use of English subtitled helpful or not helpful to understand the contents of the movie related to the English-Indonesian Translation?

By watching English movies with subtitles, students can hone their listening skills by watching English movies with English subtitles. Various English vocabularies can be heard with British or American accents. The various expressions conveyed by the actors and actresses in the movie will be used as teaching tools for students. Students can improve their vocabulary by imitating utterances in English-language movies.

Student 1

In my opinion, the use of English subtitled is not helpful because the film uses a british accent and i find it difficult to understand every vocabulary in the film. So it would be better if you use Indonesian subtitles to be able to understand better in learning English-Indonmesian translation.

From the statement above the researcher can conclude that student 1, watching movies with English subtitles is less profitable for him in watching the film because the film uses a British accent which he cannot master.

Student 2

Oh yes, it helps, because actually, I'm still weak in learning listening so the subtitles in the movie are very helpful for me, I can tell by hearing what the characters in the movie are having dialogues because there are subtitles.

From the statement above the researcher can conclude that student 2 is greatly helped by having English subtitles in the movie because it can

help him to improve listening by seeing the subtitles and listening to the characters in the movies dialogue.

Student 3

It helped me a lot to make sure the grammar, pronunciation, implementation, intonation, and way of pronunciation is more precise, so I think it has subtitles to make sure what we hear.

From the statement above the researcher can conclude that student 3 is greatly helped by having subtitles for the movie because it ensures good grammar, according to him subtitles in the movie ensure what he hears in the movie while studying intonation and pronunciation properly.

Student 4

This helps because there are no subtitles in the movies, it will actually make us confused about what is being said because usually one word or a few words are said by the character in the movie, for example, he says this but we interpret it differently, which creates misunderstandings of language.

From the statement above the researcher can conclude that student 4 is helped by having subtitles in the movie because they help understand the content in the movie and reduce misunderstandings of words/language in the movie.

Student 5

It helps, like I said, if there are no subtitles it's hard for me catch what the characters in the movie are talking about, if anything, you can read it and ooh apparently that's what they're saying in the movie.

From the statement above the researcher can conclude that student 4 is greatly helped by having subtitles on the film because it captures the storyline in the movie.

Student 6

Yes, very helpful, because of the use subtitles I can understand the contents of the movie.

From the statement above the researcher can conclude that student 6 is quiet helped by having subtitles in the movie because it can help him understand clearly the plot in the movie.

5. How do you think the use of English subtitled helpful or not helpful to understand the contents of the movie related to the English-Indonesian Translation?

Movies entertain students, make learning enjoyable, and allow viewers to gain real-world experience. There are numerous advantages to using English language movies in a foreign language English. Movies can pique students' interest in learning English because it is a novel and enjoyable experience for them.

Student 1:

I like watching movies because there's a lot of vocabulary that can be learned, then I can learn other English accents, and you can also structure language by learning new grammar, and tenses, that's all.

From the statement above the researcher can conclude that student 1 prefers watching movies as a teaching material to improve vocabulary and

pronunciation, as well as to recognize and learn new grammar which can improve, and tenses which can improve translation skills.

Student 2:

Easier because the theory is too monotonous, when using movie, there are visuals and audio, we can learn more about pictures if we read, especially if you read a lot, which makes you sleepy and bored Movies have visuals, especially if there is audio, the back sound feels more like the situation at that time.

From the statement above the researcher can conclude, where students 2 use English movies as teaching material it is easier because if he only reads theory where without a visual and sound system that makes the atmosphere/situation in the movie feel real which helps according to him it is too monotonous, especially if he reads too much which can make him bored and sleepy.

Student 3:

Because personally, I prefer watching movies to improve my English skills and besides watching I also listen to songs that I like to find the meaning so I can understand the meaning conveyed by the song, as well as movies.

From the statement above the researcher can conclude that students 3 besides watching movies also likes listening to music to find meaning by through song lyrics so he can understand the meaning of the song, likewise by watching movies he sometimes translates words to understand the meaning of these words through subtitles.

Student 4:

By watching English movies and using subtitles I can learn at the same time easily. So what learning method did I apply when watching the movie., I listened carefully to the conversations in the movie Enola Holmes, and I noticed the subtitles were like oh this is how it's pronounced.

From the statement above the researcher can conclude that student 4 uses English movies Enola Holmes pays more attention to the subtitles and learns where there are words he doesn't know the pronunciation of, so when watching movies he learns more about vocabulary and how to pronounced it.

Extract 6:

I don't think so much, because if for example we watch English movies, I personally am not more into translating, but understands more, for example there are several sentences that are translated and the subtitles I conclude more, not translating one by one, so I don't think so much. If for example in improving my English-Indonesian translation, it's like maybe I'm more asked to translate sentences one by one like normal college assignments.

From the statement above the researcher can conclude that student 6, in their studies they don't really use movies in learning English-Indonesian translation, and when they watch it they only want to understand sentences through subtitles that they want to conclude and not to translate one by one. And to improve his English-Indonesian translation skills, he is more inclined to translate one word at a time like normal coursework.

B. Discussion

After briefly describing the data, the researcher must analyze and explain it in order to answer the research question. The explanation is provided below.

- 1. The Students' perceptions of the English Movie Enola Holmes in Learning English Indonesian Translation for the Six-Semester Students at the University of Muhammadiyah Makassar.**

Based on the findings above, the data obtained from the interviews found that there were 6 English lessons that sixth-semester students majoring in English education could acquire after watching English films. The data shows the learning that can be obtained by sixth-semester English education students such as; increased vocabulary, how to pronounce, improve listening skill, translation skills and motivated students.

a. How to Pronounce

Based on the interview results, there were 3 sixth-semester students majoring in English who said that they could learn how to pronounce the characters in the Enola Holmes film or those they had watched before. This is supported by research findings from Handayani (2017), which stated that it is recommended for students who want to improve their English pronunciation skills by watching movies based on the researcher's experience learning English pronunciation. The movie can be used for educational puposes in addition to entertaining viewers. In fact, the movie is a good way to learn a foreign language more effectively and quickly. Because students will learn unconsciously while watching movies. Students could also learn vocabulary and other English-related topics.

b. Increased Vocabulary

Based on the interview results, there were 2 sixth-semester students majoring in English who said that they could learn a lot

of vocabulary from the film *Enola Holmes* or something they had watched before. This is supported by researcher findings from Ashcroft (2018) which stated that, although the study focused on productive recall of vocabulary knowledge, one of the later stages in the acquisition process, the gains observed indicate that vocabulary knowledge had been pushed along the acquisition continuum, and this process was attributable to the experimental treatment (watching the movie). Despite the fact that the measures of incidental vocabulary gains used in this study were blunt, the findings still suggest that movie watching can lead to some incidental vocabulary gains. Given the need for learners to find ways to improve incidental vocabulary learning, as well as the widespread availability and popularity of movies, the findings of this study are particularly relevant and encouraging, indicating the potential of movies as a means of vocabulary learning.

c. Improve Listening Skills

Based on the results of the interviews, there were 3 semester 6 students majoring in English who said they could improve their listening by watching *Enola Holmes*. Some of the students I interviewed were quite challenged in the listening section when watching the *Enola Holmes* film because this film uses a

British accent. where they previously did not study accents too much, this is supported by other researchers from Hermansyah (2020) stated, in the age of modern technology, employing movies to effectively carry sophisticated language away from the traditional classroom standard has proven to be a great tool as it helps learners hear the language in a more natural situation. Because English films depict extremely competent Native Americans conversing in English, they may be good actual developmental evaluations for listening skills. It gives learners easier access to information when listening.

d. Translation Skill

Based on the interview results, there were 2 semesters 6 students majoring in English who stated that they could improve their translation skills by watching English movies. According to him, it is easy for them to watch movies with subtitles so they can translate words they did not know before, and interpret a meaning in the movie. The argument is supported by researchers from Michael (2017), subtitle translation for movies can be different from written text translation. Researchers state that translating for films/movies is difficult, a translator is actually interpreting a message, figuring out what means in one language, and then translating it into another language.

e. Movies Provide Students with a Visual Context that Keeps Students Motivated in Learning English-Indonesian Translation.

Based on the interview results, there was 1 sixth-semester student majoring in English who said that he was more motivated when he used movies in learning English, he also liked the Enola Holmes movie which had good visual and provided an atmosphere in the Victorian era that spoiled the eyes, he was more motivated to learn in the pictures presented in the movie rather than in the form of theory/writing which makes student feel bored and too monotonous. This supported by other researchers from Khan (2015) feels that movies “visuality” can aid language learners in understanding a perfect visual environment, making it a useful language teaching tool. Additionally, he makes the case that movies provide a number of tools and resources for teaching the target language, assisting students in developing their speaking and listening abilities.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The researcher also draws the following conclusions based on the data analysis and discussion described in the previous chapter:

Sixth semester English education students in learning English-Indonesian translation by expressing some of their perceptions after watching the Enola Holmes movie in learning English-Indonesian translation such as how to pronunciation, knowing British accents, improving listening skills, increasing vocabulary, translation skills and motivating students to use English movies in learning where we have visuals/pictures for, the majority of students like learning by watching movies because it helps them remember of the pictures they see and which according to the students who are the research subjects say if they only read with only the writing/theory boring and too monotonous, it's different if there are pictures/visuals that help remember, and help improve/find new vocabulary with subtitles in the film and help improve how to mention which characters in the film help and backsound which helps improve listening.

B. Suggestion

Based on the above conclusion, the researcher makes the following suggestions to consider:

1. Teachers

This study finding expected to provide teachers within formation about students' perceptions of the English movies in English-Indonesian translation learning.

2. Students

This research is expected to motivate students to learn English by using English movies as media in English classes, particularly in Indonesian translation learning. As an outcome, students can gain more knowledge of the use of movie as a medium-rare. And, for students who have negative perceptions, it is hoped that this research will provide further research and encourage teachers to be cautious when using media and to seek out more appropriate and interesting media for the teaching and learning process.

3. Researcher

The findings of this research are expected to offer information and knowledge about students' perceptions of the English movies in English-Indonesian translation learning to future researchers, as well as to conduct additional research with different psychological backgrounds in the future.

BIBLIOGRAPHY

- Alfiani, Y. (2020) *Student' Perception on the Use of Movie as Learning Media at Junior High School*.
- Andini, D. W. and Amilia, I. K. (2022) 'An Analysis of Swearing Word Types and Translation Techniques in Shaft Movie', 03(01), pp. 40–54.
- Andriani, W. and Angelina, P. (2020) 'English Language Education Students ' Perception of the Use of English Subtitled Movies', 6(2), pp. 48–58.
- Anggraeni, P., Mujiyanto, J., & Sofwan, A. (2019) 'Journal of English Language Teaching THE Implementation of Transposition Translation Procedures in English-Indonesian Translation of Epic Movie Subtitle', 6(1), pp. 1–7.
- Apriani, S. T. and Sari, D. P. (2020) 'Improving English University Students ' Speaking Skill Through Effortless English Movie Technique', 9(2), pp. 43–47.
- Angelina, W. A. (2020). English Language Education Students' Perception of the Use of English Subtitled Movies. *Indonesian Journal of English Language Studies (IJELS)*, 6.
- Alan F. Smeaton, B. L. (2006). Automatically Selecting Shots for Action Movie Trailers. *Centre for Digital Video Processing*.
- Amy Mayadah Hasyim, J. S. (2021). CHARACTER DEVELOPMENT FOUND IN BEFORE I FALL MOVIE AND ITS FEASIBILITY AS SOURCE TO TEACHING DRAMA. *English Teaching, Literature and Linguistics (Eternal)*, Vol 1 No 1, 98.
- Ashcroft a, J. G. (2018). Incidental Vocabulary Learning Through Watching Movies. *Australian Journal of Applied Linguistics*, 135-147
- Barsam, R. &. (2016). Looking at Movies: An Introduction to Film. *W.W.Norton & Co*.
- Dagiliené, I. (2012) 'Translation as a Learning Method in English Language Teaching', (21), pp. 124–129.
- Doody O, N. M. (2013). *Preparing and conducting interviews to collect data*

- Danbaba, M. (2017). QUALITIES OF A GOOD TRANSLATION. *The Congress of the Nigerian Institute of Translators and Interpreters (NITI)*, 1-11.
- Fitria, T. N. (2020) 'Journal of Literature , Linguistics and Translation Procedure of English to Indonesian Subtitle " English Vinglish " Movie', 9(1), pp. 40–48.
- Fotovatnia, A. (2010) 'The Effect of Individual Differences on Learners' Translation Belief in EFL Learning', 3(4), pp. 228–236.
- Fagerholm, C. (2009). The use of colour in movie poster design: An analysis of four genres. *Metropolia*, 2-56.
- Goctu, R. (2017) 'Using Movies in Efl Classrooms', 9598(August), pp. 121–124.
- Green, E. J. (2019) 'On the Perception of Structure', *Wiley Online Library*, (1973), pp. 1–42.
- Hakiki, A. (2021) *An Analysis of Students' Idiom Translation Equivalence from English into Indonesian*.
- Huberman, M. B. (1984). Drawing Valid Meaning from Qualitative Data:Toward a Shared Craft. *Educational Researcher*, 20-30.
- Handayani, D. I. (2017). TEACHING ENGLISH PRONUNCIATION USING FILM. *Journal of English and Education*, 194-201.
- Hermansyah, S. (2020). Exploring the Impact of English Movies to Improve the Students' Listening Comprehension. *MASPUL JOURNAL OF ENGLISH STUDIES*, 32-36 .
- Ihsan, E. M. (2017) *Persepsi Tentang Perkuliahan Keislaman Dalam Program (AIK) III Studi Pada Mahasiswa Non Muslim Universitas Muhammadiyah Malang)*.
- Ismaili, M. (2013) 'The Effectiveness of Using Movies in the EFL Classroom – A Study Conducted at South East European University', 2(4), pp. 121–132. doi: 10.5901/ajis.2012.v2n4p121.
- Jeong A. WI, S. J. (2020). Poster-Based Multiple Movie Genre Classification Using Inter-Channel Features. *IEEE Access*, 8, 66615-66624.
- Khan, M. A. (2015). Using Films in the ESL Classroom to Improve Communication Skills of Non-Native Learners. *ELT Voices- International Journal for Teachers of English*, 46-52.

- Lia Ernawati, E. I. (2022). THE IMPACT OF FINTECH ON FINANCIAL LITERACY AND INCLUSION AT CILACAP'S PHARMACY WITH THE MILES AND HUBERMAN MODEL. *Jurnal Ekonomi*, 1335-1340.
- Md. Mizanur Rahman, a. M. (2022). Sampling Techniques (Probability) For Quantitative Social Science Researchers; A Conceptual Guidilines With Examples. *Seeu Review*, 17(1), 42-51.
- Mardianti, C. R. (2018) *Students ' Perception of Using Animation Video in Teaching Listening of Narrative Text*.
- Molina, L. and Albir, A. H. (2002) 'Translation Techniques Revisited : A Dynamic and Functionalist Translation Techniques Revisited: A Dynamic and Functionalist Approach lucía molina and amparo hurtado albir'.
- M Saufi Rahman, I. (2023). THE CORRELATON BETWEEN STUDENTS' LEARNING MOTIVATION AND VOCABULARY MASTERY ON THEIR TRANSLATION ABILITY. *ejournal.stitibnurusyd-tgt.ac.id*, 40-52.
- Murodova Nazira Ilhomovna, M. M. (2023). Detective Genre and its Specific Features. *EURASIAN JOURNAL OF ACADEMIC RESEARCH*, 3(1), 85.
- Nugraha, A. (2017) 'English – Indonesian Translation Methods in the Short Story "A Blunder" by Anton Chekhov', 3(January), pp. 79–86.
- Nurahman, F. (2022) 'Idiomatic Translation in the Subtitle of Spider-Man No Way Home Movie', pp. 1–7.
- Nur Lindawati1, B. J. (2022). Students' Perception on the Use of WhatsApp in Learning EFL during Covid 19 at Remote Area. *Journal of Excellence in English Language Education*, Volume 1 No. 4 , 391-404.
- Nursafitri, P. (2021). EFL Students' Perceptions of Online Learning in Speaking Course During the Covid 19 Pandemic. 11.
- OU Qiong (2017) 'A Brief Introduction to Perception', pp. 18–28. doi: 10.3968/10055.
- Paul Ward, B. U. (2000). Defining "Animation": The Animated Film and the Emergence of the Film Bill. 11.
- Ray, L. M. (2022). Students' Perception On The Use Of English Subtitled Video To Develop Their Listening Comprehension At Senior High School Taruna Pekanbaru.
- Rusni, R. (2018) *Students' Method in Translating English Text into Indonesian Text at English Literature Department (Doctoral dissertation, Universitas*

Islam Negeri Alauddin Makassar).

Sandra, E. and Rahmi, G. (2022) 'Subtitle strategies in a movie entitled encanto', 1(3), pp. 22–27.

Sari, S. N. and Aminatun, D. (2021) 'Students ' Perception on The Use of English Movies to Improve Vocabulary Mastery', 2(1), pp. 16–22.

Suhono, S. *et al.* (2020) 'Clarifying Google Translate Problems Of Indonesia-English Translation Of Abstract Scientific Writing', *In Proceedings of the 2nd Workshop on Multidisciplinary and Applications (WMA) 2018, 24-25 January 2018, Padang, Indonesia.* doi: 10.4108/eai.24-1-2018.2292399.

Thomas, L. (2020). An introduction to simple random sampling. *Retrieved December.*

Wood, J. T. (2015). Interpersonal communication: Everyday encounters. *Cengage Learning*, 432.





APPENDIX I

Answer the questions below according to what you feel and believe.

1. How do you think after watching Enola Holmes movie, whose quality and character can be a good translator?

(Bagaimana menurut Anda setelah menonton film Enola Holmes, kualitas dan karakter siapakah yang bisa menjadi penerjemah yang baik?)

2. How do you think after watching the Enola Holmes movie, what should be the main goal of translation in learning English-Indonesian translation?

(Bagaimana menurut Anda setelah menonton film Enola Holmes, apa yang seharusnya menjadi tujuan utama penerjemahan dalam pembelajaran terjemahan Inggris-Indonesia?)

3. How do the Students in the English Department Prefer English Movie with Subtitles or Without Subtitles?

(Bagaimana Mahasiswa Jurusan Bahasa Inggris Lebih Memilih Film Berbahasa Inggris dengan Subtitle atau Tanpa Subtitle?)

4. How do you think the use of English subtitles is helpful or not helpful to understand the contents of the movie related to the English-Indonesian Translation?

(Menurut Anda bagaimana penggunaan subtitle bahasa Inggris bermanfaat atau tidak membantu memahami isi film terkait Terjemahan Inggris-Indonesia?)

5. Are the students watching the English movie Enola Holmes motivated to learn English-Indonesian translation?

(Apakah siswa yang menonton film berbahasa Inggris Enola Holmes termotivasi untuk mempelajari terjemahan bahasa Inggris-Indonesia?)



APPENDIX II

INTERVIEW TRANSCRIPTION OF STUDENTS

Student 1

R: Assalamualaikum

S: Waalaikummussalam

R: Alright, please introduce yourself

S: Okay, let me introduce myself, my name is Nurul Fadillah and you can call me dila.

R: So, let's start the interview right away the first question, in your opinion, in the movie Enola Holmes, what qualities/characteristics make an ideal translator?

S: How do you mean?

R: I mean, who is one of the characters in the Enola Holmes movie that can be an ideal translator? Whose characters can be or are good enough to be ideal translators?

S: oh, the character of Enola, because what I heard earlier, the pronunciation and British accent are still understandable/clear, the point is clear pronunciation and vocabulary.

R: Alright the second question, how do you think should be the main goal of translation in society?

S: The goal is, mmm the first goal is to be able to understand what speakers in a foreign language say after that we can interpret what they say, and grammar is valid

or there are still errors, so there are two points in my opinion, the first is understanding, and the second is a grammatical error.

R: Do you mean understanding in language or what?

S: Understanding. Meaning yeah, how do we understand them speaking, what did they say? Do we understand or not, I mean that.

R: alright, the next question, do yo prefer English movies with English subtitled or without subtitled? Why?

S: Without. Oh no

R: No?

S: With subtitle

R: Why?

S: Because this movie uses a British accent, I personally don't study the accent, so I need subtitles, the characters in Enola Holmes use vocabulary that I don't know in their British accent, so I need subtitles to understand what they're saying, for example, he utters words like this oh means this, so maybe it's different if you use an American accent, so you need subtitles.

R: mmm okay, the fourth question, Does the use of English subtitled helpful/ not helpful to understand the contents of the movie? Why?

S: Yes, it's very helpful because I'm also still in the process of understanding a lot of vocabulary and pronunciation of these words

R: Alright the last question, does watching the English movie Enola Holmes motivate you in learning English-Indonesian Translation?

S: Watching movies in learning motivates me enough, by helping me understand how to translate words or sentences because my preferred learning methods is watching movies instead

R: Okay, thank you very much for participating in my research

S: You are welcome.



Student 2

R: Assalamualaikum

S: Waalaikummussalam

R: Alright, please introduce yourself

S: My name is Ismul Inayah Syam Class B, eee I'm from bantaeng but now I'm leaving in taeng

R: Alright the first question, in your opinion, in the movie Enola Holmes, what qualities/characteristics make an ideal translator?

S: Oh, the characters in the movie?

R: Yes

S: Oh, the main character, Enola Holmes

R: Why?

S: I think, because the pronunciation is easy to understand and they use a lot of basic words

R: okay the second question, what do you thing should be the main goal of translation in society?

S: If the main goal, yaa maybe for those who like it, translation skills such as interpreting too, or he interested in the translation skills section

R: For its main purpose in learning English-Indonesian Translation?

S: The main reason we study it is to improve our translation skills from the source language to the target language

R: Okay the third question, do you prefer watching english movie with subtitle or without subtitle? Why?

S: For me, it depends on the movie, each movie has its own rate, such as when we can watch the movie, and it appears that Enola Holmes rate begins at 13+ and above, so it's still somewhat understandable without .

R: So do you personally prefer to watch movies with subtitles or not?

S: Oh yeah, I prefer to use subtitles, because to justify, for example, if my own understanding without using subtitles is different from the intent of the storyline in the movie and I can also learn vocabulary.

R: The next question, does the use of English subtitled helpful/ not helpful to understand the contents of the movie? Why?

S: English subtitle?

R: Yes

S: Oh yes, it helps, because what does it explain

because I'm still weak in listening so if the movie has subtitles in any language I will understand.

R: The last question, does watching the English movie Enola Holmes motivate you in learning English-Indonesian translation?

S: Eee I'm quiet motivated, umm, I like watching movies because I can learn a lot of vocabulary, then I can learn other English accents, and also can build language by learning new grammar, tenses, that's it.

R: Okay, thank you very much for participating in my research

S: My pleasure



Student 3

R: Assalamualaikum

S: Waalaikummussalam

R: Alright, please introduce yourself

S: Let me introduce myself my name is Siti Sakinah M S, u can call me ifa, mmm my majoring right now is English education department a six semester

R: First question is, in your opinion, in the movie Enola Holmes, what qualities/characteristics make an ideal translator?

S: When it comes to Enola Holmes, he is also a British person, so there are moments when Enola feels more British than his first brother, Mycroft Holmes, who has a firms demeanor so it's a bit difficult ti understand, but Enola Holmes still sounds good and there are some words that you can still understand.

R: second question, what do you thing should be the main goal of translation in society?

S: In society, it's more about how to understand so that what is communicated can be understood more so that what is conveyed can also be conveyed.

R: If in learning English-Indonesia translation?

S: Oh yeah, there are places in English-Indonesian where we interpret words differently than native speakers. Because their native speakers have more vocabulary or slang, some words are better asked directly to native speakers rather than the English translator.

R: okay third question, do you prefer english movie with english subtitle without english subtitle?

S: I prefer subtitles, too because to make sure, I mean, we also often listening, so yes, usually there are some words whose pronunciation is not clear, so we can also see in the subtitles.

R: alright the fourth question, Does the use of English subtitled helpful/ not helpful to understand the contents of the movie? Why?

S: Eee very helpful because to make sure the grammar, pronunciation, implementation, intonation, how they pronounce it more correctly, so I think having subtitles is just to make sure what we hear.

R: The last question, does watching the English movie Enola Holmes motivate you in learning English-Indonesian translation?

S: I am more motivated in learning when watching movies, in my opinion, it becomes easier because just theory is too monotonous. When using movie, there are visuals and audio. We ca learn more about pictures if we read, especially when I read a lot, which makes me sleepy and bored. Movies have visuals, especially if they have audio. The back sound feels more like the situation at that time.

R: Okay, thank you very much for participating in my research

S: You are welcome

Student 4

R: Assalamualaikum

S: Waalaikummussalam

R: Alright, please introduce yourself

S: my name is Andi Isnaeni you can call me iis I'm from class B in six semester

R: ok so the first question is, in your opinion, in the movie Enola Holmes, what qualities/characteristics make an ideal translator?

S: Eee the first one is of course, the accent that the shop uses, and also, uh wait can you repeat the question?

R: Which character is capable of being the ideal translator in the Enola Holmes movie that you just watched?

S: Oh yeah, the first one is the accent who uses a British accent, namely the Enola character, and their mother Enola uses a British accent but the translator can still understand it. Usually other British people are hard to understand like the singer Adele.

R: second question, what do you think should be the main goal of translation in society?

S: The first is so that you can translate English into Indonesian, the second is actually the most important, that is to make the reader or listener understands what the other speaker is talking about.

R: Alright, the third question do you prefer watching English movie with subtitle or without subtitle? Why?

S: Actually, of course using subtitles and I'm also an Indonesian too, and I'm still a student who still needs subtitles.

R: Still learning vocabulary and how to pronounce it?

S: Yes that's right

R: Next question, does the use of English subtitled helpful/ not helpful to understand the contents of the movie? Why?

S: It helps because the film doesn't have subtitles, it will actually make us confused about what is being talked about because usually there is ee one word or some words spoken by the shop in the film, ee, for example, he said this but we caught it, so later there will be language misunderstandings

R: okay the last question, does watching the English movie Enola Holmes motivate you in learning English-Indonesian translation?

S: I don't think so much, because eee, for example, we watch English movies, personally, I'm not into translating, but more understanding, for example, there are several sentences that are translated in the subtitles, I conclude that I don't translated one by one so, eee watching the movie is not too help me in learning translation in my opinion.

R: If so, in what ways can you further improve your translation skill?

S: If for example to improve my translation skills, it's like maybe I'm more asked to translate sentences one by one like normal collage assignments.

R: Okay, thank you very much for participating in my research

S: My pleasure



Student 5

R: Assalamualaikum

S: Waalaikummussalam

R: Alright, please introduce yourself

S: Okay, let me introduce myself, my name is Nindi Julia Anggraeni, u can call me nindi, I'm from class B and now I'm six semester

R: So the first question, in your opinion, in the movie Enola Holmes, what qualities/characteristics make an ideal translator?

S: Eee in my opinion, the main character is Enola Holmes, because the character is good, and independent, the British accent is also good to hear so it still be understood than British accents, it's easier to understand.

R: Alright, second question, what do you thing should be the main goal of translation in society?

S: The main goal is maybe eee to be able to understand the language that is being translated, then being able to watch movies without subtitles, eee being able to communicate with foreigners.

R: The third question, do you prefer English movie with subtitle or without subtitle?

Why?

S: I prefer to use subtitles, because now my listening is still not good, there are still some words that are still not clear if you just listen without subtitles.

R: Does the use of English subtitled helpful or not helpful to understand the contents of the movie related to the English-Indonesian Translation?

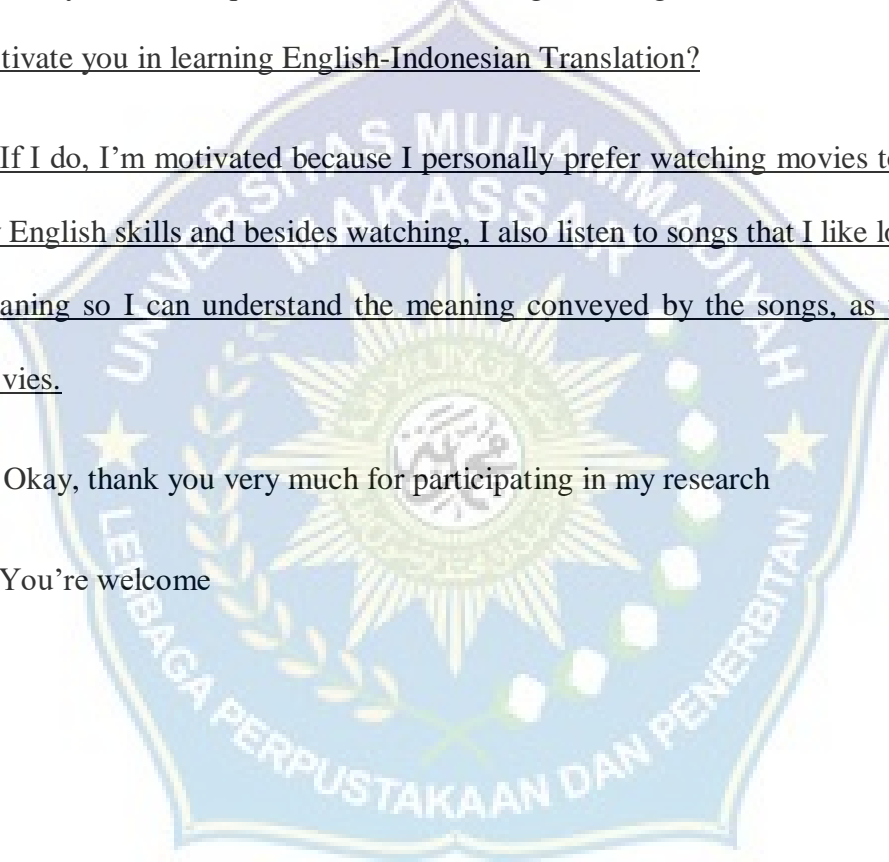
S: It helps, as I said, if there are no subtitles, it's hard for me to catch what the characters in the movie are talking about, if there are, you can read it and ooh it turns out that this is what they convey in the movie

R: Okay, the last question, does watching the English movie Enola Holmes motivate you in learning English-Indonesian Translation?

S: If I do, I'm motivated because I personally prefer watching movies to improve my English skills and besides watching, I also listen to songs that I like looking for meaning so I can understand the meaning conveyed by the songs, as well as in movies.

R: Okay, thank you very much for participating in my research

S: You're welcome



Student 6

R: Assalamualaikum

S: Waalaikumsalam

R: Please introduce yourself

S: Okay, my name is Ibrahim Rahman, Class B and now I'm in six semester Department English Education at University of Muhammadiyah Makassar

R: Okay, the first question, in your opinion, in the movie Enola Holmes, what qualities/characteristics make an ideal translator?

S: Why did I choose Enola, because emm, after I watched the movie, I heard how to speak from a British accent and the pronoun was easy to understand, the words he said and how he said the word, so I personally think Enola is how he pronounces it sounds easy to understand

R: Alright, the second question, what do you think should be the main goal of English-Indonesian translation in society?

S: In order to understand how to properly translate the source language (English) into the target language (Indonesian)

R: Do you prefer English movies with English subtitled or without subtitled? Why?

S: Yes, so that watching movies can simultaneously learn listening and speaking.

R: mmm the third question, does the use of English subtitled helpful/ not helpful to understand the contents of the movie? Why?

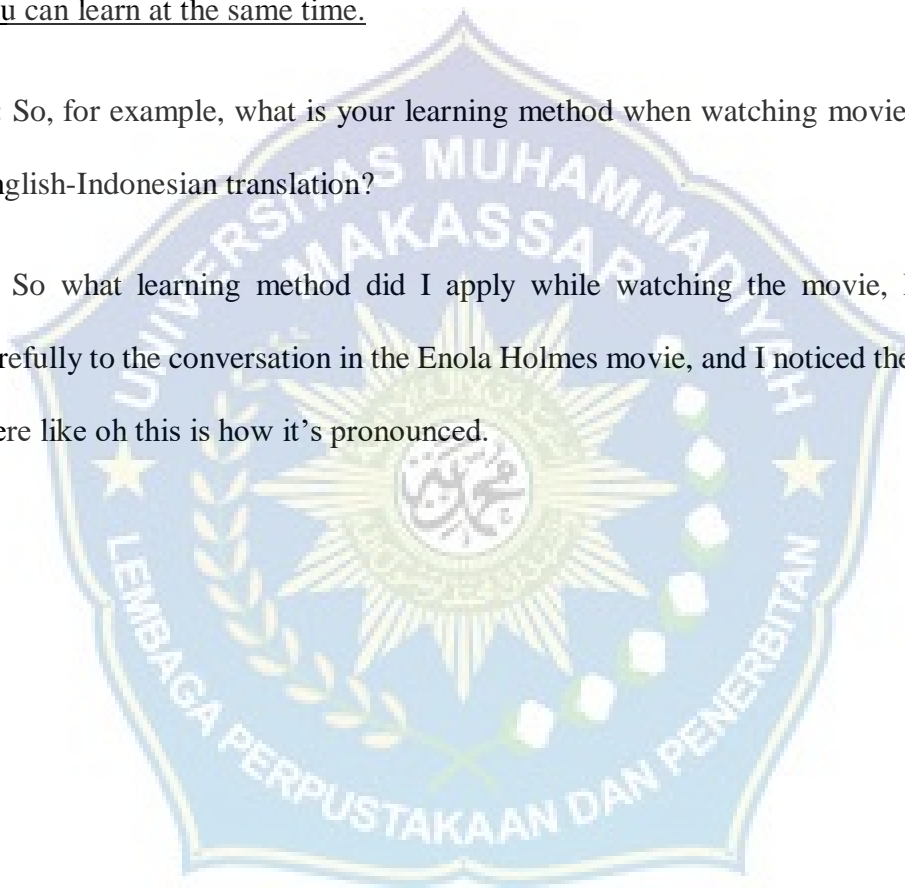
S: Yes, very helpful, because of the use of subtitles I can understand the contents of the movie

R: The last question, does watching the English movie Enola Holmes motivate you in learning English-Indonesian Translation?

S: I'm quiet motivated, because by watching English movies and using subtitles you can learn at the same time.

R: So, for example, what is your learning method when watching movies to learn English-Indonesian translation?

S: So what learning method did I apply while watching the movie, I listened carefully to the conversation in the Enola Holmes movie, and I noticed the subtitles were like oh this is how it's pronounced.





**MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
UPT PERPUSTAKAAN DAN PENERBITAN**

Alamat kantor: Jl. Sultan Alauddin NO.259 Makassar 90221 Tlp.(0411) 866972,881593, Fax.(0411) 865588

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

SURAT KETERANGAN BEBAS PLAGIAT

**UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:**

Nama : Maudy Yunita

NIM : 105351114218

Program Studi : Pendidikan Bahasa Inggris

Dengan nilai:

No	Bab	Nilai	Ambang Batas
1	Bab 1	3 %	10 %
2	Bab 2	17 %	25 %
3	Bab 3	6 %	10 %
4	Bab 4	7 %	10 %
5	Bab 5	3 %	5 %

Dinyatakan telah lulus cek plagiat yang diadakan oleh UPT- Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar Menggunakan Aplikasi Turnitin.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Makassar, 03 Juli 2023

Mengetahui

Kepala UPT Perpustakaan dan Penerbitan,



Nurhidayah Sidiq, M.P.
NPM 904 591

audy Yunita 105351114218 BAB I

ORIGINALITY REPORT

3%	0%	0%	3%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	Submitted to Universitas Muhammadiyah Makassar Student Paper	3%
----------	---	-----------

Exclude quotes Exclude matches
Exclude bibliography



UNIVERSITAS MUHAMMADIYAH
MAKASSAR
LEMBAGA PERPUSTAKAAN DAN PENERBITAN

Maudy Yunita 10551114218 BAB II

ORIGINALITY REPORT

17% SIMILARITY INDEX

10% TURNITIN

12% PUBLICATIONS

7% STUDENT PAPERS

PRIMARY SOURCES

1	repositori.uin-alauddin.ac.id Internet Source	3%
2	ejournal.unsri.ac.id Internet Source	3%
3	jim.teknokrat.ac.id Internet Source	2%
4	journal.unnes.ac.id Internet Source	2%
5	Submitted to Fachhochschule Nordwestschweiz Student Paper	2%
6	www.ejournal.unisi.ac.id Internet Source	2%
7	Submitted to University of Malaya Student Paper	2%

Exclude quotes On

Exclude bibliography On

Exclude matches < 2%

Maudy Yunita 105351114218 BAB III

ORIGINALITY REPORT

6%

SIMILARITY INDEX



4%
INTERNET SOURCES

0%

PUBLICATIONS

2%

STUDENT PAPERS

PRIMARY SOURCES

1

repository.unis.ac.id
Internet Source

4%

2

Submitted to RDI Distance Learning
Student Paper

2%

Exclude quotes

Exclude bibliography

Exclude matches



Maudy Yunita 105351114218 BAB IV

ORIGINALITY REPORT

7% SIMILARITY INDEX

4% PUBLICATIONS

3% STUDENT PAPERS

turnitin

PRIMARY SOURCES

1	files.eric.ed.gov Internet Source	2%
2	Chang, Yan. "A Tentative Analysis of English Film Translation Characteristics and Principles", Theory and Practice in Language Studies, 2012. Publication	1%
3	dspace.bracu.ac.bd Internet Source	1%
4	ejournal.upi.edu Internet Source	1%
5	Submitted to St. Ursula Academy High School Student Paper	1%

Exclude quotes Exclude matches

Exclude bibliography

Maudy Yunita 105351114218 BAB V

ORIGINALITY REPORT

3%

SIMILARITY INDEX



INTERNET SOURCES

3%

PUBLICATIONS

0%

STUDENT PAPERS

PRIMARY SOURCE



1

Riswanto Riswanto. "Cohesion and coherence of EFL students' essay writing", JPGI (Jurnal Penelitian Guru Indonesia), 2021
Publication

3%

Exclude quotes

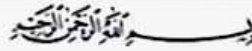
On

Exclude matches

Exclude bibliography

On





Nomor : 10379/FKIP/A.4-II/II/1443/2022
Lampiran : 1 (Satu) Rangkap Proposal
Perihal : Permohonan Kesediaan Membimbing

Kepada Yang Terhormat

1. Dr. Ratu Yulianti Natsir, S.pd., M.pd.

2. Hijrah, S.pd., M.pd.

Di -

Tempat

Assalamu Alaikum Warahmatullahi Wabarakatuh

Sebelumnya kami sampaikan hasil persetujuan Ketua Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada tanggal, 04-07-2022 perihal pembimbingan penyusunan tugas akhir mahasiswa. Berdasarkan hal tersebut di atas, kami mohon kepada Bapak/Ibu Dosen kiranya berkenan memberikan bimbingan penyusunan tugas akhir mahasiswa tersebut di bawah ini :

Nama : Maudy Yunita
Stambuk : 105351114218

Judul Penelitian : AN ANALYSIS OF STUDENTS' PERCEPTION ON ENGLISH TRANSLATION OF MOVIES FOR SECOND YEAR OF THE ENGLISH EDUCATION DEPARTMENT AT UNIVERSITAS MUHAMMADIYAH MAKASSAR

Demikian surat ini disampaikan, atas kesediaan dan kerjasamanya kami ucapkan terima kasih *Jazaakumullahu Khaeran Katsiraan.*

*Wassalamu Alaikum
Warahmatullahi
Wabarakatuh.*

Makassar, 7 Dzul Hijjah 1443 H
06 Juli 2022 M

Dekan



Erwin Akib, M.Pd., Ph.D.
NBM. 860 934



**MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR**

LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT
Jl. Sultan Alauddin No. 259 Telp.0869972 Fax (0411)865588 Makassar 90221 e-mail lp3m@unismuh.ac.id

Nomor : 1417/05/C.4-VIII/V/1444/2023

15 Syawal 1444 H

Lamp : 1 (satu) Rangkap Proposal

05 May 2023 M

Hal : Permohonan Izin Penelitian

Kepada Yth,

Dekan FKIP

Universitas Muhammadiyah Makassar

di -

Makassar

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 13487/FKIP/A.4-II/V/1444/2023 tanggal 5 Mei 2023, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : MAUDY YUNITA

No. Stambuk : 10535 1114218

Fakultas : Fakultas Keguruan dan Ilmu Pendidikan

Jurusan : Pendidikan Bahasa Inggris

Pekerjaan : Mahasiswa

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

**"STUDENTS' PERCEPTION OF THE ENGLISH MOVIE IN ENGLISH - INDONESIA
TRASLATION LEARNING FOR SIX SEMESTER STUDENT AT UNIVERSITY OF
MUHAMMADIYAH MAKASSAR"**

Yang akan dilaksanakan dari tanggal 9 Mei 2023 s/d 9 Juli 2023.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Ketua LP3M,

 Dr. Ir. Abubakar Idhan, MP.
 NBM 101 7716



MAJELIS DIKILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Soekarno, Mandala No. 299, Makassar
Telp : 0411-869837/041213153347
Email : psd@unismuhmakkassar.ac.id
Research Service : research@unismuhmakkassar.ac.id
Website: <http://kjp.unismuhmakkassar.ac.id>

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa
NIM

: Maudy Yunita
: 105351114218

Judul Penelitian

: *Students' Perception of the English Movie in English-Indonesian Translation Learning for Six Semester Student at University of Muhammadiyah Makassar*

Tanggal Ujian Proposal

: 28 Maret 2023

Tempat/Lokasi Penelitian

: Universitas Muhammadiyah Makassar

No	Hari/tanggal	Kegiatan Penelitian	Nama Dosen	Paraf Dosen
1	6 May 2023	Watching English Movie Enola Holmes and Interview	Dr. Ratu Yulianti Natsir, S.Pd., M.Pd.	<i>[Signature]</i>
2	10 May 2023	Watching English Movie Enola Holmes and Interview	Dr. Ratu Yulianti Natsir, S.Pd., M.Pd.	<i>[Signature]</i>
3	12 May 2023	Watching English Movie Enola Holmes and Interview	Dr. Ratu Yulianti Natsir, S.Pd., M.Pd.	<i>[Signature]</i>
4				



MAJELIS DIKTILTRABANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sidiqie, Akademi No. 279, Makassar
Telp. : 0411 509277/0412131531P
Email : pp@umh.ac.id
Research Service
pp@umh.ac.id
Website : <http://umh.ac.id>

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

5			
6			
7			
8			
9			
10			

Makassar, 01 July, 2023

Menggetahui,

Ketua Program Studi Pendidikan Bahasa Inggris,
FKIP Unismuh Makassar

Dr. Umni Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807

Ketua FKIP Unismuh Makassar

Erwin Akh, S.Pd., M.Pd., Ph.D.
NBM. 860 934



Mendelej



MAJELIS DIKELITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Abdul din No. 259 Makassar
Telp : 0811 1782101 (Secretary)
Email : p.mddbg@unismuh.ac.id
Web : bg.fkip.unismuh.ac.id

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

LETTER OF ACCEPTANCE
0784/BG-FKIP/LOA/B/VII/1445/2023

Dear MAUDY YUNITA

It is our pleasure to inform you that, after review your paper:
**STUDENTS' PERCEPTION OF THE ENGLISH MOVIE IN ENGLISH-
INDONESIAN TRANSLATION LEARNING FOR SIX-SEMESTER STUDENT
AT UNIVERSITY OF MUHAMMADIYAH MAKASSAR**

The manuscript ID: 1007

Detail checklist:

Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	√	
the author has submitted the manuscript through the open journal system (OJS)	√	
The manuscript according to the limitations or description of the journal	√	
LoCT has been submitted by the author	√	
The manuscript has followed the existing template	√	
The article processing charge (APC) has been submitted by the author	√	

has been ACCEPTED to publish with Journal of Translation Studies, ISSN (paper) 2988-1692 ISSN (online) 2988-4837. We appreciate your contribution.

We will let you know if you have to make any modification as the reviewer's comments. Once your manuscript is moved to publishing, our production editor will inform you. Please feel free to email us with any questions at jots@bg.unismuhmakassar.ac.id

Makassar, 28 July 2023 M
10 Muharram 1445 H

Head of English Education Department
Faculty of Teacher Training and Education



Dr. Ummi Khaerati Svam, S.Pd., M.Pd.
NBM. 977 807



CURRICULUM VITAE

MAUDY YUNITA is a student of the Department of English Education at Muhammadiyah Makassar University. She was born on June 14, 2001 in Jeneponto. She is the first child from the marriage of Dahlan and Nurmalia. She has one brother and one

sister. In 2006 he started his elementary education at SD Negeri No.63 Allu II and graduated in 2012. Then she continued her junior high school at SMP Negeri 1 Bangkala and graduated in 2015. Then she continued to high school at SMA Negeri 4 Jeneponto and graduated in 2018. After studying in high school, she continued her studies at the Muhammadiyah University of Makassar as a student in the Department of English Language Education, Faculty of Teaching and Education in 2018.

At the end of his studies, he was able to complete his thesis in 2023 with the title **"STUDENTS' PERCEPTION OF THE ENGLISH MOVIE IN ENGLISH-INDONESIAN TRANSLATION LEARNING FOR SIX SEMESTER STUDENTS AT UNIVERSITY OF MUHAMMADIYAH MAKASSAR"**