The Use of Aegisub to Translate English – Indonesian Videos in the Teaching and Learning of Subtitling on the Sixth Semester English Education Department IAIN Surakarta in Academic Year of 2017/2018

A THESIS

Submitted as a Partial Requirements

for the Undergraduate Degree in State Islamic Institute of Surakarta

By:

<u>NENDRILIANA DYAH PUSPITORINI</u>

SRN. 143221207

ENGLISH EDUCATION DEPARTMENT

ISLAMIC EDUCATION AND TEACHER TRAINING FACULTY

THE STATE ISLAMIC INSTITUTE OF SURAKARTA

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ADVISORS SHEET

Subject : Thesis of. Nendriliana Dyah Puspitorini

SRN. 143 22 12 07

To:

The Dean of Islamic Education and

Teacher Training Faculty

IAIN Surakarta

In Surakarta

Assalamu'alaikum Wr.Wb

After reading thoroughly and giving necessary advices, here with, as the advisor, as the advisors, we state the thesis of

Name : Nendriliana Dyah Puspitorini

SRN : 14. 32. 2. 1. 207

Title : The Use of Aegisub to Translate English – Indonesian Videos in The Teaching and Learning of Subtitling on The Sixth Semester English Education Department IAIN Surakarta in Academic Year of 2017/2018.

Has already fulfilled the requirements to be presented before the Board of Examiners (*munaqosyah*) to gain Bachelor Degree in IAIN Surakarta.

Thank you for the Attention.

Wassalamu'alaikun Wr. Wb

Surakarta, Mei 15. 2018

Advisor

SF. Luthfie Arguby Purnomo, S.S., M.Hum

NIP. 19820906 200604 1 006

RATIFICATION

This is certify the Undergraduate thesis entitled "The Use of Aegisub to Translate English – Indonesian Videos in the Teaching and Learning of Subtitling on The Sixth Semester English Education Department IAIN Surakarta in Academic Year of 2017/2018" by Nendriliana Dyah Puspitorini has been approved by Board of Thesis Examiners as the requirement for gaining Undergraduate Degree in English Education.

Chairman : Muntaha, M.Pd (........................)
NIP. 19850221 201503 1 003

Secretary : SF. Luthfie Arguby Purnomo, S.S., M.Hum (........................)
NIP. 19820906 200604 1 006

Main Examiner: Budiasih, S.Pd., M.Hum (........................)
NIP. 19760308 200312 2 003

Surakarta, 23rd Mei 2018

Approved by

Dean of Islamic Education and Teacher Training Faculty

Dr. H. Giyoto, M.Hum

NIP. 19670224 200003 1 001

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DEDICATION

In the name of Allah SWT, the Almighty God,

It is my genuine gratefulness and warmest regard that I dedicate

this work to :

My Beloved Father, Mr Waluyo

My Beloved Mother, Mrs. Sri Ambarini

My Brother, Rohdi Narwalutama

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All of My Lecturers of IAIN Surakarta

All of my Friends in Genius Class 2014

My Almamater, IAIN Surakarta

MOTTO

Allah akan meninggikan orang- orang beriman diantara kamu

dan orang- orang yang diberi ilmu pengetahuan beberapa derajat

(Al. Mujadalah: 20)

Sesungguhnya Allah tidak akan pernah mengubah keadaan

suatu kaum sampai mereka mengubah sendiri keadaan yang ada

pada diri mereka

(QS. Ar-Ra'd:11)

You are not alone. Allah is always with you, to guide

you and love you

God's plan is always more beautiful than our desire

There is a will, There is a way. There is a way, There is a will

(PPL MAN 1 Boyolali 2017, PBI'14)

PRONOUNCEMENT

Name   : Nendriliana Dyah Puspitorini
SRN   : 14.32.2.1.207
Study Program   : English Education Department
Faculty   : Islamic Education and Teacher Training Faculty

I hereby sincerely state that the thesis titled "The Use of Aegisub to Translate English – Indonesian Videos in the Teaching Learning of Subtitling on Sixth Semester English Education Department IAIN Surakarta in Academic Year of 2017/2018" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am will to take the academic sanctions in the form of repealing my thesis and academic degree.

Surakarta, 23rd Mei 2018
Stated by,

<div align="right">

Nendriliana Dyah
Puspitorini
SRN. 14. 32. 2. 1. 207

</div>

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The Researcher

Nendriliana Dyah Puspitorini

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ABSTRACT

Puspitorini, Nendriliana Dyah. 2018. *The Use of Aegisub to Translate English – Indonesian Videos in the Teaching and Learning of Subtitling on the Sixth Semester English Education Department in Academic Years of 2017/2018.* Thesis. Islamic Education Department and Teacher Training Faculty. State Islamic Institute of Surakarta.

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Key word   : Aegisub, Subtitling, Problem, Solution

This research is descriptive qualitative. This research aims to describe The Use of Aegisub to Translate English – Indonesian Videos in the Teaching and Learning of Subtitling on The Sixth Semester English Education Department in Academic Years of 2017/2018. The objectives of this research are, (1) to describe the process of using Aegisub to Translate English – Indonesian videos on the sixth semester English Education Department IAIN Surakarta, (2) to describe the problems in using Aegisub to Translate English – Indonesia videos in subtitling class at the sixth semester IAIN Surakarta, (3) to solve the problems in using Aegisub to Translate English – Indonesian videos in the subtitling class at the sixth semester IAIN Surakarta.

The subjects of this research are students on the sixth semester in subtitling class. The data were collected from observation, interview and documentation. The techniques of analysis data are using Spradley's theory to cover, (1) domain analysis, in which the researcher collected the data to obtain the general illustration of problems the sixth semester students faced in using Aegisub to translate English – Indonesian videos, (2) taxonomy analysis, in which the research during the observation to obtain the data based on the category in problems focus are useful to describe the problem happened in the class, (3) componential analysis, in which the researcher tries to integrate the domain and taxonomy analysis that contrast in domain, (4) finding cultural theme, in which the researcher find the dominant problems faced by students, it's red threads from another data to integrate the different domain.

The researcher found 4 problems in using Aegisub are, (1) timing, in which the students have to synchronise when cutting off the time, (2) typesetting, in which the students have to change the font style and colour, (3) translation, the students have to indicate their ability in translation and should be readable, (4) iconization, in which Aegisub there are many icons who made students confused. In Discussion, the researcher found the problems are not accordance with Diaz Cintas and Munoz Sanchez (2006) theory of the reality in the class. He said when creating subtitling the use of different fonts and colours in subtitles and making translation from the source language to target language underscore "untranslatable" concepts, but in reality, the problems are (1) timing, (2) typesetting, (3) iconization, and (4) translation. Meanwhile, the solutions are not accordance with Diaz Cintas theory (2004), he argued subtitling is team activity,

but in the reality, the researcher found the solutions are, (1) autodidact, (2) asking friends, (3) tutor, and (4) discussion group/teamwork.

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CHAPTER I

INTRODUCTION

A. **Background Study**

AVT or Audiovisual Translation is also known as translation media, translation multimedia, translation multimodal and translation screen. According to Inghiller (2008: 13), audiovisual translation is a branch of translation studies concerned with the transfer of multimodal and multimedia texts into another language and/ or culture. Audiovisual translation is very different for printed media translation, such as books, texts or newspapers, and magazines. There are many kinds of audiovisual translation, such as; dubbing, subtitling, interpreting, surtitling, voice − over and so many.

Teaching Audiovisual Translation in this year has already begun to develop. Audiovisual Translation has already started to learn from the people and students in University. Teaching learning process using audiovisual is very different because students can easily receive the materials. Teaching Audiovisual Translation means that the teacher uses the media during the learning process in the classroom. The purpose of using media makes the learning process in the classroom easier and the materials to be more interesting.

One of the examples in teaching Audiovisual Translation is using filmstrip, movie or video. The core of the teaching Audiovisual Translation is using some tools that can be seen and heard. Audiovisual Translation has been taught for a student in the University. In IAIN

Surakarta, Audiovisual Translation is taught in the sixth semester in the subtitling course. Subtitling will make the reader easier in understanding a story from the film. Audiovisual Translation has several types, one of them are subtitling.

Before starting the lesson, the teacher should participate in the class like delivering the material (introduce the meaning of subtitling), checking attendance and the awareness the students or brainstorming. Making group discussion will make the students easier to think, develop their communication skill and do some problem-solving activities. Subtitling is a new course in the sixth semester of English Education Department.

Subtitling is a technic of translation used to be applied in audiovisual translation and attracted the most attention to research. The subtitle is usually known as captioning the movie text. Chiaro (2009: 148) "subtitling is the rending in a different language of verbal messages in filmic media, in the shape of one or more lines of written text presented on the screen in sync with the original written message". It means that subtitling is the variation of translation that replaces the written dialogues from the film and shows on the screen when the film played.

Movie, film, and video cannot separate from the subtitle. The subtitle is a text that written in the same language or the different language from the source text. Example, the video is English video. It can be created in the English subtitle or it can be created in Indonesian subtitle. The text place in creating subtitle usually in the centre down the screen and consist

of one line or more. The process of creating subtitling is different with translate text. According to (Chiaro,2009:; Untari and Purnomo, 2015: 13), there are 3 stages to make subtitle; (1) Marker stage, (2) translation stage and (3) adaption stage or making the perfect translation.

Creating subtitle it is almost same as translation text. Nevertheless, the difference is that when we are creating a subtitle, we need the supporting application to help us to create it. The application named is *AEGISUB. Aegisub* by Rodrigo Monterio has certainly facilitated this project. According to Monterio (2005: 8), Aegisub is a program, which has a goal to make typesetting a much better. Thus, Aegisub is a free, cross-platform open source tool for creating and modifying subtitles and creating the font size and put the place of the subtitle from the videos. *AEGISUB* makes it quick and easy to time subtitles to audio, and many powerful tools for styling them, including a built-in real-time video preview (www.*AEGISUB*.org). With the software, the students in the Subtitling class taught to create subtitles and make the language used in the videos to the desired target language.

Aegisub, it is a software used to create subtitle with the supported format Advance Substation Alpa (ASS). It is very completed with many tools which mostly has a function to facilitate, like typesetting. According to Monteiro (2005: 8), the place of typesetting is in front of the text appeared at the bottom of the video or screen and the first goal of typesetting is to define styles for the subtitles, so they are easy to read, the visually interesting and match the video. Aegisub has many tools as well

as advanced support for typesetting and audio timing. The utilization of Aeguisub have two goals, they are; (1) to adjust the style for the subtitle in order to make it readable, interesting and match with the video; and (2) to animate the special effects to transfer the foreign text appeared on the video. The version of Aegisub used in this final project is 3.2.2 released in 2014.

Aegisub is one of application that popular to create subtitle and a program that facilitates the subtitling work. It can help the teacher in the audiovisual translation teaching in the class. Aegisub can help the students in the teaching-learning process in the class of subtitling. Teaching Audiovisual Translation using Aegisub is very interested, because, Aegisub is the new of application that introduces to the students of the sixth semester, especially in the English Education Department IAIN Surakarta. Aegisub is firstly that introduced in the sixth semester in English Education Department and the students are just getting to know the application.

The students' activities when making subtitle of video using Aegisub is to improve the translation abilities or skills that they give in the last semester. Translation course already taught to the students in the fifth semester until the sixth semester. Meanwhile, subtitling course is given in the sixth semester. Translation is translating a text from source text to the target text. According to Nida and Taber (1969: 12) "Translation consist of reproducing in the receptor language the closest natural equivalence of the source language message, first in terms of meaning and secondly in terms

of style". Translation needs more times and accuracy, so the result of the translation is readable to the people.

Based on the translation above, when the students create a subtitle, the students also play the roles of translation, because of subtitle almost similar with translation. For creating a subtitle, the teacher uses Aegisub as a supporting application to teach Audiovisual Translation in the subtitling class in the sixth semester of English Education Department. It is a good step to teach Audiovisual Translation with the different way. In Aegisub, the teacher has already prepared some of the videos for the students. The students asked to create the subtitle of the video and then translate it into Bahasa Indonesia. Before the students practice using Aegisub, the teacher explains and teaches them how to use Aegisub to create subtitle and translate it. The students should follow the teacher's instruction to use the application.

Teacher gives the practice to the students to create the subtitle from a piece of Spiderman 1 movie, and translate it into Bahasa Indonesia. The working process is a group work. One group consist 3 – 4 students. In the next meeting, the teacher asked the result of the video from each group. In this case, not all the groups should come forward and present the result of their work. The groups who present the result of their work will get the activeness score from the teacher. Of course, their translation checked whether it deals correctly with the context or not.

When the one of the group has done presented their result, the teacher and the students may give the comment on their result. There is the

flexible or not flexible result. Flexible in here means, the translation deals with the content and the meaning of the source language correctly. Therefore, every group must work together, so it can produce the good translate which flexible and readability appropriate to the text.

When one of the groups has already done presented their result and got the activeness score. It makes the motivation of the other group to present their result too. This is very difficult to make the students come forward and presented their result. They are still ashamed to show the translation result to their friends and teacher.

Media can be called as a tool for delivering information and it is expected that the people could understand the information easily using it. According to Santyasa (2007: 3), media as a tool, which can be used for transferring learning material. Thus, it can stimulate attention, interest, thought and students' feeling in a learning process in gaining the purpose of learning. It means media is much needed in the teaching-learning process.

Aegisub is a popular application to create subtitle and facilitate the audiovisual translation learning that is introduced in English Education Department because the students can know the application to create a subtitle. There are some advantages in using Aegisub. From students and teacher sides, students can see the problem which happens when creating the subtitle. If students find a subtitling mistake in a file, students can fix it without having to re-encode the video and it saves a lot of time. (Docs.aegisub.org).

By creating the subtitle and translate it, students can be motivated - to learn the translation of the text or video better. However, there are several problems in teaching audiovisual translation using Aegisub as a supporting application to create subtitle. Both teacher and students must solve the problem and the solution. Departing from this consideration, the researcher did the research in IAIN Surakarta. Based on the researcher observation, the teacher uses Aegisub as one of the supporting application in the Subtitling Class. Aegisub used in creating subtitle from video and then students translate the video into Bahasa Indonesia with an appropriate content.

Based on the explanation above, the researcher is very interested to know about teaching audiovisual translation using Aegisub and the problem faced by teachers and the solution to solve the problems. The researcher tries to describe and analyze the students' problems in using Aegisub in the teaching-learning process of subtitling. This focuses on translate English – Indonesian videos and audiovisual translation teaching, and to know the difficulties and solves the problem that they faced in using Aegisub. Thus, the research that carried out by the researcher entitled " **The Use of Aegisub to Translate English – Indonesian Videos in the Teaching and Learning of Subtitling on the Sixth Semester English Education Department of the Academic year 2017/2018**".

B. Problem Limitation

The limitation of the study entitled "The Use of Aegisub to Translate English – Indonesian Videos in the Teaching and Learning of Subtitling on Sixth Semester English Education Department in Academic Year of 2017/2018"is describing the problems and the solutions of students using in Subtitling.

In this research, the researcher uses Diaz Cintas theory as one type of audiovisual translation. Therefore, the writer will categorize the kind of audiovisual translation by referring to the theory. Additionally, this study will be limited in analyzing kind of audiovisual translation. This research using descriptive qualitative.

C. Problem Formulation

Based on the research background mentioned earlier, the problem can identify in this study as follow:

1. How do the 6th-semester students IAIN Surakarta use Aegisub to translate English – Indonesian videos in Academic Year 2017/2018?

2. What are the problems of the 6th-semester students IAIN Surakarta in translating English – Indonesian videos using Aegisub of English Education Department in Academic year 2017/2018?

3. What resolves do the students perform to attend the problem of the 6th-semester students of IAIN Surakarta to translate English – Indonesian videos using Aegisub of English Education Department in Academic year 2017/2018?

D. The objectives of Study

The objectives of this research are;

1. To describe the process of using Aegisub to translate English – Indonesian videos in the teaching Subtitling class at the sixth-semester students of English Education Department in academic year 2017/2018.

2. To describe the problems in using Aegisub to translate English – Indonesian Video in the teaching Subtitling class at the sixth-semester students of English Education Department in academic year 2017/2018.

3. To solve the problem in using Aegisub to translate English – Indonesian Video in the teaching Subtitling class at the sixth-semester students of English Education Department in academic year 2017/2018.

E. The Benefits of Study

The benefits of study are:

1. Academically, this research is expected to enrich further study and increase knowledge for the teachers and lecturers in the suitable learning for students/learners.

2. Theoretically, this research is expected to apply the new knowledge gained during this as alternative strategy reviewed from previous research and developed to be desirable concepts for other educators.

3. Practically, this research expected to input for students' knowledge. The researcher hopes it can be used in classroom activity or any language-learning program effectively.

F. Definition of Key Terms

Form explanation of the study above, the researcher took several key terms as the instrumental variable approach. This is as the basis for mutual frameworks aligns term with one another in arranging the study process. There are some definitions of key terms to avoid misunderstanding as follows:

1. Audiovisual Translation (AVT)

According to Karamitroglou (2000:10), audiovisual translation is defined as the translation of recorded audiovisual material. The concept of recorded underlines the fact that there is a difference between the translation of recorded fill products (Karamitroglou, 2000:10). Audiovisual translation is also known as screen translation or film translation. Screen translation stresses on the location of the medium where the translation product appears (e.g., TV, cinema or video screen).

2. Subtitling

According to Chiaro (2009: 148), subtitling is the rendering in a different language of verbal messages in filmic media, in the shape of one or more lines of written text presented on the screen in sync with the original written message. Subtitling is a translation with the

different language but the translation still has the verbal or written message.

3. Teaching Audiovisual Translation

According to Chaume (2008:14), audiovisual translation teaching is synchronization in a dubbing and subtitling course. Teaching audiovisual translation is more interest in using the media. Usually, the teacher teaches audiovisual translation with dubbing or create subtitle.

4. Aegisub

Aegisub is the subtitling software used for the present project. This is free software that can be downloaded easily from www.aegisub.org. Aegisub is one of the software that makes easier for users to create the subtitling from videos or create subtitle from the song.

CHAPTER II

THEORETICAL REVIEW

A. Review of Audio Visual Translation Teaching

1. Definition of Audiovisual Translation Teaching

Teaching connotes meaningful if it is used without clarification. Teaching is a science because the function of science is to share the experience or knowledge to others. Teaching is not only transferring or sharing the teacher's knowledge but also teacher should make the class' situation comfortable because when the situation in the class comfortable, the students will enjoy and ease to receive the materials during the teaching-learning process.

Teaching, in general, is a good mission. It was not an easy job, it needs good efforts to become a teacher, it should be able to communicate with their students and give knowledge to them. Teaching according to Akinpelu (1981) is a body of actions intended to induce learning. According Mormeka (1981) teaching is an attempt to help someone acquire knowledge or some attitude. He viewed teaching mean human's action based interaction. Thus, based on the statement above, teaching is not only transferring the knowledge but also, teaching is making the situation in the class comfortable and the teacher can deliver the materials well.

In the last decade, teaching audiovisual translation has become an increasingly attractive area of research and exercise in the academic. Audiovisual translation as a need for the industry that accommodated

by colleges from related majors to prepare their students in the future. Research and inclusion of audiovisual translation into an academic curriculum has been growing and flourishing in the European context (Toda, 2008, Cintas, 2008; Mc Loughlin,2008; Untari and Purnomo, 2015: 15).

According to Toda, 2008 "In the European context, among the audiovisual translation teaching projects of note is the one, in which he conducted audiovisual teaching research on five different EU countries. Teaching audiovisual translation, a teacher in the classroom will show you how to use the media in a part of the teaching-learning process. Another media, the teacher will show you the software and teach the students to use it.

Every class, the teacher will be made a small group work, to create the subtitle from the software. According to Chaume (2008:14) audiovisual translation teaching synchronization in a dubbing and subtitling course. When the teacher taught her students in the classroom, the teacher should be master and understand the materials.

Teacher in the classroom must be suitable for every situation. In the teaching-learning process, students should be focused on finding the appropriate methods to enable knowledge transfer and development of skills and attitudes for a personal life in the classroom. Before the teacher starts the lesson, the teacher will ask some question to make interaction with the students, brainstorming techniques, giving the

sample or further reading text and especially, use audiovisual support media to present the content and making discussion group.

2. Learning Material

Not all activities and materials are suitable for students, thus the teacher should selecting the right text and materials for the students. Chaume and Marti (forthcoming) highlight a number of criteria should be taken into account when selecting the materials for a course, they are:

a. Suitable for the materials for the objectives, methodologies and learning outcomes.

b. Text relevance.

   It means the content should be appropriate and interest for students. If the text has been relevance, the students easy to understand the material.

c. Sample reliability: selected texts must be representative samples of different genres, types of text, style, period of time, geographic, region, etc.

d. Sequential progression in terms of the level of difficulty and degree of specialization.

e. Educational infrastructures available to students to work with the text.

   In the class, the teacher not only explains more about the material with a laptop but also teacher should have the book as the

addition of materials. So, in the class teacher can give the students exercise from the book or other materials.

f.   Students familiar with the topics.

In the teaching-learning process, the students should know about the materials. It means the material should be familiar. If the students do not understand the materials, the teacher must explain more about the materials or the students read and study the material that teacher gave before.

In audiovisual translation module, in particular, in subtitling course, it is important to work texts in electronic and need the software that helps the students to create the subtitle.

3.   **Audiovisual Translation**

Audiovisual translation is included in the wider field of constraint translation. Audiovisual translation or AVT is closely linked to technology and recent technical development, which, in the fields of subtitling and dubbing, have had a direct impact on working practices. Audiovisual translation is experiencing the expansion and consolidation as an academic discipline (Cintas, 2008:1). Audiovisual translation is actually one of the fastest growing areas in the field of translation studies.

According to Diaz ad Cintas, "Audiovisual translation refers to the translation of product in which the verbal dimension is supplemented by elements in other media(Diaz Cintas and Ramael, 2006:13). It means if audiovisual has a related with translation studies but the

differences are, audiovisual translation is known as screen translation but translation studies are learning of translation that produces a product of translation. Audiovisual translation known as screen translation because it refers to all products distributed on screen and Audiovisual Translation manages not only video but also texts intended for cinema, TV and multimedia products (Agost, 1999:15).

Cintas suggests three possibilities: (1) the message conveyed only auditory, for example, in a songs and radio programs, (2) the only channel used is the visual one: comic strips, published advertisements, etc and (3) both auditory and visual channels convey the message as in products such as films, CD-ROMs or documentaries. Because, the different of the communication systems, such as images, sound (music) and the verbal component) oral production, written text. The materials audiovisual translation is characterized by particular limitation. These make audiovisual translation materials very different from literary translation.

In the other hand, the other definition about audiovisual translation from Inghilleri (2008:13), audiovisual as a branch of translation studies concerned with the transfer of multimodal and multimedia texts into another language and or culture. in the definition, if an audiovisual translation is related with a semiotic source, like language, picture, and colour. The audiovisual text called as multimedia text. It means this text, which showed to the audiences from another media. (Negroponte in Inghiller, 2008).

4. Audiovisual Media

Arsyad (1994: 30-31) states that audio is connected with sound, or used in the hearing. While visual connected with or used to seeing. Audiovisual media has characteristics. They are:

a. Linear

b. Present the dynamic visualization.

c. Used with the ways conveyed by the maker.

d. A physical representation of a real or an abstract idea.

e. Develop the principle of behaviourism and cognitive physiologist.

f. Usually oriented on the teacher while the students' participation is how.

Furthermore, McLuchan and Fiore (in Lever, 2003:332) state that video is a highly regarded instructional method with its roots in the constructivist learning styles and multiple intelligences theoretical camps. Rubin (in Buck, 2001:47) suggests that visual support can aid language learners, especially less proficient learners and is particularly helpful with text that is more difficult.

Audiovisual Translation is generally a translation of verbal component of the video. It is main specific features is the synchronization of verbal and non - verbal component. While dealing with an audiovisual product translator does not work only with text but also with other aspects of media art, which are polyphonic nature. Thus, they work with dialogues/comments, sound effects, image and atmosphere of the video. G. Gotlieb has four main channels of

information, which are taken into consideration while translating, they are:

a. Verbal audio channel: Dialogues, off-screen voice, songs.

b. Nonverbal audio channel: music, sounds effect, off-screen sounds.

c. Verbal and visual channel: subtitles, signs, notes, in-sciptions that appear on the screen.

d. Nonverbal visual channel: a picture on the screen (Gotlieb, 1998)

Thus, Audiovisual Translation manages not only video but also texts intended for cinema, TV and Multimedia product (Agost, 1999:15). Learning use media in the class make the students interest and give their attention to the teacher. Media is one of the powers for the teacher to teach students in the classroom. Media can be called as a tool for delivering information and it expects someone who receives the information will understand and to reach the goals of learning.

According to Santyasa (2007: 3), media as a tool, which can use for transferring learning material, thereby it can stimulate attention, interest, thought and students' feeling in the learning process in gaining the purpose of learning. It means media is much needs in the teaching-learning process.

5. **Forms of Audiovisual Language Transfer**

The exits several forms of audiovisual language transfer. The main technique is dubbing, subtitling, voice-over, narration and free commentary.

a. Dubbing

According to (Luyken, 1991; Sponholz, 2002: 9), states that dubbing is the replacement of program's voice track by a version translated into another language which attempts to reproduce the timing, phrasing and lip movements of the original.

b. Subtitling

According to (Luyken, 1991; Sponholz, 2002: 9) states that subtitles are conceded translation of the original dialogue, which appear as lines of the text usually positioned towards the bottom of the screen. The subtitles follow the rhythm of original, appear, and disappear synchronized with the corresponding section of original dialogue. In another hand, Cintas and Ramael (2007:8) mean that subtitling is transferring SL from several of dialogue movie or video to the TL dialogue those are placed in the bottom and centre of the screen.

Form the statement above, subtitling or the subtitle is the text, which is the translation from original dialogue and the placed of subtitle always in centre and bottom of the screen.

c. Voice-over

According to (Luyken, 1991; Sponholz, 2002: 9) states that voice-over is the faithful; translation of the original speech, which is delivered in an approximately synchronous way. According to Cintas (in Sponholz, 2002: 9) it contains elements of dubbing and subtitling since it is transmitted orally but the contents of original

are condensed in a way, which is similar to subtitling and no efforts are being made to achieve lip-synchronicity. Usually, the person starts talking for a few seconds, then the volume is reduced and the voice-over is inserted.

d. Narration

According to (Luyke, 1991; Sponholz, 2002: 10), the narration is an extended voice-over, which is used for the language transfer of narrative rather than spontaneous interviews. The difference between narration and voice-over is mainly linguistic. The difference since the narrative is usually prepared in advance and the revoiced narration often has a more formal grammatical structure that the voice-over, which tends to have the more spontaneous structure characteristic of casual speech.

e. Free Commentary

According to (Luyken, 1991; Sponholz, 2002: 10), in a free commentary, no attempt is made to faithfully reproduce the original speech. It is rather used as a means of adapting a foreign language programmed for an audience that speaks a different language. The commentary is an original creation in itself and itself, and its content differs from the original program's soundtrack with information being added or taken away

6. **Types of Audiovisual Translation**

There are ten types or kinds of audiovisual translation. However, they can be united into two larger subgroups, they are revoicing and

subtitling. Revoicing is the term, which is used to denote audiovisual methods of translation with the aim of a complete or partial coverage of the text of the original product by the new text of the target language. Thus, revoicing subdivided into the following types, they are:

a. Voice – over or half of the dubbing

Voice – over is a faithful translation of the source message performed approximately in a simultaneous mode that is mostly used in the context of monologue. Voice – over presupposes pitting a soundtrack of the target text over the muffled soundtrack of the original text. In this type of audiovisual translation dialect, accents or peculiarities of the speaker are not taken into consideration (Luyken, 1991).

b. Narration

In narration, a text has been prepared before translated and checked. Then the text will be read by a dubbing actor or actress orally. Sometimes, the narration is the only song by a dubbing actor or actress. Although, narration brought by some actresses (the different character voice man, woman, and children). The real voice is not heard or sometimes the volume was turned. The characteristic of narration almost similar to voice – over. However, the difference is located on the text, narration text is more compact and the translation does not follow with SL Diaz Cintas (cited in Bartolome and Cabrera, 2005).

c. Audio description

   According to (Inghiller, 2008; Untari and Purnomo, 2015: 22) "Audio Description is a spoken account of those visual aspects of a film which play a role in conveying it is a plot, rather than a translation of linguistic content. In other words, if audio description is a translation that pointed to the people have problem vision (blind).

d. Free commentary

   According to (Karamitroglou,2000; Untari and Purnama, 2015: 12), Free commentary is a kind of voice – over that focuses neither on the lip movements of the original text, no the faithfulness of the target text and also not on the simultaneous modes of the translation which is usually complemented by different journalistic elements and text is covered partially or completely.

e. Dubbing

   Dubbing is known as lip-synching. Dubbing is a kind of translation that almost use besides subtitling. Usually, dubbing is similar to the way of the translate the movie for children. Because the ability of the children in the reading is still less.

f. Live Subtitling

   Live subtitling also known as real-time subtitling. The technique of translate subtitle presented on the live program.

g. Script Translation

Script translation or scenario translation is to obtain the financial help to making the film. This translation is not presented for the audience but this translation is presented for the producer. Rarely, this translation is never published. However, this translation becomes a base for production.

h. Animation

Animation includes translation and feature of transcript written. The translator showed the translate in silence picture (cartoon). The dialogue made by handwriting. Like audio description, animation includes in intersomitic translation. According to (Bartolome and Cabrere: 2005) Animation did not use the initial transcript.

i. Multimedia Translation

According to Chaume (quoted in Bartolome and Cabrera: 2005) Multimedia translation is a combination of audiovisual translation (AVT) especially dubbing and subtitling. The kind of this translation is many found in a lot of PC games. Multimedia translation also is also known as localization that the translation has to translate the game from one language to other languages by adapting the TL culture.

j.   Surtitling

Surtitling is a translation that is shown on opera or lives. The translation text presented in the stage. According to Mateo,2007; Untari and Purnama, 2015; 11)) explain:

> *surtitles consist of a condensed written translation of the libretto, which is project on a rectangular screen above the stage or on small screens on the backs of the seats of the auditorium, at the same time as the source texts being sung, so that the audience receive both the sung performance and the written translation simultaneous.*

From the explanation above, it can be pointed out that surtitles are a translation that consists of simple words and presented on the screen on the stage. Surtitling is a combination of two methods of translation. The translation presented with the source text that sung.

B. Review of Subtitling

1. Definition of Subtitling

Subtitling can be defined as translation practice that consists of presenting a written text, generally on the lower part of the screen as the original dialogue of the speaker, Cintas and Ramael (2007:8). It means that subtitling is transferring SL from several of dialogue movie or video to the TL dialogue those are placed in the bottom and centre of the screen.

Nowadays, many films from other countries come to Indonesia. Especially Hollywood movie and all of the people seen the translate of the movie that put in the centre of the screen named subtitle. Subtitling

is a kind of translation which very important due to a rapid development of the information and the media. Subtitles and movie or video have a quiet relationship and it cannot be separated each another. Because almost movie or video is displayed the subtitle.. The function of the subtitle is to translate the text to other languages, the movie or video and it used to clarify the audiences. According to(Neves,2008; Untari and Purnama, 2015: 130), defines subtitling is the process of converting the audio content of a television broadcast, webcast, film, video, CD-ROM, DVD, live event and other productions into text which is displayed on the screen monitor. Neves emphasize that subtitling not only do in the film but also in the all of audiovisual product.

Subtitling is a method to translate what is being said in an audiovisual text, but it has two characteristic features. The first, there is a changing of code, from the oral to the written. The second, the oral message of the source audiovisual text is presented in the translation product. The oral and written messages are received simultaneously, allowing for comparison between source and target text. The special features of the subtitling mode determine the existence of some constraints or priorities in the translation process.

According to (Lever, 2008; Untari and Purnama, 2015: 21), states that subtitle is translation practice that consists of presenting a written text, generally on the lower of the screen, recount the original dialogue

of the speakers. A subtitle has some 32 – 41 characters per line in a maximum of two lines.

Matsumo in Budiarto (2007:11) stated that "although regarded as a branch of translation, subtitling differs greatly in some respects from a translation of a written text." There are several factors that influencing subtitling; culture the change from spoken to written, the limitation of itself (limit of the amount of the characters, time and duration, place and layout and limit of word's colours), and the reading ability of viewers comparing with the speed of the film's dialogues.

From those definitions, it can be concluded that subtitle is a written text product in the video, usually displayed at the bottom centre of the screen of TV, film, movie, video and the other products that are presented by monitor. The subtitle is used to make the viewer understand the conversation in the video easily.

2. Subtitling Process

The process of subtitle translation is different with the process of printed media translation. The process of subtitle needs a lot of technique of discussion that influences the real of the translation process. Chiaro (2009:148), has been made a category of subtitling process into three stages, because subtitling process involving a few things, there are:

a. Marker stage

This aim of marker stage is making a sign of transcript or dialogue to determine where is subtitle start and finish. Usually, in

this stage doing by a technician who will calculate the length of subtitle appropriate with the duration in every frame.

b. Translation stage

A translator translates the transcript and carrying the analysis of the text that will be translated. In this stage, analyzing the audiovisual text is very difficult because, in the translation process, the translator does not only find the explicit meaning but also the implicit meaning from the picture and the content which displayed on the screen.

The chosen word is used to express the meaning of source language must appropriate with the limitation of layout and readable for the audience. Moreover, the translator should make the maximum length of subtitle text that will be displayed in every frame or screen.

c. Adaptation stage

In this stage, means must make the subtitle text will be checked by the professional. The professional's duty is perfecting the product of translation. Usually, the professional will be checked the aspect of language and ensured that the subtitle has been appropriated with the change of the frame.

The process of subtitling is different from the process of translation. The processes connect the sound-dialogue, effect, or music and image. Ali Majmohammadi (2004:4-5) proposed the process of subtitle as follows:

1) Reading the subtitle.

    Reading subtitles is important; because is prove subtitle readable or no. The subtitle is appropriate for the picture or no. Thus, the translator and subtitler should be read and read the subtitle until getting the best translation that appropriates with the video.

2) Decoding the subtitles

    Decoding the syntactic and semantic content of the subtitles should pragmatically acceptable in the interpretation. Viewers "Supplement the semiotic content of the subtitles with information from other audiovisual channels notably the image and prosodic features in the dialogue.

3) Watching the image flow.

4) Deciphering the visual information: cinema is a specific language of its own and the composition of imagines in cinema convey much more than what see in real life in the street.

5) Connecting each segment of the image flow to the underlying story.

6) Guessing what is about to happen.

7) Remembering what has already happened to make fresh deductions during following sequences.

8) Listening or just hearing the sound (dialogue, effect, and music).

3. **Kinds of Subtitling**

O'Connell, 2007: 125 explains, there are two kinds of subtitling, they are; interlingual subtitling and intralingual subtitling.

a. Interlingual Subtitling

Interlingual subtitling, there is a kind of subtitling that often found, in the verbal text translation into the different of text written. The function is to help the people who do not understand the source language well. According to Gottlieb in Liu (2014:1105),"Intralingual subtitling is the subtitling between two languages, it is a transfer from a source language (SL) to a TL…," designating the relationship between different source and target languages (Cintas in Liu 2014:1105).

b. Intralingual subtitling,

According to Gottlieb in Liu (2014:1105), interlingual subtitling is the subtitling within the same language. It concerns the relationship between the same source language and the target language. Alternatively, it is called intralinguistic and since it works between the same languages.

4. **Standards of Rules for Creating Subtitling**

Standard in creating subtitle many found in technical factors with the media used, according to (Pratama, 2010; Untari and Sanjaya,

2015: 24), argued four medias that a role in translation subtitle are: (1) verbal auditory channel (VAC) in which include dialogue and other sounds of background, like song lyric, (2) Non-verbal auditory channel (NAC), include in natural sounds, effect sound and music, (3) verbal visual channel (VVC), it is combined of subtitle with the text in the movies, for examples: letter, poster, book, magazines, gravities or advertisement, and (4) Non-verbal visual channel (NVC), included pictures, camera position, motion and editing that arranged plot and mood in movie. Therefore, in arranging the subtitle, there is some standards or parameters should be considered:

a. Layout

1) Subtitles are usually positioning toward the bottom centre (middle) of the screen.

Watch a movie; actually, you have been familiar with subtitle. When we create a subtitle, we must look the position of a subtitle. Usually, subtitle always in the bottom of the screen and the position always in the centre or middle. If the positioner of a subtitle in the top of the screen or in the bedside of the screen, it will be damaged and make difficulties the audience to see and read the subtitle. The aim is, to make easier the reader and audience when they were watching the movie.

2) A maximum subtitle length of two lines is recommended.

The maximum length of the subtitle is two lines. More than two lines are allowed, but it will be damage the picture on the

film. If the dialogue of the actor or actress is too long. We can cut the dialogue, it very recommended if we create subtitle in two lines. The aim is, that subtitle can read and not disturb the audience when they are watching the movie.

3) The maximum space available for subtitle only 35 characters per line

When we create a subtitle, the way to create and the material has been told before. The character to create subtitle is 35 characters. Space, point and word, it is already calculated. For the example of Halo. It already calculated five characters (H – A – L – O + point).

4) The normal font in the subtitle is usually Font Sans Serif such as Helvetica and Arial to easy a reader.

Create subtitle should be interesting and the audience can read clearly. For the font, it has been set, usually, the subtitler chose the general font or familiar fonts, such as Sans Serif, Arial, and Helvetica. Sometimes we found the subtitle with the different font, like bold, italic, or etc. It is allowed to make easier the audience; the subtitle should be allowed the rules.

5) The colour of subtitles is white.

Actually, we often found the subtitle with kinds of colour or colourful. Sometimes we found with the colour black, green, blue, purple or etc. or sometimes the colour to make differences another dialogue, an example for the woman the colour of a

subtitle is pink and man is blue. It looks so good, but it is better if the colour of a subtitle is one colour is white.

6) Subtitle forbidden put on the top of text as in informational setting.

In this explanation is clear enough. Why had the subtitle forbidden to put on the top of text? It will be damage the movie. If the subtitler wants to give informational setting, he or she can put the text or subtitle in the middle of the screen.

b. Duration

When we create subtitle has the maximum per lines. For two lines, usually give the maximum time just 6 seconds in two lines but in one line, the maximum of subtitle just 3 seconds. In every create subtitle the subtitler should put attention in the punctuation. Because the punctuation is not only put in the subtitle but also in every written text. The function of punctuation and letter case is to show a structure and writer to arrange the intonation and juncture when people read. Thus, punctuation is important to make audience to read something clearly; they are several examples of punctuation.

c. Punctuation

1) Sequence dots (…)

The sequence of dots indicate that the subtitled sentence is incomplete, so the dots are put at the back of the sentence. This punctuation use in the beginning and finishing sentences. The

function of punctuation is signed in the next sentences if the sentences continuing with the next sentence.

2) Full stops (.)

The full stop is used to indicate the end of the subtitle sentence. A full stop is as a sign of finishing the sentence. Usually after full stop always follow with capital later.

3) Dashes and hyphens (-)

Dashes are used to indicate the exchange of speaker's utterances, such as in dialogue.

4) A question mark (?) and an exclamation point (!)

The question mark and exclamation point indicate a question or emphasis respectively. They displayed at the last character of subtitle with no space character inserted.

5) Comma (,), The comma used to suggest a short pause in the reading pace.

6) Used (/) or (-), The function of the punctuations as the mark or to remark in the changing dialogue.

d. Target Text Editing

Creating subtitle needs carefulness because subtitler should know the exact timing, dialogue, and picture to make a good subtitle. After the translator finishes to translate the video, editor recheck the language and make it simple and check the text or language to look natural, for the example;

1) Change a long subtitle became two lines to recommend.

In this case, translator and editor made a teamwork. The translator doing their job (translate) and the editor doing their job (recheck). If the translator, translate the language too long. An editor must edit the language to become a simple language and make the subtitle change into two lines.

2) The length of two lines in subtitles must be same.

This is almost similar to the first case. The subtitle should be same. When the audience read the subtitle with the same length it will make the audiences interest in the movie and it will look neat.

3) The time of subtitle must be appropriate with the time of sound in the film.

A hardest when the subtitler wants to make subtitle. They should calculate the timing. Therefore, one of the most important factors in subtitling is the timing or spotting (Vinczeová, ibid.). To our knowledge, measuring perfect timing in subtitling is an intricate work to do. However, using subtitling software, such as *AEGISUB*, to measure perfect *timing* is deemed particularly appropriate (Sierra, 2014).

4) There are no more two sentences in the subtitle.

When creating a subtitle, the maximum line is two lines. More than two lines usually continuing in the next dialogue.

5) The subtitler is forbidden to transfer all sounds to the subtitle.

6) Change negative to positive of the expression.

7) The taboo language should not saw without recommendation.

This present project followed what Karamitroglou, he said in his article about making subtitle. The words on the screen are no more than 35 characters per line including space and the duration of the subtitle, itself are no more than five seconds. The lines of the subtitle in this project are no more than two lines so the subtitle would not take over the video.

5. **Subtitle Translation Method**

In audiovisual translation, there is a kind that most widely used is subtitling and dubbing. Subtitling is known as the translation model that put more emphasis on foreignization method, a meanwhile domestic method many applied in dubbing. Domestic and foreignization are two basic strategies are given the linguistic and cultural in translation (Yang, 2010; Untari and Purnomo, 2015: 28).

According to (Venuti, 1995; Untrari and Purnomo, 2015: 29), argued there are two methods to translate subtitling are, domestic method and foreignization method.

1) Domestic Method

According to (Venuti, 1995; Untari and Purnomo, 2015: 29), a domestic method is an ethnocentric reduction of the foreign text to target language cultural values, bringing the author back home. The domestic method is a strategy to change the language a text with adaption all of the cultural theme in the source text to the target language. The purpose is to minimize the foreign nuances in

the target text. The result of the translation should be natural, simple and clear with remove the foreign values are contained in the source language.

2) Foreignization Method

According to (Venuti, 1995; Untari and Purnomo, 2015: 29), foreignization method is an ethnodeviant pressure on those values to register the linguistic and cultural difference of the foreign text. This method tried to keep the original culture text. The reader brings into foreign cultures that contained in the source text. The purpose of this method is to keep the irregularities of translation culture.

Between two methods above, (Venuti, 1995; Untari and Purnomo, 2015: 29), more recommend using forensics method in translation, arena considered can be rather avoided irregularities cultural and not racist.

C. Review of Aegisub

1. Definition of Aegisub

Figure 2.1 The screen capture in application Aegisub
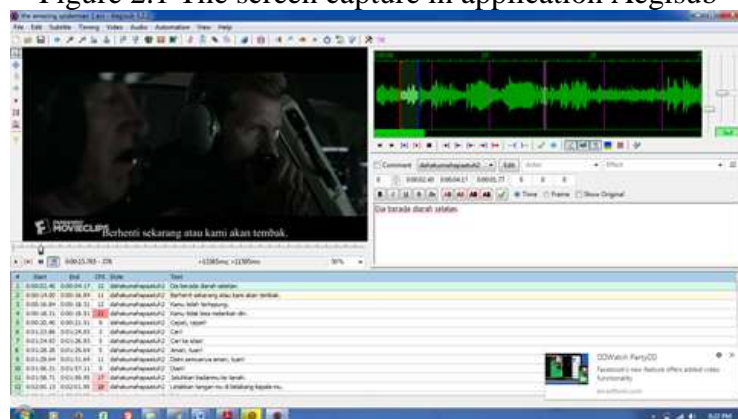
Aegisub is the subtitling software that uses to create subtitle. Not only create subtitle but also Aegisub used to teach audiovisual translation. Aegisub is free software that can be downloaded easily from www.aegisub.org. Aegisub is the one of application to create subtitle. Aegisub is a free open source cross-platform subtitling editing program. It is extensively used in fansubbing, the practice of creating or translating unofficial. In the process to create subtitles, the translation process is needed, because the project is about to translate English – Indonesian videos. The translation technique was applied in translating the video because the translation result of this product targeted to have the same of formality.

It is said to be the most advanced subtitles maker that make the users able to easily manage the time subtitles to audio as well. Various other advanced features and functions are the part of the Aegisub for a better command and control over the subtitle files of all formats. In addition to various other advantages and benefits, the main one of using the Aegisub is that it supports for the almost all types and formats of subtitles and even the international languages.

2. **The Features of Aegisub**

Every application has the feature that makes the user interested to use it. Aegisub is one of the application to create subtitle that offers many features in this application, they are;

a. Start Time

Figure 2.2 Picture about the start time

Start time is a time to start the subtitle. It means the function of start time is the startup when we want to create subtitle in the early minutes or the early dialogue of the video.

b. End time

Figure 2.3 Picture about End time

End time is a time to the end of a subtitle. End subtitle is contrary to start subtitle, end subtitle means to end up the time or end up the dialogue of the video when want to create subtitle.

c. Line duration

Figure 2.4 Picture about Line duration
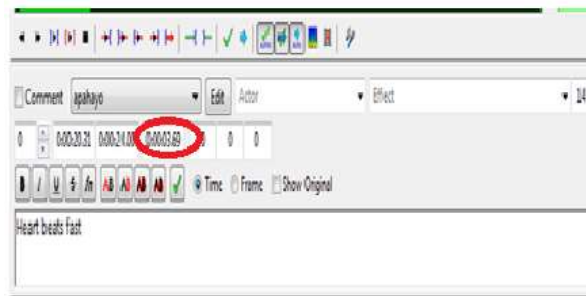
Time duration is the duration of time that makes the subtitler knows how long the duration of the subtitle that was shown.

d. Format font

Figure 2.5 Picture about the icon

Format font has several functions. When we want to create subtitle the font should be considered or when we found the wrong found format font is helping the subtitler to edit the font of words. Like Bold, Italic, Underline, and etc.

e. Style Manager

Figure 2.6 Picture about icon Style Manager

Style manager is almost similar to typesetting. Typesetting is making a style of words in a subtitle. To make good typesetting, we should have the style manager; the function of style manager is to collect the font colour, font size and types of font.

f. Text Box

Figure 2.7 Picture of TextBox (Translate the subtitle)
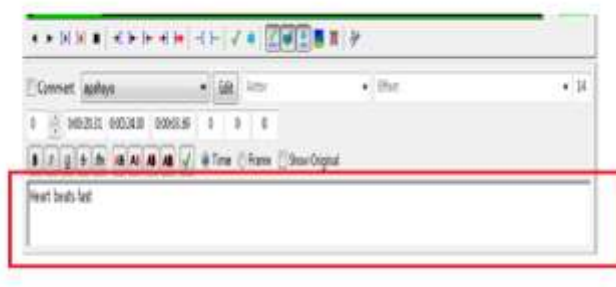
The text box in Aegisub can help the subtitler or translators who want to make a translation of the movie and in this text box, we can edit the subtitle.

3. The Benefits Use Aegisub

The benefits, every application has a benefit and advantage, which is different and make the user fell interested to use it. However, in the case, the researcher will be showed the benefits of Aegisub to create a subtitle, they are;

a. Translation Assistant

Translation assistant or known as translation helper tool is a line-by-line sentence parser designed to help JP Machine Translators and Machine-Assisted Translator speed up their Translation. It means we can make a translating faster and do not waste our time. Just copying the sentences to translate the words.

Translation assistant easier into process subtitle translation, because subtitle translation edited per line or every actor are speaking. When we have already finished make first subtitle translate, push the button "page down" to make translate in the next lines.

b. Shift Time

The function of shift timing can edit the subtitle that is not exact become exact because shift timing can set a time to be perfect.

c. Style Manager

This function is to change the colour, font, format, the placed of subtitle and change the size of a word.

d. Dummy Video, and

e. Can export into format; .srt, .ssa, txt, sub, .ttxt.

4. The Weakness of Using Aegisub

The weakness from Aegisub is the software video played. The video just can be played into software, which is just certain supported software, like VLC media player or GOM media player. If the video player not supported software, the video and the subtitle will not synchrony and the result not maximal.

5. The Problem of Using Aegisub

Problem is a situation that is unsatisfactory and causes difficulties for people. According to Ellis (2005:15), the problem is the processes measurement validity problems and questionable causality, and it fails

to answer. Thus, the problem is the lack of students about the new things, like Aegisub is the new application from English Education Department that introduces in Subtitling Course. Aegisub is originally created as a tool to make typesetting. The problem that is often encountered by students is timing, translation, typesetting, iconisation and etc.

a. Timing is the process of defining the in and out times of subtitles. To do this, timers have to try and strike the best possible balance between the "rhythm" and make the dialogue appropriate with the time (Ivarsson, 1992: 87).

b. Typesetting is the text editor to add special effects (font style) to the subtitles. The function of typesetting is making the font more interesting and typesetting can change the font colour. From the font colour, the audiences will understand who is speaking in the movie.

c. Translation is A text editor such as notepad and a video player to watch the anime. It should charge of the linguistic transfer. In creating a translation of the movie or subtitle, there is a limited layout/duration (Karamitlongue 1998; Untari and Purnomo, 2015:). Thus, in creating subtitling just permission maximum 2 or 3 lines on the screen. More than 2 or 3 lines is avoided because it will destroy the result of subtitle and movie on the screen in translating subtitle.

d. Encoding is the use of hardware or software to convert a video or audio signal file into a specific format.

e. The edition is a text editor and a video player so that the translation can be revised while watching the episode.

6. **The Solution of Using Aegisub**

The solution is the ways to resolve the problems or the way out to find an answer to the problem. According to Diaz Cintaz (2004), creating subtitling should be done with friends. Means when students doing the task or project should be done with team or group discussion. Doing with group discussion, students will have an open minded with everything, they are the solution when the students faced the problem in using Aegisub:

a. An autodidact is a person who learned a subject without the benefit of formal education, a self-taught a person. In autodidact, the students should be independent. The students have an ability that they have. Sometimes, students will be searching the material with Internet or reading a book or practising by their own selves.

b. Group Discussion or Teamwork, Group discussion and teamwork almost similar, because people who join in this group they will share and resolve the problem together. Group discussion is a group of individuals with similar interest who either gather formally or informally to bring up ideas, solve problems or give comments. Usually, in-group discussion, the students are not only sharing but also in this group discussion, students can ask their

friends about their problem in using Aegisub. The students can see how the process of using Aegisub after the students can apply and practice in their home.

c. The tutor is people who learn or people who facilitate the learning process in the study group. In this case, the tutor is the teacher in the class of subtitling who gives the facility for the students. The tutor will be guiding the students and place to asking if they get the problem. The tutor will explain clearly to the students until the students understand.

7. The Result of Subtitle

When the students already did finish their project, they can save their result of the subtitle. In saving subtitle, there is two kinds file that existence, *SSA/ASS and *SRT.

a. .*ssa/ass

*.ssa also known as SubStation Alpha Subtitle, file storage technology and appended the .ass extension to this file. This is the smallest file of the translation videos contain. The shape is similar to DVD, where the translation and video are separated. It makes the subtitle can be edited (font style, font size and colour). Translation technique using *.ssa is famous enough in the subber-fansub, usually, file *.ssa can be separated downloaded. Although, *.ssa file is small in capacity, just KB to download the application.

Give attention when using file *.ssa and file *.srt are the location and file name. Example, file *.ssa and *.srt should be in

the same place with the video, it makes an easy way to play it with the movie. For example, the file video name Christina perrie.avi, thus.*srt and .*ssa file should name Christina perrie.srt or Christina perrie.ssa

Figure 2.8 Screen shoot the file and video

b. *.srt

*.srt or also known SubRip Subtitle files (SRT) are plain text files contain subtitle information. *.srt files work on most social media sites that let upload captions. The differences between file *.ssa and *.srt just located in the script. Saving the file *.srt almost similar to file *.ssa it should be in the same located in the video file.

c. The result of file *.ssa and *.srt

Figure 2.9 Screen capture the result
in *.ssa file

In the picture above this is one of the examples of the result of file subtitle in *.ssa. Looked in the picture, file *.ssa look neater and font style is smooth and the style does not monotonous. The colour of the subtitle is different. For the source language is yellow (can change the colour based on desire) and the colour of the source language is white, and the audience saw more comfort. While the result in *.srt is different;

Figure 2.10 Screen capture the result
Of *.srt file

In the picture above, that is the result of the subtitle in file *.srt. Generally, it almost similar but if viewed more in there is a difference. File *.srt the result is joined in the bottom centre of the screen. The font in *.srt file when displayed on the screen, the font is big and the subtitle look like full on the screen. Thus, the colour and the font style is monotonous, it cannot be changed like *.ssa.

D. Comparison Aegisub between another application

Aegisub, SubEditor and DivXLand one of the application to create subtitle. All most subber or subtitler used the applications to create or edit the application. If looked at another side, the applications have the benefits are made the people enjoy and fun when using it. There is some superiority, but in this case, the researcher will be compared the features of each application subtitle editor with Aegisub:

Table 2.1 The Table about the Benefits features and Shortages Features of Subtitle Application

No	Name of The Application	Definition	Benefit of Features	Shortage of Features

1	DivXland	According to Zsogyan (2003), DivXland is the application to create subtitle kinds of movie fast and easy. This software is free and available in a lot of languages, thus the process of creating and editing file became easy and fun	1. Create subtitle and text became easy. 2. It is automatic to set the time and subtitle correction. 3. Support for basic text. 4. Support with all of the font types. 5. Can use to change the audio stream from AVI and MPG, with formats MP2, MP3 and WAV	1. This is still needed in Virtual Dub. 2. This is still needed Ms Office word 2002/ the newest Ms Word to the spelling checker
2.	Subtitle Editor	According to Olsson (2001), Subtitle Editor is also known SE is a free and open – source subtitle to create, edit, adjust or synchronize subtitle for videos	1. It is very easy to use. 2. Create/adjust/sync/translate subtitle line. 3. Compare subtitle 4. Multiple searches and replace 5. Spell checking via open office dictionaries/NHunspell	1. Can translate the subtitle with helped Google Translate but should connect with the Internet. 2. The problem in motion track
3.	Aegisub	According to Monterio (2008), Aegisub is a program, which has a goal to make typesetting much better.	1. Start Time 2. End Time 3. Style Manager 4. Line Duration 5. Format Font 6. Textbox 7. Translation Assist 8. Font style	1. Size of application is so big. (26MB) 2. The appear of Aegisub is not interest 3. The result of subtitle just can open in GOM Media Player.

From the information in the table above, every application, have each benefit. Therefore, Aegisub is one of application that helps the subtitler editing and translating the text easily. Aegisub has been already designed with kinds of typesetting; the purpose is to make easy for the subtitler if they want to edit the font on the Aegisub.

Aegisub can edit the false subtitle directly if there is a wrong sentence or meaning. Thus, with kinds of features in Aegisub, create subtitle in the class the students will be happy, enjoy and fun when the practice create subtitle using Aegisub. In addition that make differences with other application (subtitle editor) is, Aegiusb can

make style/typesetting/ font style in the subtitle. Thus Aegisub has many benefits and makes the user enjoy to use it.

E. Previous Related Study

In this subtitle, the researcher will describe some related previous study as references for conducting this study. First, the study by Yogi Rahmad (Politeknik Negeri Padang, 2017) entitled The Making English Subtitle for Profile Movie of Padang Pariaman Regency by Using the Aegisub Application. The similarity with this research is the application. He uses Aegisub as the application to create subtitle. This research is using a qualitative method for analyzing data. This research shows making the English subtitle for the profile movie is to captivate the foreigners to visit Padang Pariaman. The difference is the design of the research. Yogi uses Aegisub to create subtitle the movie and to shows the translation process, methods, and procedure to make the translation from the movie. Based on the research above, the researcher thinks that this study is different from previous one. On the result, she concluded that Aegisub could use for students to create subtitle from the movie. Although, the subject of the study also different. The subject of this study is teaching audiovisual translation using Aegisub.

The second relevant previous study is the thesis that has been conducting by Nur Isnaini Wulan Agustin (IAIN Surakarta, 2016) entitled "A Descriptive Study On The Implementation Of Blog Based Learning In Interpreting Class At The Sixth Semester Students Of English Education Department In 2015/ 2016 Academic Year". On the research, she

concluded that if Implementation of Blog Based Learning in interpreting class in term of teacher's role and students' role. Therefore, teacher's role and student's role are important to make an enjoying class. Using the blog to use in interpreting class as a supplementary media for helping students in a discussion about interpreting the subject material. In this case, the teacher just a facilitator and students should be active in the class and on the blog. From the second previous study, the difference is the object researcher. The object of this previous study is the blog in interpreting class of the sixth semester in IAIN Surakarta. But the object of this study is Aegisub in teaching-learning of subtitling in the sixth semester in IAIN Surakarta.

The third previous study, the researcher took from the journal of the national journal published on May 2017 p 46 – 56 by Achmad Basari and Raden Arief Nugroho (UDINUS, 2017) who conducted the research articles entitles "The Use Of Aegisub In Teaching Audiovisual Translation Classes: A Review On It-Based Subtitling Course". The similarity with this research is the researcher uses the qualitative method in analyzing data. The research design is descriptive qualitative design. The result of the study shows that the students' subtitle translates use Aegisub. This research describes the students translating by using Aegisub in the subtitling class in the sixth semester, and how the students applying the Aegisub to create subtitle in the classroom. Based on the journal above, the researcher thinks that this study is the difference with the previous one.

The previous journal used contractive analysis and this study uses qualitative analysis.

Ximo Granell (Jaume Universty in Spain, 2011) who conducted the research about specialized translation entitles "Teaching Video Game Localizations in Audiovisual Translation course in University". His research shows how to teach audiovisual translation using game localization. The purpose of the study is to know the similarity of this research is the qualitative method as analyze data. From the description above, the researcher wants to complete the previous research and to enrich the similar research. The researcher wants to conduct a study about teaching audiovisual translation in the subtitling class using Aegisub with the different object and different analysis entitled The Use of Aegisub to Translate English − Indonesian Videos in the Teaching Learning of Subtitling on Sixth Semester English Education Department in Academic year 2017/2018.

CHAPTER III

RESEARCH METHODOLOGY

The researcher discussed the research methodology in this chapter. It covered the research design, setting of the research, data resources, collecting data, analysis data and trustworthiness.

A. Research Design

In this research, the researcher used qualitative research. The descriptive qualitative research has the important role in this research. According to Leedy (1980:4) "Research is the way of looking for accumulating fact so that collection of data speaks the mind of the research.." in this research, the descriptive qualitative research relates to providing a description of the phenomenon. As quoted from Bodan and Taylor (1975:5) "Qualitative methodologies refer to the research procedures which produce descriptive data." It is used to describe the content of the text, especially in the meaning and message.

The qualitative research is very important in this research. Burns (2000:11) says, "Qualitative places stress on the validity of multiple meaning structures and holistic analysis qualitative methodologies provide avenues that can lead to the discovery of these deeper levels meaning." It means that research does not only tell about context, input, process, and product but also tells about environment, financing or control.

In this research, the researcher observes the classroom and describes what happens in the classroom. The location of the research was in English Education Department State Islamic Institute of Surakarta.

B. **Place and Time of Setting**

1. Place

    The researcher took place at IAIN Surakarta. It was located at Pandawa Street, Puncangan, Kartasura, Sukoharjo. IAIN Surakarta is the only one state Islamic institution in Surakarta. There are five faculties, which consist of twenty-two majors.

2. Time of Research

    This research did at IAIN Surakarta from the beginning until the end of the research. The researcher conducted the research from the first class of subtitling started, there is in February 2017 until February 2018. She did observation in Subtitling class did in May 2017 to July 2017.

C. **Research Subject and Object**

    Research subjects are the teacher and the sixth-semester students in subtitling class of English Education Department. Miss Ikke Dewi Pratama, M.Hum is the teacher of subtitling class. She has taught a class at English Education Department for two years. There are five classes of subtitling class that Miss Ikke taught all classes.

    Research decided all classes as the subject of the study. It consists of 100 students. She took all classes because she wanted to get detail information and both of five classes are a big class. Each class has 28 to 35 students. The big class will be more difficult in handling than small class, which just consist of twenty students. Delivering materials in the big class

is quite challenging. The learning process will not be effective whit out the media. Thereby, the media really needed.

Research object was Aegisub translate English – Indonesia videos in the class of subtitling and focused on the application to create subtitle and of course the problem that students faced. It can be looked from the table in the technique of analyzing data. The researcher is able to know the ability of students to make translation and understand the situation and condition in subtitling class, the problems are used Aegisub to translate the videos in English into Indonesian.

D. Data Source

According to the form of the study, the data were descriptive text in the form of words Lofland (1984: 47), as quoted by Meleong (2004: 122) said:

> *"sumber data utama dalam penelitian qualitative adalah data dan tindakan selebihnya adalah data tambahan seperti dokumen dan lain – lain".*

In other sources of data in qualitative research are words and events, the additional data can be from documents and others. The researcher in this study collected the data in the form of information about translating English – Indonesian using Aegisub in Subtitling Class for sixth-semester students of English Education Department. The source data in the research includes events, information, and documents.

1. Events

   The researcher observed the situation in teaching learning process and activities the students in the classroom. The event is the situation during subtitling class.

2. Informant

   The informant is people who can give information about the character and situation of the object study. Here, the informant is subtitling teacher, Miss Ikke and the sixth-semester students of English Education Department who take subtitling class. The researcher conducted an interview with subtitle teacher and 20 students randomly. They explain some questions from the researcher.

3. Document

   The document provides both of the researcher's observations and interviews. They enrich what the researcher see and hear by supporting, expanding and challenging portrayals and perception. Sutopo stated that (2006: 61), the researcher analyzes some related documents such as fields note and result from the interview for supporting the data. The interview will give supporting data, besides data from the situation in the class.

E. The technique of Collecting Data

The techniques used for collecting data are observation, interview, and documentation.

1. Observation

    According to Santosa (2014: 59), the definition of observation in generally divided become two are non-participate observation and participant observation. In this case, the researcher used participant observation (direct observation). Participant observation or live observation is a direct observation to be a participant in the events observed (Santosa, 2017: 59). The researcher became one of the participants in the events are research and performed a specific role in the event.

    In this observation, the researcher observer in the classroom of subtitling class at the sixth-semester students of English Education Department. The researcher observed the teacher actions during the teaching-learning process in front of the class and the interaction among the students with the teacher from the beginning until the end of the lesson when every group doing the video to make subtitling then translates the video in English into Indonesia. Usually, the teacher gives the students' time to carry the video and then the video will be presented or showed in next week or meeting.

2. Interview

    According to Santosa (2017: 60), the interview is one of technique in collecting data with interviewed the informant about the events were investigated by the question. There are two kinds of the interview; structured interview and in-depth interview. In this research, the researcher used the structured interview. Santosa,

(2017:61), stated structured interview usually made with the questions are composed in outside based on the data was obtained the observation, content analysis and quisoner.

The interview is verbal communication between researcher, students and the teacher to get more information. Besides, the teacher, the researcher also makes the interview with the students. The process of interview is a face to face process. In this section, the researcher will be conducted to collect information from some people, are subtitling teacher and students who join subtitling class in English Education Department.

The interview was done with the students of subtitling class and the subtitling teacher at sixth students' semester of English Education Department. The researcher as the interview makes an interview with teacher and some of the students of the sixth semester.

Before having the interview, the researcher prepares some lists of the question in order to avoid the interview of being too large and out of context. These questions also help the researcher to make a systematic interview so that the interview will be better.

The questions for the teacher were about what the teacher thinks about the problem and solution when using Aegisub to translate English – Indonesia videos for the students in the sixth semester when they create subtitle-using Aegisub.

3. Documentation

   The document is everything in written or film, differ from a record, which is not prepared because of the need to the researcher (Moleong, 2004: 160). Documentation method is intended to find data on manuscript, book, magazine, newspaper, and agenda.

   Documentation is very useful because it can give wider background to the researcher. It can be materials in triangulation process. It is also the main material in the historical research.

   In this research, the documentation is the document of lecturing journal, syllabus and students present. The researcher took documents to understand what teacher and students did during the teaching-learning process in the subtitling class.

F. Data Coding

In this research, the researcher gave some codes of each datum in order to be easy in analyzing the data. The coding of the types of speech style is as follows:

1. The use of Arabic number-to-number data. 01 means that the datum is number 01.

2. The use of abbreviation with Romans word in capital characters to show the types of problem.

   TM: Refers to timing

   IC : Refers to iconization

   AE : Refers to application error

   TS : Refers to typesetting

ED : Refers to edition

EN : Refers to encoding

3. The use of abbreviation with Romans words in small characters to show the types of solution.

T   : Refers to Tutor

AF : Refers to Asking Friends

Auto: Refers to Autodidact

GD : Refers to Group Discussion

4. The use of people name as the informant.

Here is the example to read the coding data :

07/ED, TM,EN,Trans/Auto/Evi means that it is the datum number 07. The datum contains words of an edition, timing, encoding and translation that learning with Autodidact and the name of the informant who gave the information is Evi.

G. The technique of Analyzing Data

In analyzing data had been collected the researcher uses a descriptive study of qualitative research. As using the technique, the researcher collects data, arrange data then present data. The qualitative method is kind of research without using any calculating or statistic procedure.

Model of analyzing data, that used by researcher is Spardley's model analysis. Spradley's model analysis is qualitative of model analysis data that known by James Spradley in 1980. Actually, the content of analysis model based on Spradley same with Miles and Hubberman.

However, they used another term to make the step of the analysis. In data analysis based on Miles and Huberman's Model (1984:20). They used data collection, data reduction, data display, and conclusion.

Regarding this research, the researcher used data analysis based on Spradley's model (1980: 65). Spradley said, there are four steps in the data of qualitative research, they are; (1) Domain, (2) Taxonomy, (3) Componential and (4) Cultural Theme.

Figure 3.1: Content Analysis based on Spradley's Model (1980: 65)

According to (Spradley, 1980; Santosa; 2017: 67) there are four main components of the data analysis. They are data domain, taxonomy, componential and cultural theme.

1. Domain Analysis

    According to Grbich quoted (in Santosa 2017:67), explained that the domain is part of nature from the big structure a cultural phenomenon. The aim of analysis domain is to differentiate the fact where is in as the data and the fact there is no the data. However, the domain analysis is doing to get the general illustration of the situation which is researched.

    Here, the researcher collecting the data that is needed to get the general illustration from the difficulties of sixth-semester students to

translate English – Indonesian videos or create subtitle from the videos using Aegisub in the teaching-learning of subtitling.

The entire prospect of data that can be used in this research is collected one by one. The observation data are tested, thus the researcher can make the beginning conclusion after the researcher got the general illustration. The researcher started to make a list of an interview, the aim is to get the confirmation from the beginning conclusion. To get the needed of the data, the researcher tried to observation class of subtitling and got the more of illustration, then doing the interview with some of the students to know the difficulties that they faced.

2. Taxonomy Analysis

According to (Spradley,1980; Santosa, 2017: 65) explained Taxonomy analysis is used to organize the data with the way the data based on the category. The aim of the analysis is to arrange the data based on the group appropriate with the object research. Taxonomy analysis is the continuing from domain analysis. The collecting the data is doing by interview, documentation, observation and making some of field note.

In this analyze, the researcher is doing the observation deep against the data that has been arranged based on the category, so the researcher got the good illustration. In this case, the researcher imagines the difficulties that faced by the students when they used Aegisub to translate English – Indonesian videos or create subtitle.

After finding gaining the clear data, the researcher continues doing the interview. The aim the researcher's interview is to confirm the analysis of the data, example;

> *Atok: The difficulties, when I want to make the time synchrony and cutting off the dialogue and translation.*
> From the data above, based on interview one of the students.

He felt difficulties use Aegisub. He felt difficulties in timing and translate the text. The data was taken in datum no. 5

3. Componential Analysis

According to (Spradley, 1980; Santosa, 2017: 65), explained componential analysis used to organize and connect the data based on domain, shape, kind, function, or other categories. The componential analysis is actually connecting between components or aspects. The aim of analysis is to find the differences in a domain. The data was found when the researcher was doing the observation, interview or documentation. After being discovered the similarity of characteristic or pattern from the taxonomy analysis data. The researcher is doing the observation more detail to reveal the illustration in the data.

Table 3.1Table about the problem and Solution the students when using Aegisub

Name	Problems and Solutions															
	Timing				Iconisation				Typesetting				Translation			
	T	AF	GD	Auto	T	AF	GD	Auto	T	AF	GD	Auto	T	AF	GD	Auto
Karina	1	x	x	x	1	x	x	x	x	x	x	x	x	x	x	x
Rosy	x	x	x	x	x	x	x	x	x	1	x	x	x	1	x	x
Ayu	x	x	x	1	x	x	x	x	x	x	x	x	x	x	x	x
Berty	1	x	x	1	1	x	x	1	1	x	x	1	x	x	x	x
Atok	x	x	1	x	x	x	x	x	x	x	1	x	x	x	1	x

From the table above, this table explains the trait between problems the students when they using Aegisub to translate English – Indonesian videos and the solution to the students to solve their problems.

4. Cultural Theme Analysis

According to (Spradley, 1980; Santosa, 2017: 65), explained cultural theme analysis makes a pattern of context between category in the situation context and cultural context that focuses on his researcher. Cultural theme analysis was done with put "red threads" or the context of pattern that obtained from the componential analysis. Cultural theme analysis is a process that is difficult because all of the analysis should be same as the text and the explanation should be clear.

The illustration that was found in the data, then by the researcher is connected and can be seen the illustration more clearly. The data about the difficulties of students when they use Aegisub and translate the English – Indonesian videos that have been imagined in the componential analysis, can see the mutual effect or the cause of trouble in happened. Therefore, that the researcher can make the beginning conclusion about "red threads" based on the problem that happens in the beginning.

After the researcher collected all the data in domain analysis, the researcher interprets, the pattern of relationship between the categories was in the context surrounding the focus of this research, used as an approach according to (Spradley, 1980; Santoso, 2017: 65). The researcher describes and interprets the data based on the table above (in the componential analysis), we can know the dominant difficulties that

students faced are timing. Timing is the important component when we wanted to create subtitle. Between dialogue and picture should be seen balance, so the subtitle will look beautiful. The students should be careful when they want to cut the dialogue. If the students felt difficult and they did not understand. They solve their problems with tutoring and autodidact. They said, they will try by their own selves and if they were still confused, they will ask the teacher as the facilitator to get the best timing to subtitle the movie or video.

H. The Trustworthiness of Data

To get validity and reliability of the research, the researcher used triangulation. Setiyadi (2006: 31) defines triangulation as the combination of two methods or more in collecting the data, to enrich the data and to make conclusion accurately.

According to Meleong (2000: 176), triangulation is a technique of examining the trustworthiness of data by using something excluding the data to check or to compare the data. Dezin in Lexy (2000: 178) divides triangulation into four kinds, they are; triangulation by using a source, triangulation by using the method, triangulation by using investigator and triangulation by using theories. The explanations will be presented below:

1. Triangulation by using source means that the researcher will compare and check the credibility of information found in the observation with data of interview and compare it with the related documents.

2. Triangulation by using method means that the researcher will check the credibility the data of the research and the data resources by using several data collection techniques and analyze them by the same method.

3. Triangulation by using investigator means the researcher will re-check the credibility of his data by his own research or another researcher.

4. Triangulation by using theories means, it is a technique of examining data by finding the standard of comprehension from an analysis explanation a supporting data to get a valid evidence of the research result.

In this research, the research used triangulation of the method. It was by comparing the data taken from an observation that held during teaching and learning process and the data from an interview, which have the same method.

Invalidating the data, the researchers observed the process of the teaching-learning process, while also observing the problem appeared; the researcher does the crosschecking by comparing them to the data of interview.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding

This chapter presents research finding and discusses the answer the research problems that have been formulated before in problem statement in chapter 1. The data, which had been obtained from the field, were reported according to observation in the classroom and interview with teacher and students. Here, research finding focused on (1) How do the 6th semester IAIN Surakarta use Aegisub to translate English – Indonesian videos in Academic Year 2017/2018? (2) What are the problems of the students 6th-semester IAIN Surakarta to translate English – Indonesian videos using Aegisub of English Education Department in Academic year 2017/2018? (3) What resolves do the students perform to attend the problem of the students 6th-semester IAIN Surakarta to translate English – Indonesian videos using Aegisub of English Education Department in Academic year 2017/2018?. After collecting data, the whole data of the students' problems and solutions in using Aegisub there are 19 students that has been interviewed by researcher.

1. The Using of Aegisub by the Sixth Semester English Education Department to Translate English – Indonesian Videos

a. Installing the application

In this case, the researcher should know the early process to use Aegisub. The process is a series of the clear steps that can be reached repeatedly with the aim to get the desire. In the

implementation, the process of using Aegisub start from installing the application until doing the project and the last is saving the video. In the class of subtitling, the lecturer gave the information or explain the application how can the students use it in the subtitling class. The lecturer showed the Aegisub as the application to create subtitle.

First, the students asked to bring the laptop and made a group. One group consists of 2 or 3 students. In every group the lecturer said;

Figure 4.1 The way to install the application

"at least there is 1 laptop for one group, so it can facilitate in creating subtitle. [observed in Miss Ikke's's Class on 7th May 2017]. "

In the realization, the lecturer showed the step for the students first. Therefore, in subtitling course, the students must bring a laptop. Minimum one group consists of one laptop and facilitate the activities of learning in the class. In the situation of

the class, lecturer borrowed one student's laptop as the example to install the application.

The students watched and listened to step by step when the lecture install the application and follow the instructor of lecturer said. The lecturer gave the step to install with the projector. The laptop should be connected to a projector so the students can see the step on the screen clearly.

Firstly, the lecturer showed the step to install the application; the students should know the capacity of their laptop. For install the application, they are 2 series, there are Aegisub 3.2.2 32 and Aegisub 3.2.2 64. The meaning of 32 and 64 behind the number was to show the capacity of a laptop. Every laptop has a different capacity, thus the students have to be fastidiously in looking the capacity.

Figure 4.2 Way to know the system type of laptop
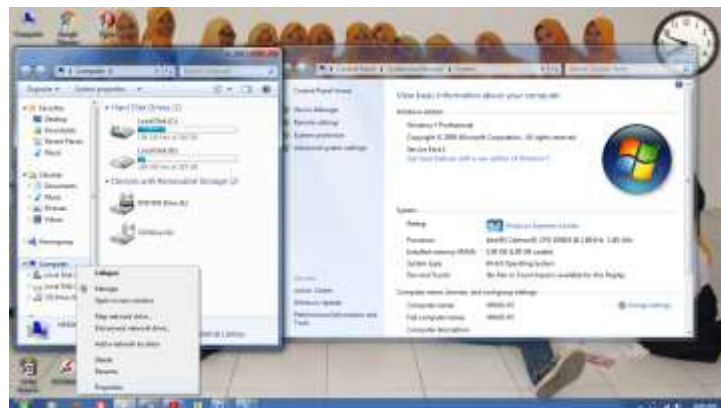
From the picture above, that is the step to know the capacity of the laptop. When you already know the capacity, the lecturer asked the students to continue the installing application

appropriate with the capacity. The capacity of the laptop and application should be matched.

> *If your laptop capacity just 32-bit laptop, install Aegisub is 32 bits. But if your capacity of your laptop 64-bit, install the 64 bit. If you install the wrong capacity, it could be opened but later the application is often an error and goes out. So you should be given intention how capacity laptop you have guys. [observe in Miss Ikke's's Class on 4 May 2018].*

The Lecturer in the class has been given information about it, and one of the students are false to install the application because the student did not hear what the lecturer said. Whereas the students install it, it could be open on their laptop but sometimes the application cannot work well.

b. **Import the videos to Aegisub and Cut the Video**

Figure 4.3 To open the Video and Import the video
to Aegisub
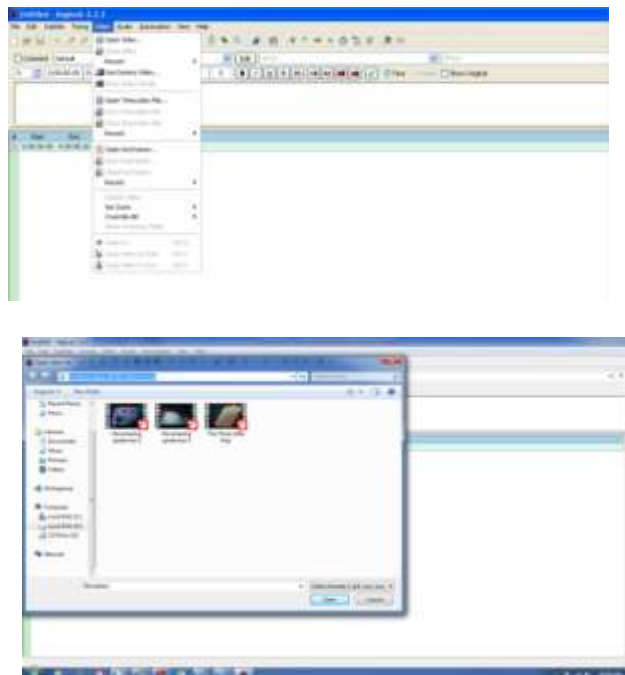
After Aegisub has been installed on the computer or laptop, the next step is import the video into Aegisub. Teacher gave the direction how to import the video into Aegisub, with the ways clik on the menu bar – choose video – choose open video. Automatically, it brings in the file of video that students have.

Figure 4.4 the video and audio are ready to use
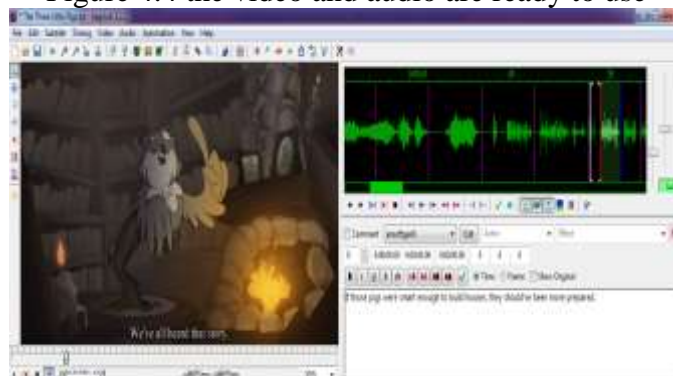
In the figure above, the video automatic, open in Aegisub. Creating the subtitle for the videos or movies were started by opening the Aegisub. After Aegisub was opened, it was continued to open the videos or movie by clicking the video bar then click the open video to load the video and the audio.

After opening the video, Aegisub exactly has loaded the video and audio automatically. Thus, the video is ready to work with the students. In creating the subtitle, subtitler or subber should be a focus on the video. The important part is cutting the audio and make fit with the picture. It is kind of the synchronization of dialogue and picture (synchrony time). Cutting the video is the important part when we wanted to create subtitle from the video or the movie. This part needs a full concentration.

Figure 4.5 Synchrony the time of cutting the audio
(Start and end time)

From the picture above, two markers have different colours for spotting the start time and end time. The colours are red and blue. Each colour has a function, a red colour marker is used to spot the start time to cut the audio while the blue colour marker is used to the end to cut the audio. To set the start and end time, it is just simply to drag the marker forward or backwards.

Figure 4.6 To know the CPS
(Character per Second of the subtitle)
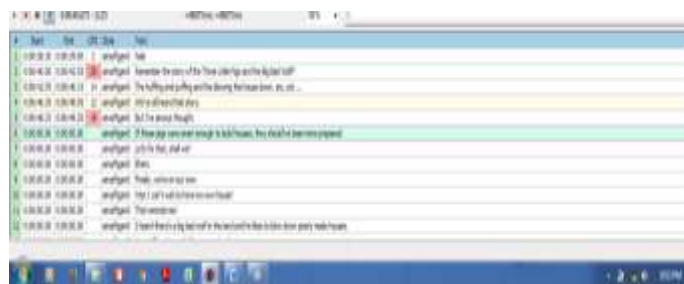
After spotting the start and end time of subtitle, the subtitle was created based on the audio spotted previously. It was important to adapt and adjust the subtitle to character permitted for the duration of the subtitle. Fortunately, Aegiusb provides a tool for adjusting the CPS, so it was easy to notice how much the

maximum of the subtitle. The font in subtitling is attention too because the font is important one are the audience see clearly or no.

c. **Set the style manager of Aegisub**

Figure 4.7. Set the style manager
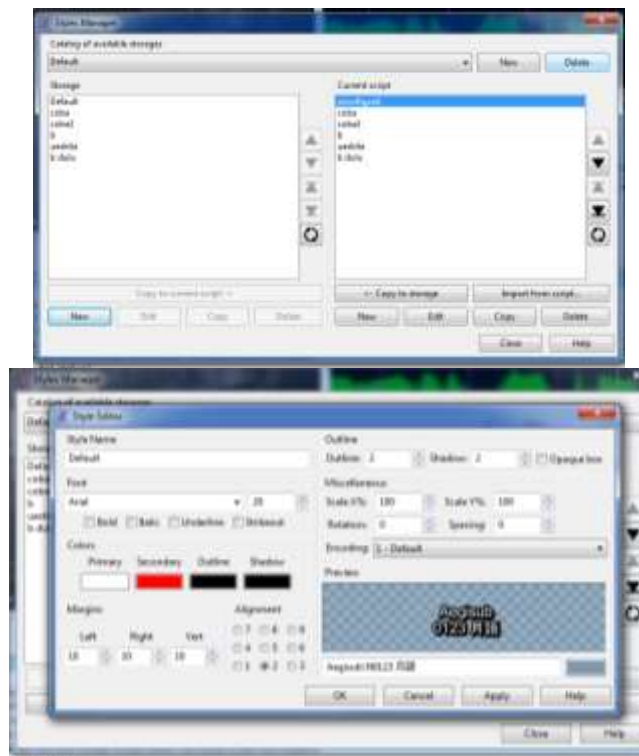
After creating the subtitle, it will be fine if the font is changed and it looked good, to change the font it used style manager. Style manager can be opened by clicking Subtitle and choose style manager. In the beginning, the first look in the style manager like in above of picture 4. For making, a style can be done with the method

1) In the tab of the catalogue, choose new. and type the style name that you want after that click OK

2) In tab of storage, choose New and it will show the style editor box.

This picture is the first look to change the font. There are findings of some of the markers, each marker has the function, like;

1) Style Name, the function is to fill the style name of the subtitle.

2) Font, the function is to set the type and size of a word that used.

3) Colours, in this case, colours, divided become 4. they are;

   a) The primary colour is the colour to get the colour on the part of the word.

   b) the secondary colour is the colour to get the colour in the seam

   c) outline colour is the colour to get the colour on the outside of word

   d) shadow colour is the colour to get the shadow effect of word

4) Margin, the function of margin is to set the position of the word

5) Alignment, the function of alignment is almost similar with margin. but, in alignment more complex then margin. the function of alignment is to set the subtitle position. in the picture, alignment is shown with a number, the meaning of numbers are, example; number no 2 it means the position of the subtitle in under video, and number 9 it means the position of the subtitle in the right on video and etc.

d. Translating the Subtitle

After the students opened the Aegisub and import the video into the application. It is the next step to create subtitle, they are translation the video. In translating the video, there is some steps,

1) Import the video

Figure 4.8 Importing the video
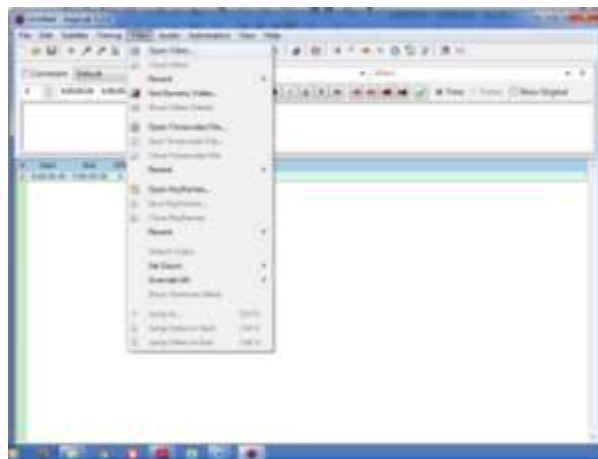
First the students should be open the video and import the video to Aegisub. Just click the toolbar video → chooses open video, after that students can choose the video that they want to translate. And the next step is import the subtitle of the movie. This is the way to make an easy for the students to translate the video. Click the toolbar file → choose new subtitle, after the subtitle has been in the Aegisub the students can do the project

2) Import the Subtitle of the movie

Figure 4.9 Importing the
subtitle of movie
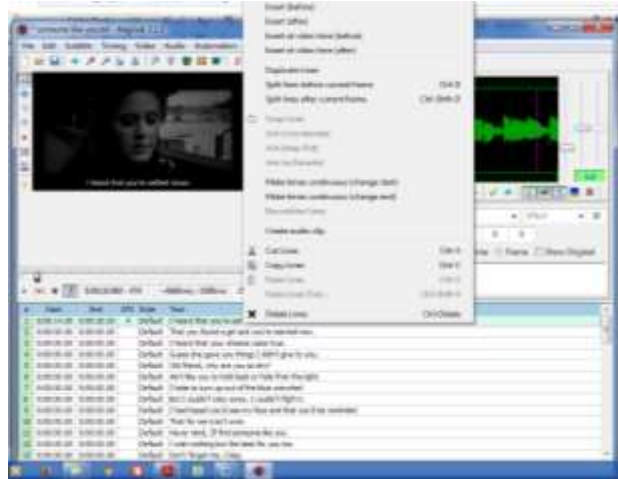
This is the step to translate the subtitle of the movie. the
first step is students should import the subtitle of the movie,
with insert the transcript of the movie into Aegisub. After the
transcript has been in Aegisub, students can click the first line
of   transcript, the aim is to make the match audio and visual
after it make the students can make the translation. If the audio
and visual has been match the students can translate it. The
second step is, click the right button on mouse → choose insert
after. For the pictures above, the transcript of the subtitle so
many raw, the purpose is to make easy the students to translate
the movie. After the students choose insert after, the next raw
will be opened and there is no write.

Figure 4.10 the result after insert after line
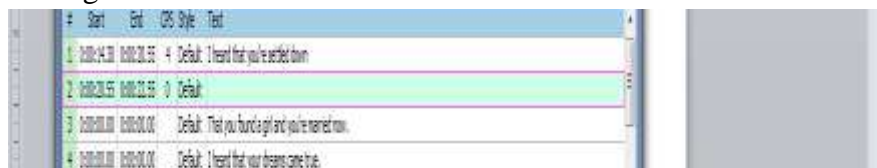
Like the picture above, after the students choose to insert raw the next raw will be empty. But in translating the subtitle not in this raw but in the text box

3) **Translate the Subtitle in Aegisub**

Figure 4.11 The way to translate the subtitle
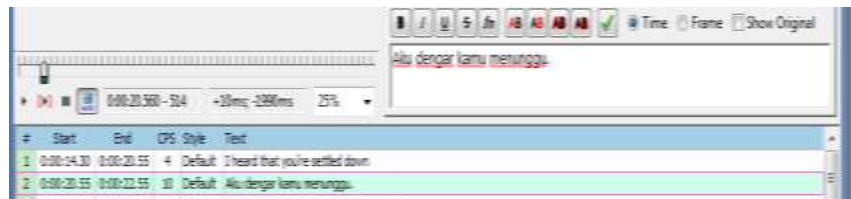
Like in the picture above, students should be translating the text in the text box and the result from textbox automatic in the raw of the subtitle. In this case, the students translate from English to Indonesian. In the up raw this is the Source Language (English) and in the raw is the Target Language (Indonesian). After the students translate the text, the source language in the up can be removed, like this;

Figure 4.12 Way to remove the raw
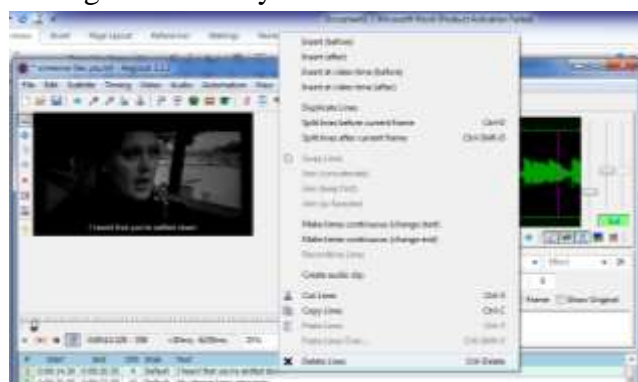
This is the way to remove the raw. Just click right on mouse →
and choose delete line. Automatic the line above will be removing.
Moreover, the result is;

Figure 4.13 The result of Translate in Indonesia

The result of the subtitle raw is just the target text, Indonesian.
Moreover, the students did the same way with the other steps. It is
the simple way to students when they want to translate the subtitle.

This is the third steps of creating subtitle. It is translated the
subtitle from English to Indonesia. Moreover, the image and audio
in order to check that they fulfil all of the criteria and it can be read
in a natural method. The students' task is to create subtitle or
translate the video from English into Indonesia because in this
course the lecturer gave the English video. When creating subtitle
of video, lecturer explains that creating subtitle just permit in two
or three lines. If more than three, the students should be put the
subtitle in another line.

To translate the video, the students should know the step.
Create subtitle is not easy; the students should obey the roles so the

students can make the good subtitle. The lectures gave the example how to create subtitle in the Aegisub. From the picture, under the video, there is a raw the lecturer gave the step to create it. Just click the raw and click the right on the mouse and click after the line. The students followed the explanation of lecturer.

e. Saving the result of subtitle and Result of the project

Figure 4.14 saving the subtitle

The last is saving the subtitle. Saving the subtitle as the last project in this case, if the students have finished the subtitle students can save the subtitle. But, the result should be corrected or checked by the students, itself. There is an error or no. if it finishes students did not find any mistake, such as wrong translation, incorrect punctuation, repetition word, and font style. After finished inserting or correcting the text, the last step is saving your task or project. to save the project, just click File menu in menu bar and select Save Subtitle as. In saving the project of the subtitle, the name should be in file form of ASS.

Figure 4.15 Result of the subtitle open in GOM

After doing the process, start from installing the application until creating the subtitle of the movie or video, the result of the subtitling, which was in the form of ASS format could be opened by using one of video media player, namely GOM player. The Indonesia subtitle has appeared in the middle and bottom of the screen. it can be seen in the picture above.

2. **The Problems of the Sixth Semester Students IAIN Surakarta to Translate English – Indonesian Videos Using Aegisub**

Table 4.1 The finding table of students' problem

No	Problem	Numbers
1	Timing	15
2	Translation	8
3	Typesetting	2
4	Iconization	3

The table 4.1 shows, how many students who did not understand or get the problems in using Aegisub. The problems are timing, translation, typesetting and iconization. Some of the students have the

problems in using Aegisub. Aegisub is one of software, which helps students to create subtitle. Create subtitle has challenges for students. After the researcher shows the problem, the researcher tries to identify the problem of using Aegisub.

The problem of the students is when they used the new application. In this case, the problem who researcher found is; Timing, Typesetting, Translation, and Iconization. After the researcher did the interview with the students and the teacher who teaching subtitling, the researcher is trying to classify the data result based on the interview. Some of the students feel difficult to use Aegisub to create subtitle in movie or song. Because create subtitle students should have to make a good timing and make the dialogue and picture appropriately. Because timing in the subtitle is the important component.

a. **Students' Problem Using Aegisub**

1) **Problems in Timing**

Table 4.2 Problem in Timing

Code	Problem	Solution	Name
03/TM/T/Ayu	Timing	Tutor	Ayu Masithoh Dewi
04/TM,TS,IC/T,Auto/Berty	Timing, Typesetting and Iconization	Autodidact and Tutor	Berty Aulia Elmianti
05/TM,Trans,TS/GD/Atok	Timing, Translation and Typesetting	Group Discussion	Atok Saifuddin

From the table 4.2 above, the researcher tried to describe the problem that most often faced students when creating subtitle and translation the videos into English – Indonesian use Aegisub. Almost students felt difficult when using Aegisub. Especially, they tried to translate the videos. Translate the video is different with translate the video. Translate video we need the application that helps the translator one of them is Aegisub. In IAIN Surakarta, the students who followed the class of subtitling introduced the Aegisub as the application to create subtitle.

Translating the video and create the subtitle from the video we should establish the exact timing to cut the dialogue and the dialogue appropriate to the picture. Fit the timing of dialogue and picture is not easy because we should focus to hear and see the screen, Like Ayu Said:

> *Reseacher   : It is difficult in using Aegisub? Or you find some problems or difficulties when you use it?*
>
> *Ayu   : Yes, I found some difficulties. Because it is new and we should try it. For me, the most difficulty is in timing because we should make the video and audio synchrony and in translation. When we are translating the video, there is a limited line and the translation should be fit in well (Interview with Ayu on 9th February 2018).*

Based on Ayu purposed above, she felt difficult to fit the timing. Cutting off the dialogue per second needs the concentration. The timing for the subtitle is an important thing because timing is the one thing that makes the subtitle nice, so timing the picture and dialogue should be appropriate with the picture so the audience can see the nice

subtitle. Ayu explanation was similar to Atok's statement in his interview with the researcher.

> *Researcher : Atok, are you find some difficulties in using Aegisub?*
> *Atok : The difficulties are **synchrony with time, cutting off the dialogue and translation.** Audience or viewer should understand the meaning of our translation. It is different when we want to translate the book. A reader more understand the meaning well while translating the video it should be short, flexible and clear (Interview with Atok on 12th February 2018)*

Based on Atok's explanation, he got the difficulties when he used Aegisub, one of them is cutting the dialogue. When we want to cut off the dialogue. The timing should be appropriate for the video, thus the audience can see the nice subtitle. Another difficulty is making a translation. When we wanted to make a translation of the video, the translation should be short and did not lose the meaning. It was the problem that Atok's face when he wanted to translate the videos. Creating translation use Aegisub not easy as he thought. Before he creates the subtitle, he should translate the text before. This is a bit difficult that Atok's felt. Because he should understand the meaning of the text and picture and be creating the text as simple as possible but the audience still understands and get the meaning of it. The explanation was similar to Berty's statement, in her interview with the researcher;

> *Researcher : Have you troubles or problems when using Aegisub, Mbak?*
> *Berty : Of course, I have the problems when using Aegisub. In the first time, I did not understand, like **translating, synchrony with time and cut off per dialogue**. (Interview with Berty on 9th February 2018)*

Based on Berty's said, she felt difficult in the timing. Her difficult was similar to her friends, Ayu and Atok. Timing is one of the important processes in spotting in the subtitling industry. According to Ivarsson (1992: 87), this is a process of defining the in and out times of each subtitle. Subtitle and timing cannot be separated, because when the audience sees the movie and see the picture and dialogue not same. It will be the audiences not enjoy and understand the meaning of the movie.

Based on three students that researcher interview, they got the same problem when the use Aegisub in the subtitling class, there is timing. Timing is the process of defining the in and out times of each subtitle. According to (Ivarsson 1992: 87), to do this, timers have to try and strike the best possible balance between "the rhythm, the phrases and the logical divisions of the dialogue and appropriate time units and line lengths for the subtitles he is planning to write". Its mean the students should be a focus on their dialogue and made the dialogue and picture balance.

When they using Aegisub to create a subtitle, they felt difficult to cut the dialogue and made the dialogue fit with the picture. According to them (students' interview), made the dialogue fit with the video is difficult. They should have a high concentration and they heard and visioned should be a focus on the dialogues. Because timing is very important and the text in the subtitles should always be in balanced and appropriate reading time setting.

"For making a good subtitle and readable by the audience, cutting of time is important. As good as the subtitle that you create, synchrony with sound, the image it will fail, and the audience will not get the good or have enough time in reading the subtitles. The intent is that appropriate, dialogue and images should be appropriate; it should not be fast or slow. (Based on Miss Ikke. Observed in Miss Ikkes's Class on 16th may 2017)

The difficulties for the students are making the synchrony the time with dialogue. Synchrony time is the important part to make the subtitle. Lecturer in the class asked the students should focus on the video, thus they can get the best result in the subtitle. Therefore, the lecturer asked the students to bring earphone, with the aim the students can get the maximum result.

Figure 4.16 Picture the process of cutting
(Timing) the dialogue
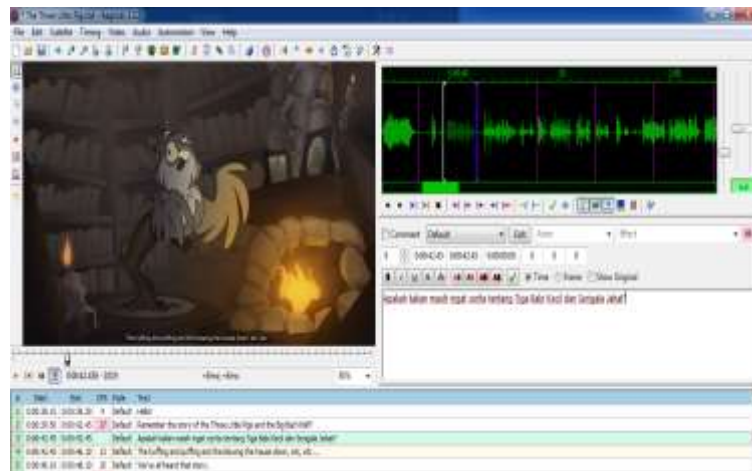
In the class, the teacher gave the information, when creating subtitle the important thing to create subtitle and make the result is synchrony is the fit or the synchrony between the Audio and picture. All of them should be fit or synchrony. Like in the picture above, the subtitle synchrony with the picture and the result is good enough.

Therefore, when creating the project students should be quiet and focus.

2) **Problem in Translation**

Table 4.3 Problem of Translation

Code	Problem	Solution	Name
I 05/TM,Trans,TS/GD/Atok n	Timing, Translation and Typesetting	Group Discussion	Atok Saifuddin
011/Trans,TM,TS,ED/T,AF/Bagas t	Translation, Timing, Typesetting and Edition	Tutor and Asking Friend	Anggi Bagas F
012/Trans/GD/Saiful h	Translation	Group Discussion	Muhammad Saifullah

is table, explains the other difficulties of students. When they were using Aegisub to translate English – Indonesian videos, the difficulty is to translate the text. Translation is translating the SL to the target language or translation is thought of as conversion of a written text in one language into a written text in another, though the modern emergence of the simultaneous translator or professional interpreter at international conferences keeps the oral side of translation very much alive.

Translation just replacing the language with other language but the message from the text did not lose. The task of the translator, they should translate to another language. In this case, the researcher has been finished to interview some of the students about their difficulties in the translation process. Based on Bagas;

> *Researcher : Is it difficult for you to create subtitle?*
> *Bagas : It is hard to become a translator. When we translate a song, due to the song's art, we should not be translated a lot of the track. The feeling will be lost when it read by the viewer. In choosing the diction and connecting with another word it is important too. (Interview with Bagas on 13th February 2018)*

Based on Bagas' statement above, he felt difficult to translate the video. He felt difficult to translate the song. Because, when he wanted to translate the song, he should have the same with the singer's feel before he translates it. He said that feeling is important to translate everything, especially song. Song has the lyric is complicated. For the example;

SL: How can I love when I'm afraid to fall

TL: *Bagaimana Ku jatuh cinta ketika ku takut terjatuh*.

From the part of the song by Christina Perry (Thousand Years), we can see the word "fall". Fall has a lot of meaning; one of them is "*terjatuh*". In this case, the fall if we translate *terjatuh*, the meaning of the song will be lost. Another fell, Bagas said the diction should be considered. Chose the word or diction is important when someone wanted to translate the text or video. Using the good diction the result should be good and the audience or reader easy to understand. Fall in this song could be interpreted or translate with *terluka*. Another argument about translation that is shown by Saiful;

> *Researcher : Are you find any problems in using Aegisub Mas?*
> *Sayful : For creating subtitle using Aegisub, I think is easy but sometimes I found some problems too. Like, in time and translation. In translation, the translation should match with the content,*

translate forbidden overload on the screen display, the language should flexible and the meaning should be easy to understand. I think it is very challenging for me. (Interview with Sayful on 13th February 2018)

Based on Saiful statement, he said translate not only translate the video but also we should know the context of the video. According to Schules (2012, 96 -97), The first impression of the reader is able to understand the text more fully than they would be been able to without them. Hence, in translation, the first target is the reader (book) and audience (movie). The viewer should understand the result of translation that we are doing. Translate the text different with translate the video. Translate the video means create the subtitle from video or movie.

Create the subtitle has roles, there are just two or three lines on the screen. Therefore, the translator should translate the video as simple and flexible as possible, but the subtitle without lost the meaning, for the example of the sentences behind;

SL: Fine! Then I'll huff and I'll puff and I'll blow your house in!

Students can translate this sentence with, *Baiklah! Kemudian Aku akan marah, meniup agar rumah mu terbang!.* It can be translated like the sentence above. However, the context in the subtitle, students should find the good word and language. Moreover, the translation can be easy to understand for audiences.

Looked from the meaning, it is not flexible and difficult to understand by the children who watched the subtitle. This dialogue is a part of the movie from "Three Little Pig and The Big Bad Wolf". In this

class, this movie had been doing by students. Students made the group and create the translation from the video. After the students finished do this task, every group should be presented the result of the video. Some of the groups presented the result of the task and the others groups or students should saw the video and their friends present. After the video finished presented by the group, the lecture ask the students;

> *Do you find any translation or sentences that do not match? (Observed in subtitling class on (12th May 2017) [Miss Ikke's Class].*

One of the students raised her hand and tried to find the mistake or error from this video. She said from the dialogue of the video Three Little Pig and A Big Bad Wolf *"Fine! Then I'll huff and I'll puff and I'll blow your house in!"* and she answered;

> *I think it can be translated like this, "Baiklah! Maka aku akan meniup dan menghancurkan rumahmu!" itu kan lebih simple Miss dan kalau di lihat dari gambarnya juga sesuai." (Observation in Subtitling Class) [Amel's answered]. (in Indonesia)*

Moreover, other students tried to answer the question that Miss Ikke gave to their, she said;

> *Aku akan marah dan menghancurkannya! (Observation in Subtitling Class) [Wulan's answered]. (in Indonesia)*

Theirs answered almost similar, but for the translation of the video, the language should be simple and flexible but the meaning did not lose. And the meaning of the sentence is *"Baiklah! Maka aku akan meniup dan menghancurkan rumahmu!".* It is a good answered for this sentence because look for the meaning and the context it should be easy and the audience understand the subtitle. Others statement from Atok, he said;

> *Researcher : Atok, are you find some difficulties in using Aegisub?*
> *Atok   : The difficulties are* **synchrony with time, cutting of the dialogue and translation.** *Audience or viewer should be understand the meaning of our translation. It is different when we want to translate the book. A reader more understand the meaning well while translating the video it should be short, flexible and clear (Interview with Atok on 12th February 2018)*

This case almost similar to Saiful statement. The language should be flexible and very simple but the meaning clear. Atok said, translate a book is different with video. He said, translate a book, the reader will understand the meaning fast.

From the problem above, the three students faced the problems in translation. Because translation is the best part of translating the video and create subtitle. Translation we should had the knowledge before and translate the video not only translate but also we should read carefully and find what the meaning of the text.

When transferring from English to Indonesian most translators are not English native speakers. The students will be discussed later; this is a factor with a crucial impact on the quality of the final translation. Knowledge of the English language and diction is generally not required in the case of translating into other languages

> *"you must be cooperation in working on tasks, translate it by yourself. You should be able to find the meaning or translation that flexible without eliminating the meaning of the source text to be shown to the audience when the audience understand what is the translate of. " [based on Miss Ikke. Observed in Miss Ikke's's Class on 24th may 2017].*

3) Problem in Typesetting

Table 4.4. Problem in typesetting

Code	Problem	Solution	Name
02/TS, Trans/AF/Rosidyana	Translation and Typesetting	Group Discussion	Rosidyana
011/Trans,TM,TS,ED/T,AF/Bagas F	Translation, Timing, Typesetting and Edition	Tutor and Asking Friend	Anggi Bagas F

From the table 4.4 above, the researcher tried to describe the other of the problem that often faced students when creating subtitle and translation the videos into English − Indonesian use Aegisub, they are typesetting. The function of typesetting or the purpose of typesetting is to make the good effect or special effect in the subtitle. In the typesetting, you should know how to change the font style of the subtitle, formatting the font in the subtitle. Like Rosi said;

> *Reseacher : Do you find the difficulties when using Aegisub?*
> *Rosi : Yes, I found it. I get the problems in the pattern. Sometime I do not know what is that? Cannot change the font style and etc. (Interview with Rosidyana on 09th February 2018)*

Based on Rosidyana statement, she felt difficult to change the font in Aegisub. She did not know how to change the font style and font size in Aegisub. She felt confused when she opened the Aegisub firstly.

> *Reseacher : Next question. Are Teacher explains first before the students practice using Aegisub?*
> *Rosi : Ofcourse the teacher explains it. In the first meeting we are still given the direction she still guides us and she gave a lot of videos and give the examples how to work it (create subtitle), and*

I think she Explained the material clear enough.
(Interview with Rosidyana on 9ᵗʰ February 2018)

To resolve the students' confusion, the teacher will explain the way to use Aegisub to the students, Like Rosi's statement, the lecturer gave the explanation how to create subtitle. The lecturer did not give the students task before the students understand what the meaning or how to use it. Teacher's role in the subtitling class is important for students.

According to Bagas, one of the students in the subtitling class, he has the same difficulties in typesetting. He felt difficult to change it.

> Bagas : *Actually, if we know how to use it and always use the application, it will be easy. Like our task on yesterday. We gave the project to the teacher and I think create subtitle is easy. Because we have been known where is the place (put in the subtitle). For a beginner is difficult, the difficulties are; 1) when we should observe, means watch the video and should cut off the dialogue and the video and audio should be synchrony. We should have the higher hearing. 2) Move the dialogue of people who are speaking. 3) the style of the font is different, like in the colour white and black or other colour. (Interview with Bagas on 13th February 2018).*

From the interview above with one of the students in the class of subtitling, Bagas felt difficult to change the colour of the font. Like, when the woman speaks, it should be changed in other colour, an example in yellow. Because in the first practice in making a subtitle, the teacher asked the students gave the different colour in every people who are speaking so it makes the audience and students to see or watch the movie. However, students or some of the students still confused to change it.

Therefore, it can be concluded before doing the lesson, the teacher gave the explanation first until the students understood. The teacher also

guides and leads the discussion in the classroom. Aegisub is a new application, which students know in subtitling class. Aegisub is used in the learning process in the class because it is an application that supported in the class to create subtitle. Moreover, for the statement above, if they wanted to study, they can use it and it fell easy. In the below is the picture to know about typesetting.

Figure 4.17 To change the font style
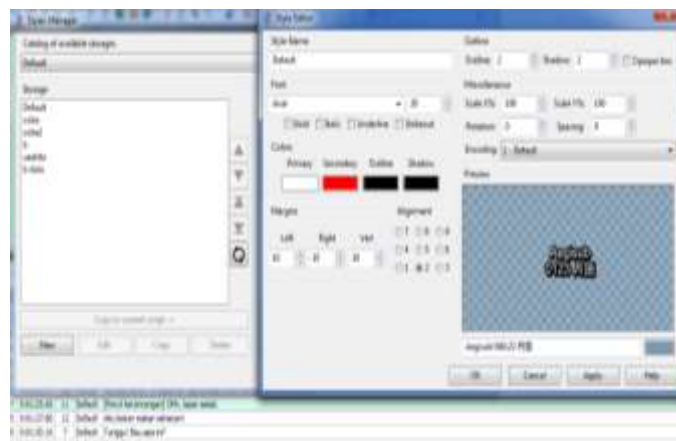
In subtitle, the subtitler should make the good font and make the audience interested to see it. The way is, you can click on the menu bar (subtitle) and then choose style manager. After you click, Style Manager, the first look like in the right picture above and then you can click new and they look like on the left of the picture above. There are more chose, start from, font style, colour font, font size and etc. It makes easy the students when they wanted to edit the subtitle.

4) The problem of Iconization

Figure 4.18 picture of Icconization

A lot of icons that is often students encountered when they opened Aegisub, like icon new, save, load and etc. But in this case, the researcher just show some of the icons, like the figure 4. above, there are some of the icons in Aegisub. There are three icons in this figure number 1, 2 and 3. Number 1, 2 and 3 is the icon of font style, number 1 is bold, 2 is italic and number 3 is underlined, and a lot of iconisation that will show in Aegisub.

Moreover, the icon is important in the application of Aegisub. Iconisation is icons that have in Aegisub. For a beginner, it looked strange and the students do not understand about marker or icon that found in Aegisub.

According to Karina, one of the students in subtitling class, she said

> Researcher : *How about your impression, when using Aegiusub?*
> Karina   : *It is still difficult I guess, such as Aegisub is a new application. First, I felt confused about the icons*

that are in Aegisub, cut off the sound and make the video and audio should be synchrony. Second, my problem is in the toolbar of Aegisub. (Interview with Karina on 9th February 2018)

She said, Aegisub is the application and her first impression is she felt difficult to know the sign and marker, which has in Aegisub. Actually, when we use Aegisub, we needed more guides to know more about Aegiusb and the explanation from the teacher. Based on researcher observation, the teacher used Aegisub during the teaching-learning process in the class. The researcher did the observation sixth times in subtitling class, thereby teacher did not use in every meeting. In the class of subtitling, the teacher said the icons in Aegisub could learn by their selves.

In the first observation on Monday, 15th May 2017. Before was doing the middle test, teacher ever ordered or ever delivered to the students brought the laptop, because, we would learn created subtitle.

"Don't forget, next week after UTS bringing a laptop. No matter if one group just consist one laptop. The important is you should bring a laptop, because next week we will install and practice using Aegisub" [doing observation in Miss Ikke's Class of Subtitling on 24th March 2017]

In the first meeting, the students were given the application by the teacher. The teacher gave the instruction (step by step) to install the application on their laptop.

"Make sure that when you install the application, you must know the capacity of your laptop. If appropriate with a capacity of your laptop, it will make you easy to create the project "[doing observation in Miss Ikke's Class of Subtitling on 24th March 2017]

The teacher asked the students to check the capacity of a laptop. Therefore, every laptop has a different capacity. When students install appropriate with the capacity, the students will be more convenient to use the application.

In the first practice, the students were given an explanation by a teacher what the meaning of Aegisub and introduce Aegisub to the students. Introduced the icon to the students. After was finishing install the application the teacher, shown the video. The video that first play is a movie clip, thousand years. In that meeting, students gave the brief explanation how to cut the audio and make fit with a movie clip. Moreover, the students tried to create subtitle with their group, if they did not still understand. They can ask the teacher. Because the time was over the teacher gave the first project to create subtitle. The first project is creating subtitle form movie clip.

In the second observation on 22nd May 2017. The teacher asked the students to present their project in front of the class. Firstly, no one of the groups to come and present their projects. However, the teacher said,

> *"Later if one of your group come forward to present the results of the project. I would like to give the addition score (+) "[doing observation in Miss Ikke's Class of Subtitling on 22nd March 2017]*

The teacher always gave the students motivation and made the class comfortable and happy. The teacher always gives the addition score for students who are active in the class. Students can get the score when

students asking and can give the suggestion or correction their friends' task.

After teacher said, Amel's group comes forward to present their project. They played their project until the finish. After finish, the teacher asked the students;

> *"How about your friends presentation their project? Any comment or suggestion?" [doing observation in Miss Ikke's Class of Subtitling on 22nd March 2017].*

In every last of presentation or performer, the teacher is always ask to the students and gets the addition score. The function similar to the explanation above, make the students active and can get the score in this lesson.

One of students name Desi tried to give her opinion. She said if the colour of subtitle did not see clearly and some of the subtitles quickly. After the students give the comment, the teacher gave the suggestion and explained again to create subtitle. We did the discus together at this time.

In the third observation on Monday 29th May 2017. This is still same as the last week, discuss movie clip. But, now from Rosi's group who come to present their project. Rosi's group present the movie clip from The Chain-smokers – Don't let me down. After they finished presenting their project, usually teacher always makes discussion. But no one of students gave their opinion and comment on it. They thought Rosi's group work is good enough.

In the fourth observation on Monday 5th June 2017. The teacher gave the new material to create subtitle. First, the teacher showed the

several movies. They are Spiderman 1, Spiderman 2 and the last is Three Little Pig and A Big Bad Wolf. For the step one, the teacher played the movie of Spiderman 1. And usually, students gave to create subtitle from the movie. Because, create the subtitle for movie teacher more critic to give an explanation, from font, size, and colour. Explain what is the subtitle that shown in every movie and what subtitle for SDH.

In the fifth observation on Monday 12th June 2017. The teacher asked students to present their project. Now that comes to present their project from Lulu's group. Her group played and presented their project movie subtitle. After finished present their project, teacher and students always did the discussion. One of students name Amel gave her opinion about the translation. She thought, there is a translation, which is not appropriate if look from the movie is appropriate, the sentence is,

SL　　: Down on the ground. Your hands behind your head.

TL　　: Jatuh ke tanah. Taruh tangan mu di belakang kepala.

She said if saw the movie is good. Nevertheless, when we create subtitle we should make as simple as possible and make the reader or audience understand.

"the *teacher asked the students: Is that true? Miss Ikke asked students "[observed in Miss Ikke's's class on subtitling in 12th June 2017]*

In addition, Amel answered it can be the flexible sentence and flexible translation. She said *"Menyerahlah!"*. Moreover, teacher answered and gave the solution and suggestion for another group, to create the subtitle fit with the situation.

In the last observation on Thursday 22 June 2017. The teacher gave the last material in subtitling course. The material which delivered by the teacher in the last meeting is about criteria to create the subtitle for special human or SDH. The teacher started to explain the meaning of SDH and gave the example to create the subtitle for SDH. After the teacher finished explain what is SDH, now teacher asked students created the subtitle for SDH, they are two movies; Spiderman 2 and Three Little Pigs and A Big Bad Wolf. It was the last assignment that teacher gave the final test.

The teacher gave the last project before the final test of their project. Students are opened to be active in the class. Nevertheless, students' activeness could not replace the students' regular face to face classroom. Students should come and be active in the classroom. Students' presence will bring the additional score to students. An evidence of this was that Miss Ikke gave the rule to her students to be present in the classroom on time. Teacher punished students who did not present on time lose one meeting of subtitling class. Students counted as absent in that meeting.

> *"Miss Ikke didn't give absent students (presences) who late come to class despite thing only 10 minutes. There is no tolerance of students who coming late entry into class after attendance is over. Miss Ikke allows students the class, but the students don't get a presence. Student absence less than 75% should not follow the semester final exam. So students are expected to be diligent and do not enter a class late subtitling. If proved could not come into its own class, Miss Ikke allows Students to follow other class the other day. Liveliness in class do not affect attendance in class, just get value plus or extra score (classroom observation on Monday 13th February 2017).*

In the first meeting in the subtitling course, the teacher and students have been made the lesson contract. The lesson contract consists of attendance and active. The teacher did not give the tolerance to the students who are late in the class of the class. The aim the teacher made the lesson contact is making the students more discipline and diligence in the class, especially in the class of subtitling.

b. Teacher Problems using Aegisub in the Class

Besides students who got the problem. Problems that teacher felt likely more in teaching learning activity does not in using application. Like the condition in the class and students and etc, Miss Ikke said;

> *Resacher   : Second question, does Miss Ikke find the obstacles when Miss Ikke teaching subtitling using Aegisub?*
> *Miss Ikke   : The barriers, there are some barriers in the class, like the class did not conducive. Subtitling, surely we will practice in the class, and some of the students did not bring a laptop. Although in subtitling class, we made discussion group when I saw it just some of the students who active in the class and the several parts of students is silence. Like in the first meeting, and I explained about Aegisub and some of the students still confused how to operate the application. I give the chance to ask me, but no one asks the teacher and suddenly, they are confused. Looked when students were doing the project, surely just the same of students who did the project, other people just followed the result of their group. And the last is in translation. Like our last project. The videos are technician language too much. I asked the students asked, but just some of the students read and the other did not read it. Thus, the result of their translation is unreadable. (Interview with Miss Ikke on 19th April 2018)*

Based on an interview with Miss Ikke, the problems are the condition of the class, laptop, the video and less of students' read. Based on Miss Ikke who researcher has been done the interview, if the class was

not conducive, is the first problem that Miss Ikke's felt. Because subtitling is practice or presents the project, it would be made the class is noisy and the second problems are a laptop. Miss Ikke said Laptop is the first component in the subtitling class. Because subtitling is practice directly and frequently, one group consist of 1 laptop. It could be helped the students, but usually, there is a student who did not act in the class.

When the student did not understand, the students have the effort to ask with Miss Ikke. Moreover, the third problems are video. Miss Ikke said, a video that usually she gave to students, every student has been understood how to do it. However, when the students got the new video, the students still confused and several of students asked the teacher and the last problems are read, less of reading. Miss Ikke said read is important to understand the meaning. The students would have a lot of knowledge with reading. Therefore, the result of translation is good, better, and readable for audience or viewer.

Another problem that Miss Ikke found is the technique of teaching because she taught the big class from E until J.

> *Researcher* : *Maybe this is my last question, Miss you were taught in six classes. Is it not hard for you Miss?*
> *Miss Ikke* : *Hard or difficult I think no, but I was bored. Because, when I was taught in Subtitling class, I just give my students the same videos and the videos should be more variation so when I taught the classes the situation in the class can be more alive. Sometimes, when I was taught one day 3 classes, the last class so quiet, because in the afternoon and the psych the students did not fresh like in the morning and myself also tired. (Interview with Miss Ikke on 19th April 2018)*

Miss Ikke said when she was taught the class in three classes per days. She felt bored and tired. She cannot make the class enjoy as if she was teaching the class in the morning. Therefore, in the morning, students' mood is still fresh and easy to accept the lesson. Although in the afternoon, teacher and students are tired. Thus, sometimes, the teacher cannot make the class enjoy like in the morning. Other problems are videos. From E until J class, Miss Ikke gave the same video, she said, "I think, I should bring a lot of videos, so the class did not boring". Based on Miss Ikke, she has not maximal to teach in the class yet.

But between the difficulties that students faced. There are some of the students did not feel difficult to use Aegisub. Like Sayful Statement. According to Saiful, one of the students in the class of subtitling, he said;

> *Researcher* : *Are you getting any difficulties in using Aegisub Mas?*
> *Sayful* : *Difficult? I think no, it is easy I think.*
> *Reseeacher* : *So, you did not find any problem in using Aegisub?*
> *Sayful* : *For creating subtitle using Aegisub, I think is easy but sometimes I found some problems too. Like, in time and translation. In translation, the translation should match with the content, translate forbidden overload on the screen display, the language should flexible and the meaning should be easy to understand. I think it is very challenging for me. (Interview with Sayful on 13rd February 2018)*

Based on the interviewed above with Saiful, his argument, used Aegisub is not difficult and he did not find any problem. Aegisub in his opinion is a complex application, which is used to create subtitle. Because learning subtitling is interesting and students should be serious and focus during work the project. In addition, one of the students said almost

similar with Saiful is Nisa. Nisa is one of the students in subtitling class. According to Nisa;

> *Reseacher* : *Mbak Nisa, do you find any problem or feel difficult in using Aegisub?*
> *Nisa* : *I think, it is not difficult, it is fun. Sometimes I felt difficult in translating. The difficult is chosen the word to translate it. The translation should be easy to understand by the audience, and the language should be flexible not too long in the screen. I think like that. (Interview with Nisa on 13th February 2018)*

She said, using Aegisub is not difficult but she felt interesting when used it. Aegisub has its own special features for her. She felt the interest to try it, creating subtitle of a movie. Joined in subtitling class has a good impression in the first meeting. She felt fun and happy. For her, join the class subtitling did not make her confuse because we can see a movie and work the project.

In the learning process, psychological of students should be considered. Because the important part of students to receive a lesson well is looking for psychological factors. Psychological factors are influence consumer decisions of the mind or psyche, like motivation, learning, and socialization, attitude and belief. In the class of subtitling, students are motivated to learn the lesson. Learning are an experience and practice that actually brings about changes in behaviour. For example, learn to use Aegisub. In his case, the students feel happy during the class, enjoy the situation and interesting with the application.

If students came to the class and followed the lesson happily, it means they can accept the material easily but when students came with

show their unhappy, they cannot accept the material easily. Psychological factors are needed between teacher and students in the class, moreover, this is subtitling course and used application, like Desi Said:

> Researcher : In your opinion Des, how do you feel when you learn to subtitle in the sixth semester?
> Desi : For me Nen, I am interested when I learnt subtitling. Why, because will always practice making the subtitling of the movie. Well, when I know Miss Ikke who taught this lesson, I am happy. Because 1) she explains clearly and if she teaches us not to get bored. And she introduced Aegisub as the application to make subtitle. And for me, learning to subtitle is fun and enjoy because in addition learn and make subtitle we can watch the movie, it eliminates my boredom. (Interview with Desi on 14th February 2018)

Based on an interview with Desi, Desi was one of the students in subtitling class. Desi said, learning to subtitle using Aegisub is interesting and she has known how to create subtitle. Learning subtitle did not boring but happy, because when we created subtitle we looked the movie and sometimes the saturation will be gone, and when presented the result of our project it has a good experience with their self. She said Aegisub is very helpful for her to create subtitle. Different statement by Evi, she said

> Researcher : How about your first impression in subtitling class Vi?
> Evi : My first impression is subtitling is the most lesson that memorable, because we made the subtitle of movie. Sometimes if in the class I am getting bore I watched the movie while making subtitle and the application I think. (Interview with Evi on 12nd February 2018)

Based on Evi statement, subtitling course gives her good memory. Therefore, she used the application directly. She got the new experience in the class of subtitling because she can know the application and the

teamwork project and etc. Each of student has the different psychological factors. Usually, the students felt that nothing special because the students can create the subtitle and know the application and other students who showed they're enthusiastic in subtitling course

3. **The Resolve of Students Perform to Attend The Problem of The Sixth Semester IAIN Surakarta to Translate English – Indonesian Videos Using Aegisub in English Education Department**

Table 4.5 Solution from the students

No	Solution	Number
1	Tutor	8
2	Group Discussion	5
3	Autodidact	7
4	Asking Friends	5

From table 4.5 shows, how many students in solving the problems that they derive. Between the problems that they get, they have the solution to resolve it. Create subtitle has challenges for students. After the researcher shows the problem, the researcher tries to identify the problem of using Aegisub.

To resolve the problem that faced by the students. Some of the students have interviewed by researcher. The method to resolve the problems is getting the solution. Several students have a different solution to resolve the problem. For the example, there are one of the students gave the solution with Group Discussion or Tutoring. It means students have their own way to solve the problem.

a. **The solution from the students**

1) **Tutor Solution**

Table 4.6 Tutor Solution by Students

Code	Problem	Solution	Name
01/TM, Ic, AE/T/Karina	1. Timing 2. Iconization 3. Application Error	1. Tutor	Karina Cipta Dewi S
011/ Trans, TM, TS/ T, AF/ Bagas	1. Translation 2. Timing 3. Typesetting	1. Tutor 2. Asking Friends	Anggi Bagas F

From the table 7.5 above, the researcher tried to describe

the solution by the students when using Aegisub to translate

English − Indonesian videos. From the table above, two students

resolve their problem with a tutor. Tutor, in this case, is the

teacher who teaching subtitling in the sixth semester. Like, Karina

said;

> *Karina* : *If said difficult, of course, it is difficult because Aegisub is a new application. First, I felt confused about the icons that are in Aegisub, cut off the sound and make the video and audio should be synchrony. Second, my problem is in the toolbar of Aegisub.*
>
> *Reseacher* : *Your opinion, if you get the problem you're your statement, you have the solution or how about your solution to resolve the problem?*
>
> *Karina* : *If me, I asked the teacher, and the teacher surely explains it first. Listened what the teacher said and followed the instruction, when still confused I asked her, but sometimes I will ask my friends. (Interview with Karina on 9th February 2018)*

Based on Karina that researcher interview she has a

solution to fix or to solve it. With the way, the tutorial from the

teacher and asking friends. The statement that almost similar to Karina solution is Bagas;

> *Bagas*   *: It is hard to become a translator. When we translate a song, due to the song's art, we should not be translated a lot of the track. The feeling will be lost when it read by the viewer. In choosing the diction and connecting with another word it is important too.*
>
> *Researcher : And how do you resolve your problems when you are getting the problems like this*
>
> *Bagas*   *: For me, the first solution is asking the teacher, because is the key if you are still confused, Miss Ikke will explain and guide us clearly, after that asking friends. (Interview with Bagas on 13th February 2018)*

Based on the interviews with two students in the subtitling class, they have the same solutions to solve their problems. Bagas said to solve the problem with asking friends and tutor. Based on Bagas, ask to tutor is the first way is ask the tutor because tutor is the key or the centre in the class of subtitling. When they still confused they asked the teacher and the teacher explain it briefly. After explained by the teacher and he still got the difficulties or problems he asked his friends the problems that he had.

For them, asking tutor, they can get the clear explanation and asked with the tutor is the key and they are more understood about the materials. The tutor is the facilitator in the class, the tutor is also a place to ask students when students confused and the tutor will know where the active students and where is the passive students.

2) Group Discussion Solution

Table 4.7 Group Discussion Solution

Code	Problem	Solution	Name
05/TM,Trans , TS/ GD/ Atok	1. Timing 2. Translation 3. Typesetting	1. Group Discussio n	Atok Saifuddin
012/ Trans/ GD/ Sayful	1. Translation	1. Group Discussio n	Muhammad Saifullah

In this table above 4.7, this table explained the students' by group discussion. Group discussion is almost similar to teamwork. Do together and resolve the problem together. Doing the project with friends or doing with a group it will make you and your friends get the good result of the project, based on Atok. Atok is one of the students in the class of subtitling, he said ;

> *Atok* : *The difficulties are* **synchrony with time, cutting off the dialogue and translation.** *Audience or viewer should understand the meaning of our translation. It is different when we want to translate the book. A reader more understand the meaning well while translating the video it should be short, flexible and clear*
>
> *Researcher* : *Do you have some solution to resolve the problems?*
>
> *Atok* : *The solution is, the system in here is a discussion group. So we will break out the problems with grouping and thinking and share the problem that we get in a group. So all of the students can share their opinions in the group. (Interview with Atok on 12th February 2018)*

Based on the interview with Atok, he chose to solve his problem with group discussion. According to Atok, if he did the task or project with the group, they can share everything and they can think creatively. If they found the difficulties, they can do together. Atok's opinion almost similar with Sayful. Sayful is one of the students in subtitling class, he said;

> *Sayful   : For creating subtitle using Aegisub, I think is easy but sometimes I found some problems too. Like, in time and translation. In translation, the translation should match with the content, translate forbidden overload on the screen display, the language should flexible and the meaning should be easy to understand. I think it is very challenging for me.*
>
> *Researcher   : Have you some solution to solve the problem?*
>
> *Syaful   : Solution is doing teamwork or one group. Thus, we are thinking of the duty or project well, so later the results are better? (Interview with Sayful on 13rd February 2018)*

Based on Sayful, he would do the project and solve the problem with group discussion. Based on two students that joined in the subtitling class to solve the problem that they had, they choose group discussion. For them, work with the team would get the best result. It is important because, with teamwork, students can share and hear other opinions and actually can discuss together and find the problem and break the problem together. Performing with the group, it will produce the best result for them.

3) Autodidact Solution

Table 4.8 Autodidact Solution

Code	Problem	Solution	Name
03/TM/Auto/Ayu	1. Timing	1. Autodidact	Ayu Mashitoh Dewi
04/TM,TS,Ic/ Auto/ Berty	1. Timing 2. Typesetting 3. Iconization	1. Autodidact 2. Tutor	Berty Aulia Elmianti

From the table 4.8 above, the researcher tried to describe the other of the solution by the students when creating subtitle and translation the videos into English – Indonesian use Aegisub, they are an autodidact. Autodidact is they can solve the problem by their own self. Like Ayu said;

> Researcher : *How about your solution if you find the trouble in using Aegisub?*
> Ayu : *a solution of me, personally I did by myself first and find all of the material. Hence, learn autodidact. (interview with Ayu on 9th February 2018)*

Ayu said if resolve the problem, she chose to learn by her self. She searched another material and learned it well. Because for her, this was not a big problem so she could found and solve it by her self. If she faced the difficulties, she will reload the video until she can get the appropriate timing. She can search the material from internet also or read a book. But, another statement said by Bert. Bert is one of the students in the class of subtitling, she said

> Researchers : *how about your solutions from if you do not understand using Aegisub?*

> *Berty* : *Solution, observe Miss Ikke explains. Continue to try it yourself at home. If still not understand ask directly to Miss Ikkenya (interview with Berty on 9ᵗʰ February 2018)*

Based on Berty is observing when teacher explanation, after that she tried by her own self. She tried over and over again, because tried with the autodidact she can know the ability of herself. Until she felt confuse and cannot solve the problem, she asked the teacher and gets the brief explanation.

4) Asking Friends Solution

Table 4.9 Asking Friends Solution

Code	Problem	Solution	Name
02/TS,Trans/AF/rosidyana	1. Typesetting 2. Translation	1. Asking Friends	Rosidyana
08/TM,Trans/AF,T/Amel	1. Timing 2. Translation	1. Asking Friends 2. Tutor	Rizki Amelia

From the table 4.9 above, the researcher tried to describe the other of the solution by the students when creating subtitle and translation the videos into English – Indonesian use Aegisub, they are asking a friend. Asking friends is almost as with group discussion but the students just asking their friends if they got the difficulty in doing, Rosidyana said;

> *Researcher* : *Have you any solution to resolve the problem that you get in using Aegisub?*
> *Rosi* : *The solution, for me. I will ask my friends, if my friends do not understand I will ask Miss Ikke to ask my problem, Nen.*

(Interview with Rosidyana on 9th February 2018)

From the interview above, Rosi's statement, she would ask her friends if she found the problem. Because asked with her friends, she feels more enjoyable and she can practice. But if her friends did not understand, she would ask Miss Ikke as the teacher in the class of subtitling And the last opinion based on Amelia, she was one of the students in subtitling class. She thinks with asking friends, she can share everything;

> Researcher : *How about your solution if you do not understand and get the trouble when using Aegisub?*
>
> Amel : *I think, it's not a big problem, I think the Problem from in myself. However, sometimes I will ask my friends if I get the difficulties, I will watch and observe what my friend do? After that, if we have think again (mentok) we will ask to the teacher (Interview with Amel on 12th February 2018)*

Amel has a lot of solution to solve her problem in using Aegisub. She Taught, she will learn by herself before (autodidact) but, when she felt Difficulties and she taught, it is not appropriate for her to think, she asked her friends. Asking friends, she thinks, she can get the solution but if her Friends are still confused she used the last solution, she will ask the teacher.

b. **Solution From the Teacher**

The solution from the teacher more likely in the students active in the class and the student's method when presented their task. The teacher is the role important in the class, in the subtitling, not all the

students active and easy to set. It will make the class not conducive; so the teacher must have a solution to face it;

> Researcher : *Continue, what kind of solutions that Miss Ikke used to make the students active in the class?*
> Miss Ikke : *the solution, each meeting it must be and there should be the group who presented their project. Present their project and discussion. (interview with Miss Ikke on April 19, 2018)*

Based on Miss Ikke, she had a solution to make the students active. She would make a project task and every meeting and every group should be present their project in the class. And when they finished presenting their project, their friends should be asked to theirs. It will get the plus score in the class. And other solution that teacher gave to the students if the students found the difficulties to fit the timing;

> Researcher : *Oh Miss, yesterday I had the interview with our friends, well, I ask them the difficulties while using Aegisub. Almost students felt difficulties in "TIMING ". In Miss Ikke's opinion or suggest the students, to resolve the problem as it has to be?*
> Miss Ikke : *Yesterday I have already told bring earphones. So if we're not wearing Earphones the students cannot concentrate. Because, we almost practice in the class and sometimes the class will be noisy while watching the video the students did not hear and they cannot get the point, and sometimes, we had practice a movie of Spiderman, it is rather difficult. Yesterday I gave the trick to do it it is no translate is nothing. The important is a fitting image with audio (synchrony the time). (interview with Miss Ikke on 19th April 2018)*

Based on Miss Ikke that researcher interviewed on 19th April 2018, she said to make the students easily in timing, the teacher had been the students brought the earphone. Heard use earphone, students can be the focus and cut the audio fit with the picture. Another side, the students

should be replied the movie until they found the exact time. Because timing in the subtitle is the important component. When the timing was synchrony with the movie will be beautiful to watch for audiences.

B. Discussion

In this discussion presents the researcher's analysis of the findings above. As mention in the previous chapter, there were four problems proposed in this study. The finding of the first research, that is analyzing of typesetting, the second research problem is the translation, the third research problem is timing and the fourth research problem that is analyzing about iconization. The data analyzed in the previous explanation shows there is a problem in using Aegisub to translate English – Indonesian videos.

According to Cintas and Sanchez (2006), some of the features of fansubbing include amongst others, the use of different fonts and colours in subtitles, which are often associated with different characters to help the viewer more easily to identify who is speaking. The use of subtitles that make to create a particular effect as well as the inclusion of source text words in the target text subtitles to underscore"untranslatable" concepts. In another hand, Cintas and Sanchez theory almost similar with McClarty (2013), he argues creative subtitling may be described as subtitling practice that tailor subtitle in terms of their style, layout and choice of translation approach to the film and audience at hand. Besides from the explanation above, the researcher concluded the problem in creating subtitling are translation and typesetting. When translating the video or

movie, the translation should be unique and simple and the important the translation must be readable for audiences.

Moreover, in the real, the researcher found the other problems that students faced in using Aegisub to translate English – Indonesian videos. The researcher was doing the observe and the research in the class of subtitling and the researcher was doing the interview with the students, there are two problems that students faced, include translation and typesetting, they are iconisation and timing. But in the theory above the researcher just found two problems they are typesetting and translation.

In creating subtitling, students who are practising and asking the teacher make the different fonts and colours in the subtitle to analyze the characters to help the viewer who easily identifies who is speaking. Truly, it will make the audience easy to analyze the character in the movie or video. Generally, the colour of subtitle is white and the font type of subtitle is arial, in normally. However, in the movie, we will find a lot of characters and kinds of people. It makes the subtitler makes the different colour. Generally, the colour of the woman in pink and the man is black. Thus, the viewer or audience more understand and easy to identify who is speaking in the video. In addition, we can distinguish every character who spoke, but audiences can get the more interesting, As McClarty (2012: 144) said about typesetting when we create the subtitle, he made four steps, such as;

1. Can be used to highlight the relationship between audience

   It means audiences can get the exact emotion when they watching the video. Differences the colour in the screen can be used as ways told to the audiences about the relationship between characters.

2. Can be used as the communication to the audience

   The explanation at this point, almost similar to the number before. The point is about the audiences' emotion when they see the movie or video. In this case, more emphasize again. Example, the character was angry. This subtitle usually uses the capital font and uses punctuation. Whether the character confused usually used interrogative.

3. Size from subtitle

   The size of the subtitle is also as the important role. Whether, the size of the subtitle is smaller the audience cannot read the text clearly if the subtitle is bigger, the subtitle to meet the screen because create subtitle maximal 3 lines.

4. The layout or position of the subtitle

   The position of subtitle id the important, because the audience will enjoy when they see the subtitle's position fit with the screen. Usually, the place of the subtitle is in the centre and under the screen and always same.

   Therefore, the teacher's role in the class is important. Create subtitle that needed many roles, sometimes make the students confused and addition create subtitle in the application which is the students did not

know. Students who do not understand usually asked the teacher and they will the clear explanation from the teacher.

Another problem, the researcher found the problem in translation. From the finding analysis, students less in translating the text. The result students' result cannot be read and sometimes out the context. Therefore, the problem is the limits that are difficult to avoid is the process of making subtitle. Thus, subtitle to be discussed here is the from audiovisual translation. In here, who will often be seen is the result of your translation, including the categories good or bad (Tang, 2014: 17).

According to Ivarsson and Carroll (1998: 76 -77) argue that "In order to make subtitles more readable to the audience. They should be constructed in a way that minimizes eyes movement, which can be active by a separating subtitle in a strategic place. Thus, when we create or translation audience can read the result of translation that we made and can fewer eyes movement. Therefore, the translator or subtitler should take the subtitle position in the exact place.

The lack of the students in the subtitling class is the lack of the attention to the content. Students in the class, usually translate use the word by word technique, based on them, it is easier rather than they understand the meaning. Another opinion said by McClarty (2012), he perceives as creative subtitling, would be tailoring the subtitles to match the aesthetic appearance of the film. Hence, when translate or create subtitle in the movie or videos should be fit or match with the movie. Therefore, the teacher in the class asked the students to read and doing

teamwork. The aim is making the students understand and know about the new vocabularies

This research almost similar with Yogi (2017), he said the lack of students when to translate there are two lacks of translation problems, there are;

1. The first lack of Knowledge

    Hence, the lack of students, in this case, is students' lack of knowledge. Moreover, when translating a text, students should be understood about the translation process. Translate text, students the more knowledgeable understand the content, but translate the video is different; students should be able to understand more about the content of the video. Therefore, knowledge can be searched in other ways, start from reading, memorize the vocabularies and etc. Thus, knowledge of students enough, the result of translation is good and readable.

2. The second lack is specific vocabularies

    This part is important to students to solve the problems in translating. When students getting the more know about vocabularies, students will be easy to make the translation. As the teacher said in the class, students less awareness in reading, thus the vocabulary and the result of translation is less than good.

    Another discussion is about timing. Timing in creating subtitle is the important part because timing makes the audio and picture match or the audio and picture is synchrony. According to Fado (in Mayoro

et. al (1988: 359), synchrony of sound signals of spoken dialogue with the visible speech movement on the screen. Thus, timing is determining the students in making the subtitle. Sound or voice should be match or synchrony should not be fast and late. Because, when the subtitle did not synchrony with the picture the result is not good and the audiences did not enjoy the movie.

Formerly, the teacher has been asked to the students to bring handset or hand free. The aim is students can hear the dialogue clearly and they can cut off the dialogue with the appropriate. In this case, the teacher was taught in big class and a lot of class, from E until J class in English Department. Hence, the teacher chose to use one application to teach them in subtitling course, the name is Aegisub. Therefore, the teacher can explain in a focused and structured.

Then another discussion is iconization. In the application, actually has many icons and sometimes difficult to use. Aegisub's icons are much and sometimes made the students confused about it. Aegisub's icons they are icon new, save, undo etc. Before using the application, the teacher explains it firstly and students watch when teacher explain the application, the function in every icon.

Nevertheless, sometimes, the students' condition and the situation in the class does not support. Sometimes students are too loud and busy with themselves in the class, like cheating with friends or joking in the class. Thus, when the teacher was explained, the students did

not understand, when starting to exercise, the students prefer silence and did not join their group in doing the project. In the class, the teacher has given the chance to the students who did not act to ask with her. Because the teacher is the facilitator in the class and she would explain and teach about everything that you did not understand.

When taught subtitle, the teacher chose Aegisub as the application that supported in the class because the application is light and free software. Based on the teacher, students did not feel difficult to use Aegisub but the students can quickly get in to use it and students are interesting and enjoy when using Aegisub in the class. The teacher also shares her knowledge in the class about subtitling and operates the application. The teacher gave the project and the project should be done by the group. Students asked to make group consist 2 to 3 students in every group. When students finished it, the teacher gave the project. Each group asked to create subtitle in the movie clip and will present in the class.

Another discussion, the research made the comparison between the transit text and video. However, the differences have been explained before, the researcher only discusses the problem. In chapter II, the researcher has shown the problem of students in using Aegisub to translate English Indonesian videos. According to Schules (2012: 96 - 97), "… the situate the translation within the culture by explaining it,

the reader is able to understand the text more fully. " The reader should be understood and the result of translation is readable.

In another hand, it is some of the problems of students in using Aegisub to translate English Indonesian videos. Their selves in another way can solve their difficulties, there are doing with discussion, ask the tutor, asking friends and autodidact. Their response to the difficulties, it is not a big thing if it can still be done together and done together and do not hesitate to ask the teacher if you found the sign or symbol which is you did not know.

In addition, based on the problem above, there is a solution to resolve the problem. Cintas (2004), argues making subtitling is a team activity and it makes it difficult to ascertain who has been ultimately responsible for the translation that we as an audience perform. Based on the theory above, making subtitle should be with the team. Because, making subtitling is difficult, therefore in doing the project, the team can divide the task with their own team. In addition, they can discuss together the problems and difficulties that they faced. Team activity, in this case, is almost similar to group discussion.

The solution to resolving the problem based on the theory just one, which is a team activity. Moreover, in the real situation, the students faced the problems in using Aegisub to translate English – Indonesian videos with many solutions, they are autodidact, tutor and asking friends. The researcher got the information based on an

interview with the students. However, a few of students that resolving the problem with team or group discussion.

Autodidact means students just find the materials and learn it by their self. They did not ask for helping anyone. They just learn on their own self. Meanwhile, the tutor is students get guidance from the teacher. Tutor, in this case, is a teacher in the class subtitling as the centred and facilitator for the students. The last is asking friends; usually, students more waste their time with asking friends when they found the difficulties. They are embarrassing when they are asking with another person include their teacher. The students will discuss with their friends and observe when their friends doing the project.

Every student has many ways to resolve or break their problem. Therefore, for them, since the problems are not too big, they can resolve it by their selves. The important, students should be trying if they found the difficulties.

Finally, it is huge hope of the researcher that by describing many explanations about the use of Aegisub to translate English – Indonesian, the problem and the solution as stated in the discussion above can be useful for the reader. The use of Aegisub would an effective media in the teaching and learning of subtitling.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After describing and analyzing the data, the researcher draws the conclusion about the use of Aegisub to translate English – Indonesian videos in subtitling class at the sixth-semester students of English Education Department.

1. The process of using Aegisub to translate English – Indonesian Videos, they are:

   Aegisub used in subtitling class as a supported application for helping students to create subtitle in subtitling class. Teacher positioned herself as the facilitator in the class. She explained how to use the application. Before using the application, the teacher asked the students should bring a laptop. and the first process is installing. The second process is open the Aegisub and sees the first look of Aegisub. The third process is import the video. The fourth process is the translation of the video and the last process is saving the project. She explained first systematically until the students understand.

2. The problem faced by the students and teacher in use of Aegisub to translate English - Indonesian video in the teaching-learning of subtitling, there are:

   a. The problem faced by students, it is almost much, starts from Timing, translation etc. Students felt is almost difficult when to fit the picture and audio or the synchrony the timing. The translation,

the students faced is made the subtitle readable for the audience and the typesetting is changing the font and make an effect on the screen.

b. Subtitling class was taught in the sixth semester in university. The problem that teacher faced uses Aegisub, almost nothing, But the problem that shows is the condition of the class. For the teacher, teaching subtitling use Aegisub is easy to use and students easy to understand and use it. The problem that teacher faced is a laptop. Sometimes, students just bring one laptop. Teacher gives permission for it, but when students doing the project, just one student who did this project another student just followed she/he who does it.

3. Solutions to solve the problems by the students and teacher in the use of Aegisub to translate English – Indonesian videos in the teaching-learning of subtitling are:

a. For the students, when they faced the problems is very kind. Start form study by their selves (autodidact), tutor, group discussion, asking friends and etc. For them, the problem can be solved by their selves. If they can really do not understand, they asked the teacher directly. In addition, did by teamwork is needed because work the task with friends they can get the best result and understand everything.

b. For the teacher, if her students got the problems, she asked for to the students active in the class and asked everything if they get the

difficulties or problems. The teacher asked the students bring earphone to hear the dialogue carefully and clearly. And building a good management in the class because communicating the importance of activeness in interpreting class through blogs.

B. Suggestion

After the researcher draws the conclusion the use of Aegisub to translate English – Indonesian videos in teaching-learning of subtitling at the sixth-semester students of English Education Department. The researcher proposes the suggestion for the teacher, students, school, and the other researcher.

1. For the teacher

   The teacher should motivate the students to be active in taking the participation of using Aegisub as the application in a learning process. He should apply interesting movie or video for students and make the class did not boring. The teacher should consider all factors that make the students such as lack of low students' awareness in reading and make the result of translating unreadable. The teacher should make the different method when teaching the students in the course.

2. For the students

   The students should have interest and motivation in learning English from themselves. The students should be aware that application is something interesting and helpful for them. They should be active in the classroom. They should learn before facing the classroom. They should take benefits of using Aegisub as the

application in their classroom. Media or application would be useful for them in learning today and future life.

3. For the school

Aegisub is the newest application in the teaching-learning process. School should appreciate the teacher who uses the sophisticated application of their learning. School should prepare" to facilitate for using Aegisub thus the learning will be enjoyable when there is the special place. The school should provide many sources about subtitling and available the speaker.

4. For the other researcher

This research study was about the use of Aegisub to translate English – Indonesia in subtitling class. It is expected for the other researcher that the result of this study can be used as an additional reference for the next research. Besides that, the other researcher will be better to examine the effectiveness of using Aegisub to understand how the significance of using Aegisub in learning especially in subtitling class.

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APPENDICES

PANDUAN INTERVIEW

Interview Dosen
Daftar Pertanyaan Interview Dosen

1. Assalamualaikum Bu.
2. Sudah berapa lama Ibu mengajar kelas Subtiling di IAIN Surakarta?
3. Persiapan apa saja yang Ibu lakukan sebelum mengajar dikelas?
4. sumber belajar yang Ibu gunakan
5. kenapa Ibu lebih memilih Aegisub ketimbang aplikasi yang lain?
6. apakah mahasiswa merasa sulit tidak dalam menggunakan Aegisub dikelas?
7. apakah mahasiswa tertarik tidak untuk menggunakan Aegisub?
8. Bgaimana cara mahasiswa aktif dikelas?
9. Apakah Ibu menemukan kendala saat mengajar subtitling menggunakan Aegisub dikelas?
10. Bagaimana solusi yang Ibu gunakan untuk membuat mahasiswa aktif itu seperti apa?

PANDUAN INTERVIEW

Interview Siswa
Daftar Pertanyaan Interview Siswa

1. Apakah anda sudah pernah mencoba membuat subtitle?
2. Apakah sulit untuk membuat subtitle?
3. Apakah mbak Rosi udah dengar tentang aplikasi membuat Subtitle?
4. Saat anda menggunaan Aegisub, Apa yang kamu ketahui tentang Aegisub?
5. Saat anda menggunaan Aegisub, Apakah sulit menggunakan Aegisub?
6. Bagaimana solusi dari mbak Rosi agar paham dan tidak kesulitan saat menggunakan Aegisub?
7. Apakah kamu lebih seneng translate video apa teks mbak?
8. Kamu merasa seneng gak ikut kelas Subtiling?

TEACHER INTERVIEW

Informant	**: Ikke Dewi Pratama, S.S., M.Hum**
Place	**: Ruang Dosen PBI**
Date	**: Thursday, 19th April 2018**
Time	**: 08:10 a.m – 08:45 a.m**

Script Interview

Researcher : Assalamualaikum Miss.

Miss Ikke : Waalaikumsalam

Resecher : Perkenalkan nama saya Nendriliana Dyah Puspitorini. Mahasiswa semester 8 Jurusan Pendidikan Bahasa Inggris, yang akan melakuan penelitian tentang cara menggunakan Aegisub dalam mata pelajaran Subtitling. Sebelumnya, saya mohon maaf karena mengganggu waktunya miss. Sebelumnya apakah benar Miss Ikke dosen mata kuliah subtitling yang menggunakan Aegisub sebagai aplikasi pendukung di kelas?

Miss Ikke : Iya benar.

Researcher : Kalau begitu, dimulai bisa Miss?

Miss Ikke : Iya, silahkan.

Researcher :Pertama, sudah berapa lama Miss Ikke mengajar kelas Subtiling di IAIN Surakarta?

Miss Ikke : Kalau ngajar di IAIN Surakarta di Transalation, sebenernya udah sejak tahun 2014. Tapi untuk mengajar kelas subtitling itu, pas angkatan mu. Jadi baru 1 tahun-an lah.

Researcher : Oh baru satu tahun. Persiapan apa saja yang Miss lakukan sebelum mengajar dikelas?

Miss Ikke : Kalau untuk subtitling, sebelum mulai semester tentu saja belajar

teori lagi. Mempersiapakn teori teori yang baru. membaca jurnal jurnal yang terbaru, kemudian juga belajar untuk softwarenya. Karena untuk subtitling pasti pada akhirnya prakter, dan bagaimana cara memilih video video yang bisa dipakai untuk media pembelajaran karena nantinya kan ngajar di PBI, jadi belajar softwarenya Livin Maker sama Aegisub.

Researcher : Livin dan Aegisub. Terus Miss, sumber belajar yang Miss Ikke gunakan dalam mata kuliah Subtitling, selain video sama jurnal begitu miss?

Miss Ikke : Buku, kemudian video, jurnal, yang laennya bertanya. Saya bertanya ke dosen dosen yang lebih tahu bagaimana cara menggunakan software.

Researcher : Terus Miss, kan dikelas Miss Ikke dikelas memilih software Aegisub sebagai aplikasi pendukung dikelas. Terus kenapa Miss Ikke lebih memilih Aegisub ketimbang aplikasi yang lain?

Miss Ikke : Kalau. Kan pertamanya kita menggunakan Livin Maker kan. Pertamanya kita menggunakan Livin Maker. Nah dari Livin Maker kita bisa belajar dubbing, kalau khusus subtitlingnya milih Aegisub, karena pertama, softwarenya ringan tidak berat. dan kedua mudah dipakai, dan selain itu juga Aegisub memang banyak dipakai oleh fan subtitle jadi penerjemah penerjemah amatir itu lebih banyak menggunakan Aegisub. Dan satu lagi, kalau menjelaskan menggunakan Aegisub itu lebih terarah, gak ribet. Soalnya saya kan mengajar di kelas yang cukup banyak, daripada saya nanti yang bingung sendiri jelasin DivXLand, Subedit dll mending semua kelas saya kasih satu aplikasi yang sama, Aegisub.

Researcher : Oh, jadi aplikasi Aegisub itu lebih mudah dipahami ya Miss. Lebih gampang dimengerti gitu ya Miss?

Miss Ikke : Iya. Dan softwarenya gratis juga.

Researcher : Terus dari pengematan Miss Ikke, apakah mahasiswa merasa sulit tidak dalam menggunakan Aegisub dikelas?

Miss Ikke : Sulitnya enggak, cepet bisa. Tapi yang menjadi masalah itu bukan menggunakannya. Tapi menerjemahkannya. Masih sama, mengalihkan bahsa sumber ke bahasa sasaran. Tapi cara menggunakannya mereka sudah bisa.

Researcher : Kemudian Miss, mahasiswa tertarik tidak untuk menggunakan Aegisub?

Miss Ikke : Menurut saya, mereka senang, fun dan bisa. Walaupun ada masalah pasti mereka bisa konsultasi dengan saya atau teman – teman yang lain.

Researcher : Terus, cara mahasiswa aktif dikelas seperti apa sih Miss?

Miss Ikke : Waktu saya mengajar subtitling, di kelas saya ajari step by step. Nah kalau udah step by step mereka punya kesempatan untuk bertanya. Kadang diajarin step by step masih ada yang "miss" langkah langkahnya.Jadi mereka itu bisa langsung tanya kemudia dikasih tugas, berikutnya presentasi. Nah presentasi ini, siapa yang mau maju. Teman – teman bisa bertanya, mereka menjelaskan ya seperti itu lah aktifnya.

Researcher : Berarti dikelas itu, mahasiswa dituntut aktif ya Miss?

Miss Ikke : Iya tentu saja.

Researcher : Kedua, Apakah Miss menemukan kendala saat Miss mengajar subtitling menggunakan Aegisub dikelas?

Miss Ikke :Kendalanya, ada sih kendalanya. Kendalanya kadang kelasnya kurang kondusif. Karena kita kan praktek. Mungkin ada yang tidak penggang laptop dan dia jadi gak bisa. Kadang ada yang gak masuk dan gak aktif sendiri. Ketinggalan 1 pertemuan berarti harus ngejar sendiri. Nah, biasanya anak – anak yang tidak aktif seperti ini tidak mau tanya, tidak mau tahu dan "nunut" aja sama temennya. Itu pasti ada yang seperti itu. Karena, 1 laptop itu untuk 2, 3 - 4 orang per kelompok. Satu lagi, kendala yang lain itu adalah ketika diberi video yang agak susah. Jadi misalnya bukan lagi hanya cerita, tapi kontennya video yang banyak istilah teknis. Sperti video yang terakhir tentang interpreter dan

transltion. Sebelumnya anak – anak sudah di beri tahu untuk membaca dulu tentang interpreting. Tapi yang membaca sedikit, jadi hasil terjemahannya banyak yang salah yang jelek. Jadi mereka kurang memebaca dan menerjemahkan sesuai pengetahuan mereka.

Reseacher : Terus, solusi yang Miss Ikke gunakan untuk membuat mahasiswa aktif itu seperti apa?

Miss Ikke : Solusinya, setiap pertemuan pasti dan harus ada yang maju kedepan mempresentasikan hasil project mereka. Kemudian gentian yang presentasi jangan itu itu saja. Jadi keliahatan mana yang sudah bisa mana yang belum bisa.

Researcher : Oh ya Miss, kemarin kan aku sempet wawancara temen – temen, Nah, aku tanya ke mereka kesulitannya saat menggunakan Aegisub. Nah, ternyata kebanyak dari meraka kesulitan pada saat di "TIMING"nya. Terus menurut Miss Ikke, untuk mengatasi masalah seperti itu harus seperti apa?

Miss Ikke : Kalau kemaren kan emang kan sudah disuruh bawa ear phone itu. Jadi kalau kita tidak pakai Ear phone itu rame kelasnya, salah satunya pakai ear phone itu dan harus konsentrasi dan harus di pasin sendiri, jadi gak hanya di dengerin. Sambil nonton videonya, samabil menerjemahkan dan pas. Itu emang agak susah, tapi kemarin kebanyakkan sudah ada yang bisa. Cuman kadang saut – sautan kyk film spiderman itu, emang disitu agak susah. Kemarin itu juga saya kasih trik nya, ada yang tidak diterjemahkna tidak apa – apa. yang penting pas gambar tau pas ngomong, tidak ada tulisan yang muncul.

Researcher : Mungkin ini yang terakhir ya miss, Miss kemarin mengajar 6 kelas ya miss. Apakah itu berat gak sih miss?

Miss Ikke : Kalau beratnya enggak, cuman mungkin saya agak bosen

STUDENT INTERVIEW

Informant   : **Karina Cipta Dewi Suradi**
Class/grup : **G/3**
Date   : **09 February , 2018**
Place   : **Perpustakaan IAIN Surakarta**
Script Interview

Researcher : Assalamualaikum, ini dengan Mbak Karina ya. Mohon maaf mengganggu waktunya. Saya ingin mewawancarai anda tentang menggunakan Aegisub.

Karina   : Iya, mbak. Silahkan

Researcher : Apakah anda sudah pernah mencoba membuat subtitle?

Karina   : Sudah dan pernah

Researcher : Maksudnya sebelum mengikuti kelas subtitle

Karina   : Oh, belum

Researcher : Belum. Apakah ada kesulitan untuk membuat subtitle?

Karina   : Ada. Kesulitannya itu seperti aplikasi tidak mau dibuka. Terus kayak ada buat tanda tanda tertentu gitu mbak. Dikomputer ini pake ini, computer ini pake ini.

Researcher : Maksudnya ukuran aplikasinya mbak?

Karina   : Iya, ukuran aplikasinya.

Researcher : Sebelumnya, apakah mbak karina udah dengar tentang aplikasi membuat Subtitle?

Karina   : Udah. Aegisub dan saya hanya tau Aegisub hehe

Researcher : Apa yang kamu ketahui tentang Aegisub?

Karina   : Aegisub itu menurut saya membantu membuat bahasa translation atau salah satu aplikasi untuk membantu mebuat subtitle.

Researcher : Apakah sulit menggunakan Aegisub?

Karina   : Sulit sih mbak. Kayak gini, kan Aegisub itu saya masih asing banget, terus saya juga baru liat Tampilan Aegisub. Pertama, saya tuh bingung tentang ikon ikon yang ada di Aegisub kaya yang buat mecah suara biar suara dan gambar sesuai, terus ikon yang buat ngubah huruf. Terus yang kedua, saya bingung sama toolbar itu fungsinya untuk apa kyk ada timing dll.

Researcher : Bagaimana solusi dari mbak Karina agar paham dan tidak kesulitan saat menggunakan Aegisub?

Karina   : Solusinya, kan sebelum masuk dosennya juga memberikan tutorial menggunakan Aegisub. Terus Tanya sama temen, liatin temen kalau mereka lagi buat subtitle. File yang dikasih Miss Ikke juga ada penjelasan cara menggunakan Aegisub, meskipun jelasinnya menggunakan bahasa jawa sih haha

Researcher : Apakah kamu lebih seneng translate video apa teks mbak?

Karina   : Video. Karena, mentranslate video itu lebih menarik. Soalnya saat mentranslate video itu kita harus bisa mencocokkan translatenya dan gambarnya sesuai apa enggak kebaca apa engga, jadi translate video lebih menarik menurut saya.

Researcher : Oke Mbak Karina makasih atas waktunya. Mohon maaf bila mengganggu, apakah mbak karina ada pertanyaan lagi.

STUDENTS INTERVIEW

Name   **: Rosidyana**
Class/grup **: G/2**
Date   **: 09 February , 2018**
Place   **: PPG lt.1**
Script Interview

Researcher	: Assalamualaikum, ini dengan Mbak Rosi ya. Mohon maaf mengganggu waktunya. Saya ingin mewawancarai anda tentang menggunakan Aegisub.
Rosidyana	: Iya, mbak. Silahkan
Researcher	: Apakabar Mbak, Sehat?
Rosidyana	: Sehat Alhamdulillah, kamu gimana mbak?
Researcher	: Sehat juga Ros. Kita mulai ya Ros.
Rosidyana	: Oke Nen.
Reseacher	:Apakah anda sudah pernah mencoba membuat subtitle?
Rosidyana	: Sudah kemaren dikelas subtitling.
Researcher	: Maksudnya sebelum mengikuti kelas subtitle
Rosidyana	: Oh, belum
Researcher	: Belum. Apakah sulit untuk membuat subtitle?
Rosidyana	: Ya gampang – gampang sulit sih mbak. Soalnya itu banyak formatnya paling yang buat sulit itu. Tapi, saat sudah diberi pengertian lumayan gampang sih.
Researcher	: Sebelumnya, apakah mbak Rosi udah dengar tentang aplikasi membuat Subtitle?
Rosidyana	: Belum sih. Paling saya hanya tahu dari film film korea. Film koreakan suka ada subtitlenya, tapi saya tidak tahu itu buatnya pakai apa. Adi saya hanya tahu Aegisub aja, itu pun uga dikelas Subtitling mbak hehehe.
Researcher	: Apa yang kamu ketahui tentang Aegisub?
Rosidyana	: Aplikasi untuk membuat subtitle. Udah itu saja. Intinya Aegisub bermanfaat buat aku.
Researcher	: Apakah sulit menggunakan Aegisub?
Rosidyana	: Ada kesulitannya juga sih mbak beberapa. Ya itu, kan patternnya banyak. Kadang aku juga tidak tahu harus gimana. Belum bisa caranya membuat subtitle (font)nya jadi tebal belum bisa.
Researcher	: Bagaimana solusi dari mbak Rosi agar paham dan tidak kesulitan saat menggunakan Aegisub?
Rosidyana	: Solusinya, Tanya sama teman yang sudah bisa atau gak Tanya langsung sama Miss Ikkenya.
Researcher	: Apakah kamu lebih seneng translate video apa teks mbak?
Rosidyana	: Video. Lebih menarik video soalnya ada gambarnya jadi gak bosen gitu mbak.
Reseacher	: Mungkin ini yang terakhir. Kamu merasa seneng gak ikut kelas Subtiling?
Rosidyana	: Seneng dong Nen. Kenapa, karena kita diperkenalkan hal baru.

Aplikasi baru, terus saat buat subtitle juga kita liat videonya, jadi gak bosen. Paling juga bikin mata agak sakit aja sih.

Researcher : Oke Mbak Rosi makasih atas waktunya. Mohon maaf bila mengganggu, apakah mbak Rosi ada pertanyaan lagi?

Rosidyana : Tidak ada mbak, sama sama

STUDENT INTERVIEW

Name   : **Ayu Masithoh Dewi**
Class/grup : **G/4**
Date   : **09 February , 2018**
Place   : **PPG lt.1**
Script Interview

Researcher   : Assalamualaikum, udah lama ya tidak bertemu Mbak Ayu ya. Mohon maaf mengganggu waktunya. Saya ingin mewawancarai anda tentang menggunakan Aegisub.

Ayu   : Iya sudah lama sekali, mbak. Oke,Silahkan

Researcher   : Apakah anda sudah pernah mencoba membuat subtitle?

Ayu   : Subtitle, pernah waktu pelajaran Miss Ikke dikelas Subtitling.

Researcher   : Maksudnya sebelum mengikuti kelas subtitle

Ayu   : Oh, belum

Researcher   : Belum. Apakah sulit untuk membuat subtitle?

Ayu   : Sebenernya tidak sulit sih mbak, sekali Miss Ikke jelasin dan kita terapkan itu langsung jelas.

Researcher   : Sebelumnya, apakah mbak Ayu udah dengar tentang aplikasi membuat Subtitle?

Ayu   : Enggak belum pernah pernah. Baru Aegisub itu yang saya tahu.

Researcher   : Apa yang kamu ketahui tentang Aegisub?

Ayu   : Aegisub itu aplikasi, software untuk mentranslate movie. Jadi kalau movie dari luar kita bisa translate ke Indonesia.

Researcher   : Apakah sulit menggunakan Aegisub?

Ayu   : Ya ada beberapa kesulitan. Kesulitannya itu saat saya ingin ngepasin orang yang ngomong sama translatenya itu, itu kan per detiknya harus pas mbak. Nah itu menurut saya susahnya disitu mbak.

Researcher   : Bagaimana solusi dari mbak Ayu agar paham dan tidak kesulitan saat menggunakan Aegisub?

Ayu   : Solusinya dari saya pribadi ya. Saya ulang – ulang terus. Jadi belajar otodidaklah mbak.

Researcher   : Apakah kamu lebih seneng translate video apa teks mbak?

Ayu   : Video deh mbak. Karena lebih seru aja, kan visualnya ada audionya. Jadi tidak monoton teks semua gitu mbak.

Researcher   : Oke Mbak Ayu makasih atas waktunya. Mohon maaf bila mengganggu, apakah mbak Ayu ada pertanyaan lagi?

Ayu   : Tidak ada mbak, sama sama.

STUDENT INTERIEW

Name : **Berty Aulia Elmianti**
Class/grup : **G/4**
Date : **09 February , 2018**
Place : **PPG lt.1**

Script Interview

Researcher : Assalamualaikum, ini dengan Mbak Berty ya. Mohon maaf mengganggu waktunya. Saya ingin mewawancarai anda tentang menggunakan Aegisub.

Berty : Iya, mbak. Silahkan

Researcher : Apakah anda sudah pernah mencoba membuat subtitle?

Berty : Subtitle, pernah.

Researcher : Maksudnya sebelum mengikuti kelas subtitle

Berty : Oh, belum

Researcher : Belum. Apakah sulit untuk membuat subtitle?

Berty : Sulit sulit gampang mbak, hehe. Apalagi ngepasi dialog sama timingnya, itu susah mbak.

Researcher : Sebelumnya, apakah mbak Berty udah dengar tentang aplikasi membuat Subtitle?

Berty : Belum pernah denger. Pertama kali denger ya Aegisub itu.

Researcher : Apa yang kamu ketahui tentang Aegisub?

Berty : Aegisub itu aplikasi untuk membuat subtitling dari bahasa satu kebahasa lainnya.

Researcher : Apakah sulit menggunakan Aegisub?

Berty : Tidak terlalu susah sih mbak. Susahnya tuh, ngepasinnya, nge-cut bagian dialog yang kepanjangan. Terus ya ada beberapa iconnya yang kurang paham juga sih. Sering kebalik mbak, waktu mau ngesave sub yang udah jadi, sama save biasa.

Researcher : Bagaimana solusi dari mbak Berty agar paham dan tidak kesulitan saat menggunakan Aegisub?

Berty : Solusinya ya, lihat Miss Ikke jelasin mbak. Terus dicoba coba sendiri dirumah gitu mbak. Kalau masih belum paham tanya langsung ke Miss Ikkenya.

Researcher : Apakah mbak Berty lebih seneng translate video apa teks mbak?

Berty : Video. Asikkan video mbak, kalau teks kan monoton hanya baca dan isinya hanya bacaan semua, jadi kan cepet bosen mbak.

Researcher : Oke Mbak Berty makasih atas waktunya. Mohon maaf bila mengganggu, apakah mbak Rosi ada pertanyaan lagi?

Berty : Tidak ada mbak, sama sama.

STUDENT INTERVIEW

Name	**: Atok Saifuddin**
Class/grup	**: G/5**
Date	**: 12 February , 2018**
Place	**: Perpustakaan IAIN Surakarta**

Script Interview

Researcher : Assalamualaikum, Halo Atok. Apa kabar? Mohon maaf mengganggu waktunya. Saya ingin mewawancarai anda tentang menggunakan Aegisub.

Atok : Halo Nendri. Baik Alhamdulillah. Iya, tidak apa-apa

Researcher : Apakah anda sudah pernah mencoba membuat subtitle?

Atok : Sudah kemaren dikelas subtitling.

Researcher : Maksudnya sebelum mengikuti kelas subtitle

Atok : Oh, belum

Researcher : Belum. Apakah sulit untuk membuat subtitle?

Atok : Kalau sulitnya. Susah susah gampang. Gampangnya itu kita jadi seneng, karena kita melakukan hal yang baru yang sebelumnya kita belum pernah mencobanya. Susahnya, ada beberapa bagian, seperti membuat subtitlekan ada prosesnya kan, dari kita nulis teksnya kemudian motong – motong dialognya. Yang susah itu, ngepasin antara kita masukkin subtitle antara detik keberepa itu yang susah.

Researcher : Sebelumnya, apakah mas Atok udah dengar tentang aplikasi membuat Subtitle?

Atok : Kalau aplikasi sebelum kuliah belum sama sekali, pas udah kuliah baru tahu aplikasinya. Itu juga dimata kuliah subtitling. Tapi kalau cari macam – macam subtitle di website udah pernah, tapi kalau enis aplikasinya belum tahu dan belum pernah cari.

Researcher : Apa yang kamu ketahui tentang Aegisub?

Atok : Aegisub itu merupakan satu dari berbagai macam aplikasi subtitle yang di PC atau laptop yang menurutku simple atau sederhana. Jadi buat amatir seperti kita mudahlah.

Researcher : Apakah sulit menggunakan Aegisub?

Atok : Susahnya ya tadi itu mbak, nyamain perdetiknya, ngecut dialognya sama translatenya. Kalau audience atau pemirsanya lihat tahu maksudnya. Kan beda saat kita mau translate dibuku, pembaca lebih memahami dengan luas tapi kan kalau divideo itu harus sesimple mungkin, jadi harus singkat dan jelas.

Researcher : Bagaimana solusi dari Mas Atok agar paham dan tidak kesulitan saat menggunakan Aegisub?

Atok : Disinikan sistemnya kelompok, kalau aku pribadi kumpul kelompok atau diskusi sama kelompok. Kemudian nyamain presepsinya sambil mikir creative gitu. Missal kalimat ini kepanjangan jadi itu harus di pendekin tapi audience paham.

Researcher : Apakah kamu lebih seneng translate video apa teks mbak?

Atok : Videolah. Videokan asik, ada gambar kita bikin translatenya. Itu juga bisa manfaat untuk orang banyak. Sebenernya kalau teks juga manfaat, Cuma mungkin sisi ketertarikan orang – orang mungkin lebih kurang dari pada bikim translate di subtitle.

Researcher : Oke Mas Atok makasih atas waktunya. Mohon maaf bila mengganggu, apakah Mas Atok ada pertanyaan lagi?

Atok : Tidak ada mbak, sama sama

STUDENTS INTERVIEW

Name ` : **Nita Sari**
Class/grup : **I/5**
Date : **12 February , 2018**
Place : **Perpustakaan FITK**

Script Intrerview

Researcher	: Assalamualaikum, ini dengan Mbak Nita ya. Mohon maaf mengganggu waktunya. Saya ingin mewawancarai anda tentang menggunakan Aegisub.
Nita	: Iya, mbak. Tidak apa – apa.
Researcher	: Apakah anda sudah pernah mencoba membuat subtitle?
Nita	: Sebelumnya belum pernah. Pernahnya saat kuliah ini di mata pelajaran Subtitling.
Researcher	: Belum. Apakah sulit untuk membuat subtitle?
Nita	: Susah susah gampang sih. Susahnya itu saat mau ngepasin subtitlenya sama videonya.
Researcher	: Sebelumnya, apakah mbak Rosi udah dengar tentang aplikasi membuat Subtitle?
Nita	: Pernah, Aegisub sama Livin Maker.
Researcher	: Apa yang kamu ketahui tentang Aegisub?
Nita	: Aplikasi yang mudah buat nerjemahin bahasa, ngebantu buat yang mau adi subtitler atau translator.
Researcher	: Apakah sulit menggunakan Aegisub?
Nita	: Susah susah gampang sih mbak. Susahnya itu saat mau ngepasin subtitlenya sama dialognya. Cuman itu aja sih kesusahnya, yang lain tidak ada masalah.
Researcher	: Bagaimana solusi dari mbak Nita agar paham dan tidak kesulitan saat menggunakan Aegisub?
Nita	: Kalau saya kebingungan saya langsung tanya sama temen apa gak tanya langsung sama Miss Ikke. Miss Ikke juga kalau ngeelasinnya secara detail jadi cepet nangkepnya.
Researcher	: Apakah kamu lebih seneng translate video apa teks mbak?
Nita	: Kalau saya milih dua duanya sih mbak. Pada dasarnya saya suka sama penerjemahan baik itu secara audio atau secara written atau langsung, pokoknya yang berbau terjemahan saya suka mbak.
Researcher	: Oke Mbak Nita makasih atas waktunya. Mohon maaf bila mengganggu, apakah mbak Rosi ada pertanyaan lagi?
Nita	: Tidak ada mbak, sama sama

STUDENT INTERVIEW

Name   : **Evi Risky Mularsih**
Class/grup   : **G/1**
Date   : **12 February , 2018**
Place   : **PPG lt.1**
Script Interview

Researcher	: Assalamualaikum, ini dengan Mbak Evi ya. Mohon maaf mengganggu waktunya. Saya ingin mewawancarai anda tentang menggunakan Aegisub.
Evi	: Iya, boleh boleh, silahkan.
Researcher	: Apakah anda sudah pernah mencoba membuat subtitle?
Evi	: Sudah kemaren dikelas subtitling, cuman kelompokkan.
Researcher	: Maksudnya sebelum mengikuti kelas subtitle
Evi	: Oh, belum
Researcher	: Belum. Apakah sulit untuk membuat subtitle?
Evi	: Sebernanya susah susah gampang sih. Susahnya itu, menyamakan antara audio yang didengar sama gambarnya. Dalam artiankan dikolomnya ada 2, translate antara teksnya sama gambarnya itu lumayan kesulitan.
Researcher	: Sebelumnya, apakah mbak Rosi udah dengar tentang aplikasi membuat Subtitle?
Evi	: Aplikasi untuk membuat subtitle. Belum, tahunya saat pelajaran subtitling. Dosennya menggunakan Aegisub sebagai aplikasi.
Researcher	: Apa yang kamu ketahui tentang Aegisub?
Evi	: Aegisub itu adalah sebuah aplikasi yang mempermudahkan kita untuk membuat translate. Misalnya ada film dari bahasa indonesia atau inggris, kita harus translate menggunakan bahasa inggris atau indonesia. Aplikasi yang memudahkan temen temen dalam mempelaari translation. Hanya saja, ada baik buruk ada kelemahan dan kelebihannya.
Researcher	: Apakah sulit menggunakan Aegisub?
Evi	: Kalau saya lumayan sulit. Menggabungkan antara gamabar dan teksnya. Kemudian ngedit. Saat kita membuat translatenya ada teks yang salah itu harus di edit, kan ada dua kolom.
Researcher	: Bagaimana solusi dari mbak Evi agar paham dan tidak kesulitan saat menggunakan Aegisub?
Evi	: Solusinya, mungkin bisa belajar sendiri. Soalnya itukan aplikasi yang sebenernya diperkuliahan dapet tapi ya sebenarnya diluar itu pun kita bisa belajar sendiri. Tapi saat kuliah itu ada training didampingin dosen dulu bagaimana cara menggunakannya, bagaimana cara memasukkan teksnya bagaimana cara memotong.
Researcher	: Apakah kamu lebih seneng translate video apa teks mbak?
Evi	: Saya lebih suka translate video. Karena menurut saya kalau mentrasnlate teks kita tidak tahu situasinya, jadi hanya baca. Karena tidak semua orang pandai menyimpulkan apa yang dia baca. Kalau translate video kan, kita bisa tahu transalate dan

gambar, sesuai apa tidak dan saat mentranslate video, translatetan kita harus lebih simple dan dimengerti, bahasanya juga sih, lebih dipilih lagi, jadi itu juga tantangan sih bagi saya.

Researcher : Oke Mbak Rosi makasih atas waktunya. Mohon maaf bila mengganggu, apakah mbak Rosi ada pertanyaan lagi?

Evi : Tidak ada mbak, sama sama

STUDENT INTERVIEW

Name   : **Rizki Amelia**
Class/grup : **G/1**
Date   : **12 February , 2018**
Place   : **Gedung E lt. 1**
Script Interview

Researcher : Assalamualaikum, ini dengan Mbak Amel ya. Mohon maaf mengganggu waktunya. Saya ingin mewawancarai anda tentang menggunakan Aegisub.

Amel   : Iya, mbak. Silahkan

Researcher : Apakah anda sudah pernah mencoba membuat subtitle?

Amel   : Subtitle, pernah.

Researcher : Maksudnya sebelum mengikuti kelas subtitle

Amel   : Oh, belum

Researcher : Belum. Apakah sulit untuk membuat subtitle?

Amel   : Gak sih mbak sebenernya.

Researcher : Sebelumnya, apakah mbak Amel udah dengar tentang aplikasi membuat Subtitle?

Amel   : Belum pernah denger. Pertama kali denger ya Aegisub itu.

Researcher : Apa yang kamu ketahui tentang Aegisub?

Amel   : Kalau secara pengertian ya nggak tau. Tapi yang saya tahu itu, Aegisub adalah aplikasi untuk membuat subtitle. Dari film, video dan lain – lain.

Researcher : Apakah sulit menggunakan Aegisub?

Amel   : Sebenernya nggak sulit kalau sudah tahu caranya. Ya cuman itu, sulitnya pas apa ya mbak. Kan saya juga belum pernah nerjemahin atau membuat subtitle di aplikasi. Ternyata nerjemahin itu ribet. Ribetnya itu harus 1 kalimat kalimat. Terus samaan perdetiknya. Ribet, gak ribet juga sih mbak lama lebih tepatnya, aku kan bukan tipe orang yang sabaran jadi mau langusng cepet dan instan.

Researcher : Bagaimana solusi dari mbak agar paham dan tidak kesulitan saat menggunakan Aegisub?

Amel   : Kalau menurut aku sih itu bukan masalah besar sih mbak, cuman dimasalah dari diriku sendiri aja. Kalau masalah secara aplikasinya sih gak masalah, di laptop mendukung juga. Saat kelas kemaren itu, saya belajar sendiri kalau belajar sendiri masih belum bisa tanya temen kalau kita sama sama mentok baru tanya sama Miss Ikke.

Researcher : Apakah mbak Berty lebih seneng translate video apa teks mbak?

Amel   : Translate teks. Nggak ribet, nggak pake aplikasi langsung. Saya kan suka nerjemahin pemilihan bahasanya juga gak terlalu ribet kyk translate video mbak.

Researcher : Oke Mbak Berty makasih atas waktunya. Mohon maaf bila mengganggu, apakah mbak Rosi ada pertanyaan lagi?

Amel   : Tidak ada mbak, sama sama.

STUDENT INTERVIEW

Name   : Dyah Nur Cahyani
Class/grup   : H/2
Date   : 12 February , 2018
Place   : Gedung E lt. 3
Script Interview

Researcher   : Assalamualaikum, ini dengan Mbak Dyah ya. Mohon maaf mengganggu waktunya. Perkenalkan saya Nendriliana D yah P, Saya ingin mewawancarai anda tentang menggunakan Aegisub, boleh?
Dyah   : Iya, mbak. Silahkan
Researcher   : Apakah anda sudah pernah mencoba membuat subtitle?
Dyah   : Subtitle, pernah.
Researcher   : Maksudnya sebelum mengikuti kelas subtitle
Dyah   : Oh, belum
Researcher   : Belum. Apakah sulit untuk membuat subtitle?
Dyah   : Ada sulitnya juga sih, tapi menurut saya bukan taraf yang sulit banget kok.
Researcher   : Sebelumnya, apakah mbak Dyah udah dengar tentang aplikasi membuat Subtitle?
Dyah   : Pernah, aplikasi Livin Maker. Miss Ikke pernah make itu dikelas. Terus dari kampus juga pernah dikenalin namanya Aegisub. Miss Ikke ngajarnya menggunakan Aegisub itu mbak.
Researcher   : Apa yang kamu ketahui tentang Aegisub?
Dyah   : Aplikasi subtitling yang bisa digunakan di video video pendek gitu. Aku uga pernah coba praktekin buat pake Aegisub juga kok.
Researcher   : Apakah sulit menggunakan Aegisub?
Dyah   : Kalau menurut saya nggak begitu susah sih mbak. Cuman kita memerlukan ketelitian aja antara menit dan jedanya itu. Tapi kalau menurut saya itu nggak jadi masalah berat uga di subtitling.
Researcher   : Bagaimana solusi dari mbak agar paham dan tidak kesulitan saat menggunakan Aegisub?
Dyah   : Kalau kenmarin kan sya menggunakan video yang lumayan cepet kata- katanya itu. Yaudah solusinya itu, ya kita dengerin bareng bareng, pelan – pelan dan dengerin ditempat yang bener – bener sepi biar kita tuh bisa denger timing yang pas saat si actor ngomomg apa. Kemaren uga sempet kebingungan juga sih mbak, tapi ini bingung dalam hal translation bukan aplikasinya. Terus dijelasin sama Miss Ikke juga, kalau di aplikasi ini gunanya seperti ini terus juga di kasih cara dan contoh sama Miss Ikke.
Researcher   : Apakah mbak Dyah lebih seneng translate video apa teks mbak?
Dyah   : Kalau saya lebih seneng translate video. Kalau menurut saya, kalau teks itu kontennya harus bener bener pas. Nah kalau divideo, kita bisa gunain kata kata slang yang sering kita gunakan. Mungkin, itu malah langsung kena sama audiencenya. Terus pemilihan bahasanya saya lebih seneng di video.

Researcher   : Oke Mbak Dyah makasih atas waktunya. Mohon maaf bila
                 mengganggu, apakah mbak Dyah ada pertanyaan lagi?
Dyah   : Tidak ada mbak, sama sama.

STUDENT INTERVIEW

Name   : **Siti Wulandari**
Class/grup : **G/3**
Date   : **12 February , 2018**
Place   : **Gedung E lt. 3**
Script Interview

Researcher	: Assalamualaikum, ini dengan Mbak Wulan ya. Mohon maaf mengganggu waktunya. Saya ingin mewawancarai anda tentang menggunakan Aegisub.
Wulan	: Iya, mbak. Silahkan
Researcher	: Apakah anda sudah pernah mencoba membuat subtitle?
Wulan	: Subtitle, pernah.
Researcher	: Maksudnya sebelum mengikuti kelas subtitle
Wulan	: Oh, belum
Researcher	: Belum. Apakah sulit untuk membuat subtitle?
Wulan	: Susah susah gampang sih ya mbak. Soalny kita harus ngepasin waktunya saat orang berbicara.
Researcher	: Sebelumnya, apakah mbak Amel udah dengar tentang aplikasi membuat Subtitle?
Wulan	: Pernah sihnya, waktu kelasnya Miss Ikke, Miss Ikke gunain juga. Aegisub mbak.
Researcher	: Apa yang kamu ketahui tentang Aegisub?
Wulan	: Aegisub itu adalah suatu aplikasi yang digunakan untuk kita membuat subtitling.
Researcher	: Apakah sulit menggunakan Aegisub?
Wulan	: Menurut aku tuh susah susah gmapang ya. Soalnya kita harus ngepasin waktumya juga. Ngepasin perdetiknya itu juga susah apalagi kalau sudah nyerempet sama kata satu kata yang lain. Terus sama nulis kalimat pembuka itu juga harus ngepasin, titiknya juga harus bener bener pas.
Researcher	: Bagaimana solusi dari mbak Wulan agar paham dan tidak kesulitan saat menggunakan Aegisub?
Wulan	: Kalau menurut saya untuk mentrasnlate subtitle tuh harus liat dulu konten apa yang mau ditranslate. Terus untuk ngatasin masalah sperti itu saya lebih cenderung ke grup discussion ya mbak. Kan di kelas subtitling kita dibuat grup. Jadi, kalau ada tugas untuk menterjemahkan, pikiran kita semua kepake mbak jadi kita bisa nemuin terjemahan yang lebih pas untuk video tersebut.
Researcher	: Apakah kamu lebih seneng translate video apa teks mbak?
Wulan	: Kalau saya sih ke video, karena lebih gamapang. Soalnya kan dilihat dari konten videonya lebih paham saat melihat gambar.
Researcher	: Oke Mbak Berty makasih atas waktunya. Mohon maaf bila mengganggu, apakah mbak Rosi ada pertanyaan lagi?
Wulan	: Tidak ada mbak, sama sam

STUDENT INTERVIEW

Name	: **Anggi Bagas Ferdiansyah**
Class/grup	: **G/5**
Date	: **13 February , 2018**
Place	: **Gedung E 3.5**

Script Interview

Researcher : Assalamualaikum, ini dengan Ma Bagas. Apa kabar? Mohon maaf mengganggu waktunya. Saya ingin mewawancarai anda tentang menggunakan Aegisub.

Bagas : Alhamdulillah, baik Nendri. Iya, Nen. Silahkan

Researcher : Apakah anda sudah pernah mencoba membuat subtitle?

Bagas : Subtitle, pernah.

Researcher : Maksudnya sebelum mengikuti kelas subtitle

Bagas : Oh, belum

Researcher : Belum. Apakah sulit untuk membuat subtitle?

Bagas : Ya sulit banget untuk menjadi translator. Apalagi saat kita menterjemahakna sebuah lagu. Karena lagu kan seni, kita gak akan bisa mentranslate sesuatu apalagi lagu, kalau kita tidak bisa dapat feel nya. Jadi feel (rasa) dan pemilihan diction kata itu jadi sangat penting dalam sebuah lagu untuk menciptakan lirik atau terjemahan yang sama tentunya pada feelnya. Itu yang bikin susah dictionnya (pemilihan kata).

Researcher : Sebelumnya, apakah Mas Bagas udah dengar tentang aplikasi membuat Subtitle?

Bagas : Belum pernah denger. Pertama kali denger ya Aegisub itu.

Researcher : Apa yang kamu ketahui tentang Aegisub?

Bagas : Aplikasi yang membantu kita dalam membuat subtitling dalam sebuah film, lagu ya mungkin kyk interpreter dalam video.

Researcher : Apakah sulit menggunakan Aegisub?

Bagas : Sebenernya kalau kita tau caranya dan sering gunain, seperti kemarin kita disuruh tugas buat subtitle itu mudah. Karena kita sudah tau dimana letaknya. Untuk awalan pasti susah, susahnya itu dalam Aegisub yang pertama itu pada saat kita harus menetukan/ observasi dulu. Maksudnya dalam video ini, di detik keberapa sampe keberapa itu ada liriknya. Kedua, repot sebernmya kebanyakan ctrl + c dari file satu ke file lain. Terus mindahin persesi orang itu ngomong. Ketiga, style dalam setipa video. Kan setiap video itu kan beda, ada yang harus colornya hitam dan putih, ada yang putih saja. Atau warna yang lain, kita harus sesuaikan dengan filmnya. Juga menetukan huruf capital. Seperti HAHAHA… (titk 3)

Researcher : Bagaimana solusi dari Mas Bagas agar paham dan tidak kesulitan saat menggunakan Aegisub?

Bagas : Solusinya kalau saya, pertama saya tanya sama Miss Ikke, karena

kan kita gak ada buku panduan. Itu kuncinya ada disitu. Kemudian saya juga bertanya kepada teman saya yang bisa.

Researcher : Apakah kamu lebih seneng translate video apa teks mbak?

Bagas : Translate teks. Nggak ribe. Karena kita tinggal langsung ketik kelar. Jadi kita masih punya waktu untuk mengecek kemabali, sesuai apa enggak dictionnya. Kalau video kan kita harus memikirkan penempatannya, timingnya. Pemilihan bahasanya juga.

Researcher : Oke Mas Bagas makasih atas waktunya. Mohon maaf bila mengganggu, apakah mbak Rosi ada pertanyaan lagi?

Bagas : Tidak ada mbak, sama sama..

STUDENT INTERVIEW

Name   : **Muhammad Syaifullah**
Class/grup : **J/2**
Date   : **13 February , 2018**
Place   : **Gedung E lt. 3**

Script Interview

Researcher : Assalamualaikum, ini dengan Syaiful ya. Perkenalkan nama saya Nendriliana Dyah Puspitorini. Mohon maaf mengganggu waktunya. Saya ingin mewawancarai anda tentang menggunakan aplikasi Aegisub yang sudah digunakan di kelas Subtitling, boleh?

Syaiful   : Iya, mbak Nendri. Silahkan

Researcher : Apakah anda sudah pernah mencoba membuat subtitle?

Syaiful   : Subtitle, pernah.

Researcher : Maksudnya sebelum mengikuti kelas subtitle

Syaiful   : Oh, belum

Researcher : Belum. Apakah sulit untuk membuat subtitle?

Syaiful   : Untuk buat di aplikasinya mudah..

Researcher : Sebelumnya, apakah mas Sayiful udah dengar tentang aplikasi membuat Subtitle?

Syaiful   : Belum pernah denger. Pertama kali denger ya Aegisub itu.

Researcher : Apa yang kamu ketahui tentang Aegisub?

Syaiful   : Aegisub ya itu, aplikasi buat subtitle tapi kyk lebih lengkap fiturnya, istilahnya lebih enak, khususnya untuk ornag professional kyknya pake aplikasi itu deh.

Researcher : Apakah sulit menggunakan Aegisub?

Syaiful   : Mudah sih mbak.

Researcher : Jadi Mas tidak menemukan kesulitan saat menggunakan Aegisub?

Sayful   : Kalau suruh buat subtitle menggunakan Aegisub sih lumayan mudah, yang susah nya itu pada saat translatenya. Jadi kan kalau translate itu bukan hanya translate aja. Tapi harus sesuai konteknya, translate supaya tidak berlebihan saat dilayar nanti, bahasanya juga harus diperhatikan bahasanya harus se flexible mungkin sih dan mudah dipahami tapi maknanya sama. Itu menantang banget. Sejauh menggunakan aplikasi Aegisub itu sih Alhamdulillah mudah.

Researcher : Bagaimana solusi dari Mas agar paham dan tidak kesulitan saat menggunakan Aegisub?

Syaful   : Solusinya ya tetep ngerjain stu grup ya. Jadi kita berpikir bareng bermusyawarah juga, jadi nanti hasilnya lebih bagus.

Researcher : Apakah Mas Sayful lebih seneng translate video apa teks mbak?

Sayful   : Translate teks. Teks kan kita sudah langsung menterjemahkan. Prosesnya cuman sekali. Kalau di video prosesnya cukup banyak. Mendengarkan terus langsung diteremahkan. Pemelihan bahasanya juga enakkan di teks juga.

Researcher   : Oke Mas Sayful makasih atas waktunya. Mohon maaf bila mengganggu, apakah mbak Rosi ada pertanyaan lagi?

Sayful   : Tidak ada mbak, sama sama.

STUDENT INTERVIEW

Name   : **Nisa Hanif Nur Fadhilah**
Class/grup   : **G/1**
Date   : **13 February , 2018**
Place   : **Perpus FITK**
Script Interview

Researcher   : Assalamualaikum, ini dengan Mbak Nisa ya. Mohon maaf mengganggu waktunya. Saya ingin mewawancarai anda tentang menggunakan Aegisub.

Nisa   : Iya, mbak. Silahkan

Researcher   : Apakah anda sudah pernah mencoba membuat subtitle?

Nisa   : Subtitle, pernah.

Researcher   : Maksudnya sebelum mengikuti kelas subtitle

Nisa   : Oh, belum

Researcher   : Belum. Apakah sulit untuk membuat subtitle?

Nisa   : Enggak. Menyenangkan. Karena kita buatnya menggunakan aplikasi ya. Aplikasinya juga bisa membantu kita untuk mentrasnlate itu dari SL ke TL.

Researcher   : Sebelumnya, apakah Mbak Nisa udah dengar tentang aplikasi membuat Subtitle?

Nisa   : Belum pernah denger. Pas masuk itubaru tau. Dikelas Miss Ikke menggunakan Aegisub mbak.

Researcher   : Apa yang kamu ketahui tentang Aegisub?

Nisa   : Aegisub ya itu, aplikasi untuk mentraslate bahaa dari SL ke TL. Intinya kita, menetukan anara waktu dan omongan harus disesuaikan dan artimya itu disesuaikan.

Researcher   : Apakah sulit menggunakan Aegisub?

Nisa   : Gak susah, menyenangkan malah mbak. Kesulitannya paling saat kita harus memilih kata untuk menteremahkan itu mbak. Kalimat itu dan kata itu agar mudah dipahami oleh audience yang liat. Kalau gunaainnya mudah, kita cuman motong, terus tulisin dan translate itu. Nah translate itu yang susah mbak, di bahasanya harus flexible tidak boleh panjang – panjang. Sesuai gitu lah mbak. Harus teliti juga sih

Researcher   : Bagaimana solusi dari mbak agar paham dan tidak kesulitan saat menggunakan Aegisub?

Nisa   : Solusinya ya kita harus teliti, cermat dalam memilih kata agar translatenya lebih bisa diterima oleh penonton dan saya juga belajar sendiri juga sih mbak.

Researcher   : Apakah Nisa lebih seneng translate video apa teks mbak?

Nisa   : Translate video. Kan kalau video kita bisa tau tuh latarmya dimana, situasinya gimana dll. Kalau teksan kita gak tau latarnya gimana, settingnya gimana. Kita harus berimajinasi, oh ceritanya seperti ini, moodnya kita gak tau. Kalau film kan tau mimiknya. Translate video kan lebih berwarna juga mbak.

Researcher : Oke Mbak Nisa makasih atas waktunya. Mohon maaf bila
mengganggu, apakah mbak Nisa ada pertanyaan lagi?

Nisa : Tidak ada mbak, sama sama.

STUDENT INTERVIEW

Name : **Akbar Jaelani**
Class/grup : **I/4**
Date : **13 February , 2018**
Place : **LAB IAIN Surakarta**
Script Interview

Researcher : Assalamualaikum, ini dengan Mas Akbar. Mohon maaf mengganggu waktunya. Saya ingin mewawancarai anda tentang menggunakan Aegisub.

Akbar : Iya, mbak. Silahkan

Researcher : Apakah anda sudah pernah mencoba membuat subtitle?

Akbar : Subtitle, pernah.

Researcher : Maksudnya sebelum mengikuti kelas subtitle

Akbar : Oh belom.

Researcher : Belum. Apakah sulit untuk membuat subtitle?

Akbar : Lumayan. Ada susahnya ada gampangnya.

Researcher : Sebelumnya, apakah mbak Amel udah dengar tentang aplikasi membuat Subtitle?

Akbar : Belum pernah denger. Pertama kali denger ya Aegisub itu.

Researcher : Apa yang kamu ketahui tentang Aegisub?

Akbar : Menurutku ya, aplikasi untuk membuat subtitle dalam sebuah video.

Researcher : Apakah sulit menggunakan Aegisub?

Akbar : Kalau udah belajar mudah – mudah aja. Tapi saat saya ngerjain tugas – tugas dari Miss Ikke itu enggak ada masalah sih mbak. Cuman ya itu ngepasin timing itu agak sulit.

Researcher : Bagaimana solusi dari Mas Akbar agar paham dan tidak kesulitan saat menggunakan Aegisub?

Akbar : Pertama – tama ya tanya temen dulu tapi kalau kita gak bisa mecahin masalahan nya baru tanya Miss Ikke.

Researcher : Apakah Mas Akbar lebih seneng translate video apa teks mbak?

Akbar : Translate teks. Teks kan lebih simple saat menterjemahkan dan memilih bahasa uga lebih mudah ketimbang video.

Researcher : Oke Mas Akbar makasih atas waktunya. Mohon maaf bila mengganggu, apakah mbak Rosi ada pertanyaan lagi?

Akbar : Tidak ada mbak, sama sama.

STUDENT INTERVIEW

Name : **Aulia Nur Hikmah**
Class/grup : **I/4**
Date : **14 February , 2018**
Place : **LAB IAIN Surakarta**
Script Interview

Researcher : Assalamualaikum, ini dengan Mbak Aulia. Mohon maaf mengganggu waktunya. Saya ingin mewawancarai anda tentang menggunakan Aegisub.

Aulia : Iya, mbak. Silahkan

Researcher : Apakah anda sudah pernah mencoba membuat subtitle?

Aulia : Subtitle, pernah.

Researcher : Maksudnya sebelum mengikuti kelas subtitle

Aulia : Oh belom.

Researcher : Belum. Apakah sulit untuk membuat subtitle?

Aulia : Susah susah gampang. Susahnya itu waktu ngatur ngatur itu loh, rumit. Gampangnya itu nyenengin.

Researcher : Sebelumnya, apakah mbak Amel udah dengar tentang aplikasi membuat Subtitle?

Aulia : Belum pernah denger. Pertama kali denger ya Aegisub itu.

Researcher : Apa yang kamu ketahui tentang Aegisub?

Aulia : Aplikasi untuk membuat subtitle.

Researcher : Apakah sulit menggunakan Aegisub?

Aulia : sulitnya itu ya kyk tadi. Kan jadi sebelum bikin translate kita harus apal. Ingatan hasrus kuat, detail dan teliti saat menentukan orang itu berbicara kemudian harus meng-cutnya. Kan kita neremahinnya perdialog mbak, cut terjemahin, terjemahinnya juga gak boleh panjang – panjang. Jadi bahasanya juga harus flexible tapi penonton paham apa yang dimaksud dari film tersebut.

Researcher : Bagaimana solusi dari mbak agar paham dan tidak kesulitan saat menggunakan Aegisub?

Aulia : Ya saya ulang ulang sendiri aja

Researcher : Apakah Mbak Aulia lebih seneng translate video apa teks mbak?

Aulia : Translate video. Kalau teks itu malah lebih rumit kalau menurut saya.

Researcher : Oke Mbak Aulia makasih atas waktunya. Mohon maaf bila mengganggu, apakah mbak Rosi ada pertanyaan lagi?

Aulia : Tidak ada mbak, sama sama.

STUDENT INTERVIEW

Name   : **Dewi Maisaroh**
Class/grup   : **G/3**
Date   : **14 February , 2018**
Place   : **LAB IAIN Surakarta**

Script Interview

Researcher   : Assalamualaikum, ini dengan Mbak Dewi. Mohon maaf mengganggu waktunya. Saya ingin mewawancarai anda tentang menggunakan Aegisub.

Dewi   : Iya, mbak. Silahkan

Researcher   : Apakah anda sudah pernah mencoba membuat subtitle?

Dewi   : Subtitle, pernah.

Researcher   : Maksudnya sebelum mengikuti kelas subtitle

Dewi   : Oh belom.

Researcher   : Belum. Apakah sulit untuk membuat subtitle?

Dewi   : Sebetulnya, kalau kita sudah tahu caranya enggak. Itu asik, malah kita bisa belajar bagaimana cara kita membuat subtitle.

Researcher   : Sebelumnya, apakah dewi udah dengar tentang aplikasi membuat Subtitle?

Dewi   : Belum pernah denger. Pertama kali denger ya Aegisub itu.

Researcher   : Apa yang kamu ketahui tentang Aegisub?

Dewi   : Ya aplikasi buat mengelola bagaimana caranya, kyk ngasuih tulisan, ngasih efek. Misalnya kaset nanti ada tulisannya gitu.

Researcher   : Apakah sulit menggunakan Aegisub?

Dewi   : Kalau dibilang susah sih sebenernya enggak. Yang penting kita paham bagaimana cara kita mengaplikasikannya. Ya paling sedikit lupa atau bingung. Tapi sebelum kita menggunakan aplikasi itu Miss Ikke udah ngasih contoh dulu seperti apa.

Researcher   : Bagaimana solusi dari mbak agar paham dan tidak kesulitan saat menggunakan Aegisub?

Dewi   : Kan saya juga udah punya aplikasinya ya mbak, jadi saya coba sendiri apa nggak ya kerja bareng.

Researcher   : Apakah Mbak Dewi lebih seneng translate video apa teks mbak?

Dewi   : Aku pilih video. Karena videokan kita bisa liat gambarnya jadi kita bisa menyesuaikan kosakatanya, kalo teks agak susah.

Researcher   : Oke Mbak Dewi makasih atas waktunya. Mohon maaf bila mengganggu, apakah mbak Rosi ada pertanyaan lagi?

Dewi   : Tidak ada mbak, sama sama.

STUDENT INTERVIEW

Name   **: Nunung Pratiwi**
Class/Grup **: F / 3**
Date   **: 14th February 2018**
Place   **: Gd. D lt 2**
Script Interview

Researcher	: Assalamualaikum, ini dengan Mbak Nunung ya. Mohon maaf mengganggu waktunya. Saya ingin mewawancarai anda tentang menggunakan Aegisub.
Nunung	: Iya, mbak. Boleh
Researcher	: Sebelumnya Mbak Nunung udah ikut kelas Subtitlingnya Miss Ikke kan?
Nunung	: Iya sudah.
Researcher	: Apakah anda sudah pernah mencoba membuat subtitle?
Nunung	: Awalnyas susah ya. Kan awalnya awam sama software yang kyk gitu, tapi kalo lama lama ya bisa.
Researcher	: Sebelumnya, apakah mbak Nunung udah dengar tentang aplikasi membuat Subtitle?
Nunung	: Belum. Udah deng mbak. Namanya Livin Maker.
Researcher	: Oh Livin Maker. Oke mbak, kan dikelas subtitling Miss Ikke mengajar menggunakan aplikasi yang bernama Aegisub, apa yang kamu tahu tentang Aegisub mbak?
Nunung	: Apa ya, aplikasi yang dipakai untuk membuat ngotak – ngatik kata – kata dalam video.
Researcher	: Apakah sulit menggunakan Aegisub?
Nunung	: Karena susah, kan awalnya. Saat kita translate itu harus bener, bahasanya harus pas gak ambigu gak rancu. Terus timingnya juga harus pas.
Researcher	: Bagaimana solusi dari mbak agar paham dan tidak kesulitan saat menggunakan Aegisub?
Nunung	: Kalau solusi dari saya pribadi, saya biasanya terjemahin langsung di aplikasinya, tapi saya liahtin berkali kali. Baca berkali kali sekitar 15 menit perkalimat. Itu suapaya hasilnya bagus gak rancu, kalau saya pribadi. Sama ngepasin timingnya juga, karena itukan membutuhkan ketelitian mbak.
Researcher	: Apakah mbak Nunug lebih seneng translate video apa teks mbak?
Nunung	: Translate video aja deh. Soalnya translate video lebih asik.
Researcher	: Oke Mbak Nunung makasih atas waktunya. Mohon maaf bila mengganggu, apakah mbak Rosi ada pertanyaan lagi?
Nunung	: Tidak ada mbak, sama sama.

STUDENTS INTERVIEW

Name : Lu'Lu'un Nafisah
Class/Grup : G / 2
Date : 14th February 2018
Place : Gd D lt 2
Script Interview

Researcher : Assalamualaikum, ini dengan Mbak Lulu ya. Mohon maaf mengganggu waktunya. Saya ingin mewawancarai anda tentang menggunakan Aegisub.
Lulu : Iya, mbak. Oh iya gpp
Researcher : Apakah anda sudah pernah mencoba membuat subtitle?
Lulu : Subtitle, pernah.
Researcher : Maksudnya sebelum mengikuti kelas subtitle
Lulu : Oh, belum
Researcher : Belum. Apakah sulit untuk membuat subtitle?
Lulu : Susah sih mbak. Kan belum pernah ngerjain dan juga belum pernah buat subtitle jadi susah mbak.
Researcher : Sebelumnya, apakah mbak Amel udah dengar tentang aplikasi membuat Subtitle?
Lulu : Udah, pas kelas subtitling. Dosennya ngasih tau beberapa aplikasi untuk buat subtitling. Kyk yang pertama Livin Maker terus Aegisub.
Researcher : Apa yang kamu ketahui tentang Aegisub?
Lulu : Aplikasi yang memudahkan kita untuk membuat subtitling.
Researcher : Apakah sulit menggunakan Aegisub?
Lulu : Susah mbak. Susahnya itu kan kita pertama kali gunain aplikasi itu. Ya masih kagok ya sih. Ya pertama, saya masih bingung masukkin videonya, ngepasin audionya. Terus saat kita udah selesai buat subtitle, tinggal di save tau tau ngeblank mbak. Mati dan keluar sendiri, ya otomatis kita buat dari awal lagi dong mbak.
Researcher : Bagaimana solusi dari mbak agar paham dan tidak kesulitan saat menggunakan Aegisub?
Lulu : Ya pertama kan tanya sama Miss Ikke nya dulu. Kenapa sering mati dan kelua sendiri, terus kata miss Ikkenya itu tergantung laptopnya. Sama kadang kadang juga diskusi sama grup gitu mbak.
Researcher : Apakah mbak Lulu lebih seneng translate video apa teks mbak?
Lulu : Translate teks. Nggak ribet, nggak pake aplikasi langsung.
Researcher : Oke Mbak Lulu makasih atas waktunya. Mohon maaf bila mengganggu, apakah mbak Rosi ada pertanyaan lagi?
Lulu : Tidak ada mbak, sama sama.

STUDENT INTERVIEW

Name   : **Desi Lanjar N**
Class/Grup   : **G / 4**
Date   : **14th February 2018**
Place   : **Gd E lt 2**
Script Interview

Researcher : Assalamualaikum, ini dengan Mbak Desi ya. Mohon maaf mengganggu waktunya. Saya ingin mewawancarai anda tentang menggunakan Aegisub.

Desi   : Aegisub yang aplikasi itu ya mbak ya? Iya boleh

Researcher : Apakah anda sudah pernah mencoba membuat subtitle?

Desi   : Subtitle, pernah.

Researcher : Maksudnya sebelum mengikuti kelas subtitle

Desi   : Oh, belum

Researcher : Belum. Apakah sulit untuk membuat subtitle?

Desi   : Gak sih mbak sebenernya. Buat subtitle tergantung aplikasinya sih ya mbak. Soalnya kan kemarin Miss Ikke pake aplikasi yang memudahkan kita untuk membuat subtitle, jadinya kita seneng saat pelajaran itu.

Researcher : Sebelumnya, apakah mbak Amel udah dengar tentang aplikasi membuat Subtitle?

Desi   : Belum pernah denger. Malah sama sekali enggak. Malah aku piker, buat subtitle itu malah pakai movie maker, ternyata ada aplikasinya sendiri.

Researcher : Apa yang kamu ketahui tentang Aegisub?

Desi   : Aegisub itu emang aplikasi untuk membuat subtitling, khusus subtitling. Kalau dubbing malah menurut saya make aplikasi lain. Awalnya itu kita buatnya gak langsung ke film dalam durasi yang panjang, tapi kita dilatihnya dalam durasi yang pendek. Jadi kitanya gak kagok gitu mbak.

Researcher : Apakah sulit menggunakan Aegisub?

Desi   : Awalnya sulit karena kita harus mengepaskan. Kan namanya juga subtitle gitu kan ya mbak ada hubungannya dengan translation juga otomatis bahasa asing itu diserap atau diubah ke bahasa yang lain. Sulitnya itu ya mbak, kita harus ngepasin audio dengan gambar. Sama ngepasin translation ya, kyk gini mbak, saat kita translate video itu gak kyk translate text yang awalnya 4 paragraph ga harus 4, tapi kalau video harus sesuai jadi harus singkat kyk bahasa percakapan gitu mbak.

Researcher : Bagaimana solusi dari mbak Desi agar paham dan tidak kesulitan saat menggunakan Aegisub?

Desi   : Kalau aku, langsung tanya Miss Ikkenya langsung. Soalnya kan kita belom kenal aegisub, belom pernah make aegisub juga ini juga yang pertama kali. Temen juga ada yang belom paham juga,

	kalau kita men otak atik sendiri bukannya bener malah nanti hasil project kita hancur mbak. Mending saya langsung tanya miss Ikke nya langsung.
Researcher	: Apakah mbak Desi lebih seneng translate video apa teks mbak?
Desi	: Kalau saya lebih suka translate video. Soalnya asik, soalnya pehaman sesorang dalam memhami suatu teks itu beda mbak. Otomatis di translate beda lagi hasilnya. Tapi kalau video bisa dilihan dari peran, ekspresi di video itu kata katanya gitu mbak.
Researcher	: Oke Mbak Desi makasih atas waktunya. Mohon maaf bila mengganggu, apakah mbak Desi ada pertanyaan lagi?
Desi	: Tidak ada mbak, sama sama.

FIELD NOTES

Field Note Observasi

Catatan Lapangan Nomor : 1
Pengamat : Nendriliana Dyah Puspitorini
Hari/Tanggal : Kamis, 15 May 2017
Waktu : 13:00 – 14:20
Lokasi : PPG 1.4
Kelas : 6G
Situasi Latar **:**

Jam menunjukan pukul 13:00 WIB. Beberapa mahasiswa sudah memasuki ruangan Kelas PPG 1.4. Beberapa mahasiswa sudah pada berkumpul dikelas. Kebanyakan dari mereka ada yang mengobrol dengn teman ada yang berfoto dan beberapa dari mereka ada yang masih solat dan memainkan ponsel mereka. Tak lama kemudian Miss Ikke dating ke ruang kelas.

Jalannya Kegiatan **:**

Sebenernya dosen sudah tiba diruang pukul 13:00, tapi karena masih banyak mahasiswa yang belum datang, dosen keluar untuk sholat dzuhur, tapi sebelum sholat dzuhur dosen memutarkan video clip lagu. Dosen berkata itu merupakan salah satu materi kita nanti. Jadi kegiatan belajar dimulai puku 13:10 WIB. Sebelum memulai pelajaran dosen mengabsen mahsiswa satu persatu di kelas tersebut. Ketika dosen mengabsen siswa harus menjawab "Present" itu tandanya siswa hadir di mata kuliah tersebut. Ketika dosen sedang mengabsen ada beberapa mahasiswa yang terlambat datang dan mengetuk pintu. Dosen mempersilahkan masuk dan di akhir presensi dosen bertanya siapa nama siswa yang terlambat datang. Selai mengabsensi siswa dosen menutup buku presensi. Kemudian dosen memberikan pengantar untuk memulai pelajara. Sebelum memulai pelajar, dosen sempat menyuruh siswa sehabis mid test, siswa membawa laptop dan satu grup terdiri dari satu laptop. Saat itu, dosen mulai memperkenalkan materi apa yang akan kita pelajari sehabis Mid Test.

Sehabis mid test, para siswa PBI semester 6 khususnya kelas E – J akan belajar membuat subtile menggunkan Aegisub. Pertama, dosen menjelaskan apa itu Aegisub dan apa itu subtitling. Setalah dosen menjelaskan kepada siswanya, dosen mengeluarkan flash disk yang sudah berisikan aplikasi aegisub untuk diinstal di laptop siswa. Dosen meminjam laptop salah satu siswa, siswa tersebut bernama Nendri, yang laptopnya dipinjam untuk menginstal aplikasi Aegisub tersebut. Dosen menjelaskan langkah – langkah mengisntal Aegisub di laptop. Sebelum meginstal Aegisub, dosen meminta siswanya untuk melihat cara mengetahui kapasitas laptop siswa, tujuannya agar nanti saat menggunakan aplikasi tersebut siswa tidak menemukan kendala.

Setalah dosen memberi tahu atau memberi tahapan menginstal aplikasi tersebut, dosen mulai membuka aplikasi Aegisub. Dan saat dosen membuka

aplikasi Aegisub, dosen menjelaskan kegunaan icon secara bertahap kepada siswa. Disitu siswa juga sekalian mempraktekkan menggunaan Aegisub. Saat dosen sedang menjelaskan, ada siswa bernama Rositha meminta dosen menjelaskan bagaimana mengganti fontnya, karena dosen menjelaskan terlalu cepat. Saat dirasa siswa sudah mulai paham, dosen memberi tahu siswa, bagaimana cara mengimpor atau memasukan video kedalam Aegisub. Dosen, memberi contoh untuk pertama kali adalah movie clip. Movie clip yang di tunjukkan adalah movie clip Christina Perrie yang berjudul Thousand Years. Dari situ, dosen mengajarakan siswa, bagaimana cara meng-cut audio sesuai sama gambar, cara menulis subtitle dll.

Setiap grup dicoba untuk mempraktikkan membuat subtitle dari lagu tersebut. Ada beberapa siswa yang masih binggung dan memilih maju bertanya kepada dosen. Dosen pun menjelaskan ulang bagaimana cara mengaplikasikan Aegisub. Karena, waktu sudah menunjukkan pukul 14:30 pelajaran pun berakhir dan dilanjut pecan depan. Movie clip merupakan project pertama dari kelas subtitling. Sebelum dosen keluar, dosen mengucap salam dan mengingatkan siswa untuk mengerjakan project nya dan projectnya akan dipresentasikan. Saat dosen sudah keluar, ada beberapa dari mahasiswa yang masih dikelas dan mengotak – atik Aegisub tersebut.

Field Note Observasi

Catatan Lapangan Nomor   : 2
Pengamat   : Nendriliana Dyah Puspitorini
Hari/Tanggal   : Kamis, 22 May 2017
Waktu   : 13:00 – 14:20
Lokasi   : PPG 2.4
Kelas   : 6G
Situasi Latar   **:**

Mahasiswa sudah mulai berkumpul didalam kelas PPG 1.4 dan ada beberapa mahasiswa yang baru tiba di PPG. Mereka menunggu dosen datang. Ada beberapa siswa yang sibuk dengan kelompok subtitling mereka, karena mereka sedang mengecek project mereka. Ada beberapa mahasiswa yang asik berbicara kepada temannya. Dan ada mahasiswa yang sedang memasang LCD.

Jalannya Kegiatan   **:**

Mahasiswa sudah duduk rapi dibangku mereka sendiri dan duduk dengan grup subtitling mereka. Ruangan belum kondusif dikarenakan mahasiswa masih sibuk dengan laptop mereka sendiri. Kemudian dosen mengucap salam dan suasana kembali kondusif. Mahasiswa dengan semangat mengucap salam dari dosen. Setalah itu, dosen mengabsen presensi siswa, dan mahasiswa tidak ada yang telat dan hadir semua.

Selanjutnya, dosen memulai mengingatkan mahasiswa tentang project mereka. Mahasiswa pura pura lupa kalau ada project, kelas gaduh kembali. Tapi dosen memberikan nilai tambah bila ada salah satu grup mahasiswa yang maju kedepan untuk menampilkan project mereka. Awalnya tidak ada yang mau menampilkannya, kemudian dosen menghitung 1 – 3 dan ada salah satu grup yang maju kedepan da menampilkan hasil kerjaan mereka. Kemudian, dosen berkata mau maju aja harus dihitung seperti anak Tk.

Kelompok yang maju adalah kelompoknya Amel. Kelompok Amel terdiri dari 3 orang, pertama itu Amel, kedua itu Evi dan yang terakhir adalah Nisa. Meraka mempresentasikan project mereka, yaitu movie clip dari Christina Perrie – Thousand Years. Saat project mereka di tampilkan, mahasiswa terhayut mengikuti melodi lagu tersebut, terlihat jelas wajah grup pertama yang menampilkan project mereka sedikit kaku. Saat movie clip sudah selasai, mahasiswa teriak lagi lagi, dan kelas tidak kondusif kembali.

Saat, project sudah selasai di putar. Dosen meminta mahasiswa untuk memberi komentar. Ada beberapa mahasiswa yang bilang, tidak konsentrasi karena focus ke model video clipnya dan sebagaimana. Sebagai gantinya, dosen meminta grupnya Amel memutar kembali hasil kerjaan mereka. Saat sudah selasai, dosen masih bertanya dengan kalimat yang sama kepada mahasiswa. Dan ada beberapa mahasiswa memberikan komen. Farida adalah mahasiswa pertama yang memberikan komen tentang project yang dikerjakan oleh grupnya Amel. Pertama, Farida berkata tulisannya kurang besar. Kalau orang lihat dari belakang tidak kelihata. Kedua, jenis fontnya kurang jelas dan yang ketiga font colornya kurang nyala, jadi gak jeas. Dan mahasiswa bernama Bagas juga memberikan

komentar yang hampir sama seperti Farida. Dan dosen pun memberikan nilai tambah untuk Farida dan Bagas karena sudah memberikan komen. Dosen disini, juga memberikan saran. Pertama, dosen bilang bahwa timingnya sudah pas dan pemilihan bahasa sudah bagus. Tapi bener kata slah satu mahasiswa, bahwa tulisannya terlalu kecil.

Sehabis dosen memberikan penjelasan, dosen memberikan skor kepada Amel's group. Waktu menunjukkan pukul 14:00, masih ada waktu 20 menit untuk mempersentasikna project mereka, tapi karena waktu tidak cukup, presntasi dilanjut pecan depan dan masih dengan tema yang sama movie clip. Dosen mengakhir kelas dengan mengucapkan salam.

Field Note Observasi

Catatan Lapangan Nomor : 3
Pengamat : Nendriliana Dyah Puspitorini
Hari/Tanggal : Kamis, 29 May 2017
Waktu : 13:00 – 14:20
Lokasi : PPG 1.1
Kelas : 6G
Situasi Latar :

Tepat pukul 13:00 WIB ruang PPG 1.1, ruangan tersebut sudah dihadiri oleh beberapa mahasiswa yang mengikuti kelas Subtitling. Taklama kemudian, Miss Ikke datang dan duduk di kursi yang sudah disediakan. Mahasiswa segera duduk dikursi masing – masing sesuai dengan kelompoknya sendiri.

Jalannya Kegiatan :

Saat ini perkuliahan dimulai tidak tepat waktu, dikarenakan dosen sedang menghadiri acara terlebih dahulu. Kuliah dimulai pukul 13:20 WIB, dan untuk mempersingkat waktu, dosen meminta siswa yang ingin mempersentasikan project mereka. Sebelumnya, dosen bertanya tentang LCD dan siswa bernama Nurul menjawab sedang diambil oleh Bagas. Tidak lama kemudian, Bagas datang dan membawa LCD dan memasangnya.

Di minggu ini, kelompok yang masuk adalah kelompoknya Rosidyana. Kelompok Rosidyana terdiri dari Rosidyana dan Rositha. Hanya 2 mahasiswa. Mereka memulai memutarkan project mereka. Kelompok Rosidyana, memilih movie clip lain yaitu, The Chainmosker _ Don't Let Me Down. Dan lagi lagi, mahasiswa tidak focus ke subtilingnya tapi focus ke modelnya.

Saat, movie clip sudah selesai diputar, dosen bertanya kepada mahasiswa untuk memberikan komentar. Tapi tidak ada komentar dari mahasiswa. Dan dosen hanya berkata, ini sudah bagus dari segi tulisan dari segi bahasa untuk di translation dan dari size fontnya. Kemudian dosen menunjukkan, hasil Project salah satu mahasiswanya. Dia memilih sebuah lagu Dream Night, dan hasil translationnya juga bagus. Karena dirasa untuk mempresentasikan project ini cukup dosen, menjelaskan untuk membuat project baru.

Disini, dosen memutarkan film pendek dari Spiderman 1. Ini merupakan project baru untuk tugas mata kuliah subtitling. Dosen berkata, cara kerjanya hampir sama dan ini sedikit rada berbeda. Dosen menjelaskan dulu sebelum melanjutkannya. Dosen berkata, di Spiderman 1 akan banyak suara orang bersautan dan teriak teriak dari jauh. Itu lumayan sulit. Jika kalian menemukan kesulitan, kalian bisa melewatinya saja atau membirakan tanda titik tiga (…).

Saat liat jam sudah pukul 14:50, dosen mengakhiri kelas dengan mengucap hamdalah dan salam. Saat dosen keluar, tidak semua mahasiswa keluarm ada yang sibuk mencoba mengerjakan project ada yang sibuk merapikan LCD.

Field Note Observasi

Catatan Lapangan Nomor	: 4
Pengamat	: Nendriliana Dyah Puspitorini
Hari/Tanggal	: Senin, 5 Juni 2017
Waktu	: 13:00 – 14:20
Lokasi	: PPG 2.4
Kelas	: 6G
Situasi Latar	:

Tepat pukul 13:00 WIB ruang PPG 2.4, karena di PPG 1.1 dipakai oleh kelas lain. Ruangan tersebut sudah dihadiri oleh beberapa mahasiswa yang mengikuti kelas Subtitling. Taklama kemudian, Miss Ikke datang dan duduk di kursi yang sudah disediakan. Mahasiswa segera duduk dikursi masing – masing sesuai dengan kelompoknya sendiri.

Jalannya Kegiatan :

Saat ini perkuliahan di pindah hari pada hari Senin, dikarenakan Kamis besok Miss Ikke tidak bisa mengajar. Perkuliahan dimulai pukul 13:00, dan seperti biasa dosen mengabsen mahasiswa terlebih dahulu. Pada hari ini melanjutkan materi yang kemarin. Kemarin kelompok dari Rosidyana sudah menampilkan hasil kerjanya. Sekarang sudah ganti topic sama masih membuat subtitle tapi bukan dari movie clip tapi dari cuplikan film.

Dosen meminta semua siswa duduk bersama dengan kelompoknya masing – masing, guna mempercepat waktu dan mereka paham. Siswa diminta membuka Aegisub dan memasukan film Spiderman 1. Sebelum membuat subtitle, siswa diminta memperhatikan terlebuh dahulu film tersebut. Saat siswa sudah memperhatikan film tersebut, dosen bertanya kepada siswa apakah siswa paham apa yang dimaksud dari film itu.

Ada beberapa siswa yang masih bingung dengan filmnya karena filmnya terlalu cepat dan terlalu banyak suara. Salah satu siswa bernama Desi bertanya kepada dosen, "bagaimana miss yang saut sautan kan ga kedengeran apa itu juga harus di buat subtitlenya?" Dosen memberikan teknik untuk mengerjakan film tersebut. Saat tidak terdengar apa yang di bicarakan tidak usah dibuat subtitlenya tidak apa – apa asal jangan ada tanda apapun, dilewatkan saja.

Saat siswa sudah paham apa yang di jelaskan oleh dosen, siswa melihat lagi film tersebut. Dikarenakan kondisi dosen lagi kurang sehat, membuat subtitle film Spiderman 1 dijadikan tugas dan di presentasikan saat pertemuan minggu berikutnya.

Field Note Observasi

Catatan Lapangan Nomor	: 5
Pengamat	: Nendriliana Dyah Puspitorini
Hari/Tanggal	: 12 Juni 2017
Waktu	: 13:00 – 14:20
Lokasi	: PPG 2.4
Kelas	: 6G
Situasi Latar	:

Tepat pukul 13:00 di ruang PPG 2.4, ada beberapa siswa yang sudah datang. Beberapa dari mereka membuka buka tugas mereka, ada yang ngobrol dan masih ada yang sholat. Tidak lama dosen datang. Mahasiswa duduk dikursi masing – masing.

Jalannya Keadaan :

Masih diruang yang sama seperti minggu kemarin di PPG 2.4. Perkuliahan di mulai pukul 13:10. Seperti biasa sebelum memulai pelajaran dosen mengabsen siswa terlebih dahulu, ada 2 siswa yang saat itu izin tidak bisa mengikuti kelas. Pada hari ini merupakan lanjutan dari minggu kemaren. Minggu kemarin dosen sudah menjelaskan dan memperlihatkan film yang akan di subtitle siswa, yaitu film Spiderman 1.

Dosen langsung bertanya, siapa yang mau mempresentasikan tugas yang sudah dosen berikan. Salah satu kelompok dari kelas G tunjuk tangan, yaitu kelompoknya Lulu. Kelompok Lulu beranggotakan 3 siswa, yaitu Aulia, Lulu dan Nendri. Mereka akan mempresentasikan hasil project mereka ke depan untuk mendapatkan nilai.

Saat film sudah di putar, para siswa yang lain memperhatikan dengan seksama, dengan tujuan memperhatikan perkerjaan temannya ada yang kurang apa tidak. Saat film sudah di putar siswa pada antusias untuk melihat filmnya, dikarenakan filmnya kebanyakan suara, jadi kelas sedikit gaduh dan tidak kondusif.

Saat film sudah selesai, teman teman memberikan tepuk tangan dan dosen bertanya apakah ada yang ingin memberikan saran. Salah satu siswa bernama Amel meberikan komentar, tapi terletak pada translation nya, yang berbunyi "……" kelompok Lulu mengartikan dengan kata yang panjang dan tidak sesuai.

Dan dosen membenarkan itu, aturan bisa diganti dengan kata Menyerahlah! Kelompok Lulu sudah bagus dari mengcut audio dengan gambar tapi di translation masih kurang, dosen menyarakan untuk memperbaikinya. Saat sudah selesai teman – teman memberikan tepuk tangan. Kemudian lanjut kelompok berikutnya yang maju.

Kelompok selanjutnya dari kelompok Wulan. Kelompok Wulan beranggotakan 3 orang, Wulan, Tri Has dan Ayu. Mereka mempresentasikan film Spiderman 1 juga. Saat mereka sudah selesai mempresentasikan hasil kerja

mereka, teman memberi tepuk tangan dan dosen memberi masukkan tentang tugas hari ini.

Jam masih menunjukan pukul 14:00, masih ada waktu untuk menjelaskan materi selanjutnya. Materi selanjutnya dosen menjelaskan SDH subtitle. SDH subtitle di gunakan untuk manusia berkebutuhan khusus. Dan sebelum memberi tugas, dosen memberikan contoh film yang buat anak SDH.

Pada saat sudah selesai memberikan contoh filmya, dosen meminta siswa membuka film yang berjudul Three Little Pig and The Big Bad Wolf. Siswa di minta dosen untuk membuat subtitle dan akan dinilai minggu depan. Dosen bertanya kepada siswa apa masih ada yang bingung. Jika dirasa tidak ada yang kesusahan dosen mengakhiri perkuliahan pada hari ini, Kuliah selasai pada pukul 15:00

Field Note Observasi

Catatan Lapangan Nomor   : 6
Pengamat   : Nendriliana Dyah Puspitorini
Hari/Tanggal   : 22 Juni 2017
Waktu   : 13:00 – 14:20
Lokasi   : PPG 2.8
Kelas   : 6G

Situasi Latar   :

Beberapa masih menunggu diluar karena pintu masih di kunci. Dan kelas G pindah ruang di PPG 2.8 karena semua ruangan dipakai oleh kelas dan jurusan lain. Saat dosen datang dan pintu maish terkunci, salah satu siswa mencari kunci dan pintu sudah terbuka.

Jalannya Keadaan   :

Perkuliahan dimulai sedikit terlambat 30 menit, dikarenkan masalah pintu yang masih terkunci. Sebelum memulai pelajaran dosen seperti biasa mengabsen siswa terlebih dahulu. Kemudian dosen menjelaskan tugas yang kemaren. Tugas yang kemarin dosen berikan akan dinilai oleh temannya sendiri. Kemudian, yang akan masuk ke dalam ruangan hanya 5 - 6 orang berarti itu 2 grup saja yang masuk dan dosen didalam ruangan.

Kelompok yang masuk kedalam ruangan bebas memilih dan masuklah kelompok pertama yang masuk, yaitu kelompok Zulfa dan Rosidyana. Sisanya menunggu diluar. Sambil menunggu, beberapa anak ada yang membuka laptop dan melihat – lihat hasil kerjaan mereka. Ada yang asik berfoto dan mengobrol.

Saat satu persatu siswa sudah maju dan semua siswa diminta masuk kedalam ruangan. Dosen memberikan evaluasi dan memberikan pengaharan kepada siswa untuk menterjemahkan film dengan baik. Saat dosen sudah memberikan arahan, dosen memperlihatkan sebuah video tentang interpreter.

Dikarenakan ini pertemuan terakhir, dosen memberikan tugas yang menjadi tugas akhir mereka, dan dijadikan nilai UAS. Dosen sudah menjelaskan bahwa di video ini banyak bahasa teknik, tentang interpreter dan translation. Dosen memingta siswa untuk membaca baca tentang interpreter dan translation, dan menemukan perbedaannya agar siswa paham betul saat mengerjakannya.

Dosen memberikan file video tersebut dalam 1 flash disk dan siswa yang mendapatkan amanat akan membagikan ke teman teman yang lain. Dan dosen memberikan format untuk mengumpulkan tugas akhir. Tugas akhir dikumpulkan pada tanggal saat ujian subtitling dimulai dan dikumpulkan dalam 1 flsh disk ke ketua kelas G. Semua tugas yang sudah Dosen berikan dikumpulkan untuk dinilai. Sebelum mengkahiri perkuliahan, dosen meminta maaf bila ada salah dan kurang saat mengajara, tidak lupa siswa berfoto kepada dosen sebagai tanda pertemuan terakhir.

Code	Problem	Solution	Name
01/AE, Ic, TM/T/ Karina	1. Timing 2. Iconisation 3. Application Error	1. Tutor	Karina Cipta Dewi Suradi
02/ TS, Trans/AF/Rosi	1. Typesetting 2. Translation	1. Asking Friends	Rosidyana
03/ TM/Auto/ Ayu	1. Timing	1. Autodidact	Ayu Masithoh Dewi
04/ TM, TS, Ic/ T, Auto/ Berty	1. Timing 2. Typesetting 3. Iconosation	1. Tutor 2. Autodidact	Berty Aulia Elmianti
05/ TM, Trans. TS/ GD/ Atok	1. Timing 2. Translation 3. Typesetting	1. Group Discussion	Atok Saifuddin
06/ TM/AF, Auto/ Nita	1. Timing	1. Asking Friends 2. Autodidact	Nita Sari
07/ ED,TM, EN, Trans/Auto/ Evi	1. Edition 2. Timing 3. Encoding 4. Translation	1. Autodidact	Evi Risky Mularsih

08/ TM, Trans/AF, T/ Amel	1. Timing 2. Translation	1. Asking Friends 2. Tutor	Rizki Amelia
09/ TM, Trans/ GD, T/ Dyah	1. Timing 2. Translation	1. Group Discussion 2. Tutor	Dyah Nur Cahyani
010/ TM, ED, Trans/ GD/ Wulan	1. Timing 2. Edition 3. Translation	1. Group Discussion	Siti Wulandari
011/ Trans, TM, TS/ T, AF/ Bagasa	1. Translation 2. Timing 3. Typesetting	1. Tutor 2. Asking Friends	Anggi Bagas Ferdiansyah
012/ Trans/ GD/ Sayful	1. Translation	1. Group Discussion	Muhammad Sayfullah
013/ Trans/ GD/ Nisa	1. Translation	1. Group Discussion	Nisa Hanif Nur Fadhillah
014/ TM/ AF, T/ Akbar	1. Timing	1. Asking Friends 2. Tutor	Akbar Jaelani
015 / Trans, TM/ Auto/ Aulia	1. Translation 2. Timing	3. Autodidact	Aulia Nur Hikmah
016/ - / - / Dewi	1. -	1. -	Dewi Maesaroh
017/ Trans, TM/ Auto/ Nunung	1. Translation 2. Timing	1. Autodidact	Nunung Pratiwi
018/ Ic, TM, AE / T, GD/ Lulu	1. Iconization 2. Timing 3. Application Error	1. Tutor 2. Group Discussion	Lu'Lu'un Nafisah
019 / TM, Trans/ T/ Desi	1. Timing 2. Translation	1. Tutor	Desi Lanjar Nurliana

Name	Problems and Solutions															
	Timing				Iconisation				Typesetting				Translation			
	T	AF	GD	Auto	T	AF	GD	Auto	T	AF	GD	Auto	T	AF	GD	Auto
Karina	1	x	x	x	1	x	x	x	x	x	x	x	x	x	x	x
Rosy	x	x	x	x	x	x	x	x	x	1	x	x	x	1	x	x
Ayu	x	x	x	1	x	x	x	x	x	x	x	x	x	x	x	x
Berty	1	x	x	1	1	x	x	1	1	x	x	1	x	x	x	x
Atok	x	x	1	x	x	x	x	x	x	x	1	x	x	x	1	x
Nita	x	1	x	1	x	x	x	x	x	x	x	x	x	x	x	x
Evi	x	x	x	1	x	x	x	x	x	x	x	x	x	x	x	1
Amel	1	1	x	x	x	x	x	x	x	x	x	x	1	1	x	x
Dyah	1	x	1	x	x	x	x	x	x	x	x	x	1	x	1	x
Wulan	x	x	1	x	x	x	x	x	x	x	x	x	x	x	1	x
Bagas	1	1	x	x	x	x	x	x	x	1	1	x	1	1	x	x
Sayful	x	x	x	x	x	x	x	x	x	x	x	x	x	x	1	x
Nisa	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	1

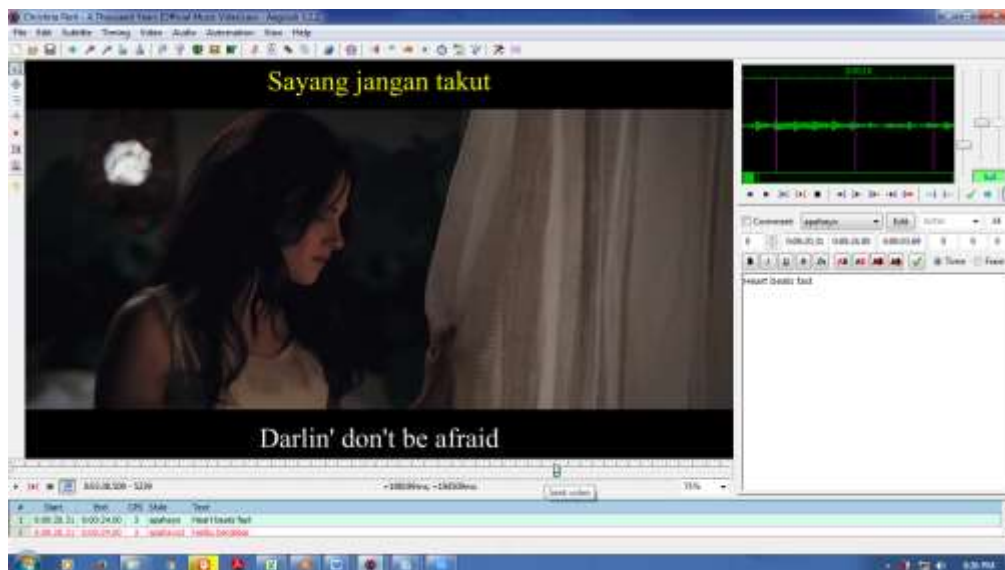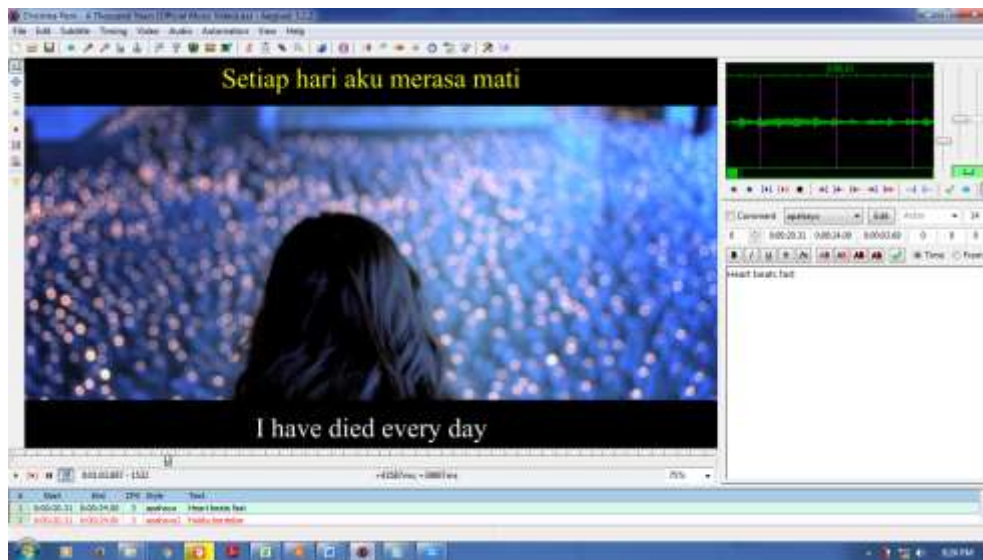| Akbar	1	1	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Aulia	x	x	x	1	x	x	x	x	x	x	x	x	x	x	x	1
Dewi	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Nunung	x	x	x	1	x	x	x	x	x	x	x	x	x	x	x	1
Lulu	1	x	1	x	x	x	x	x	x	x	x	x	1	x	1	x
Desi	1	x	x	x	x	x	x	x	x	x	x	x	1	x	x	x

Result from Amel's group (group 1) 3 little Pigs and The Big Bad Wolfs
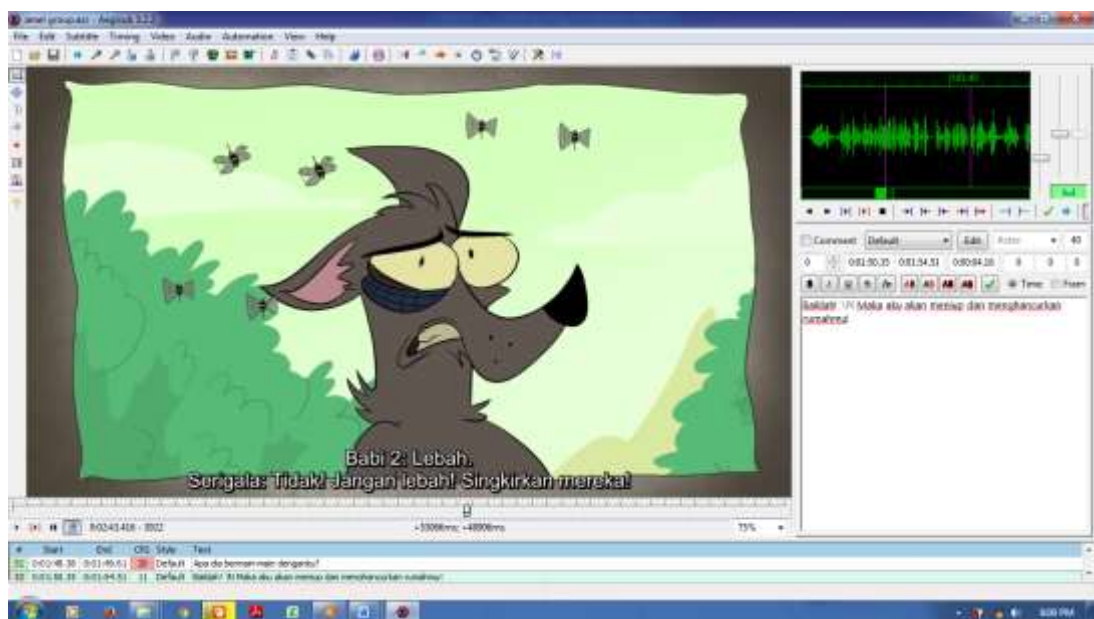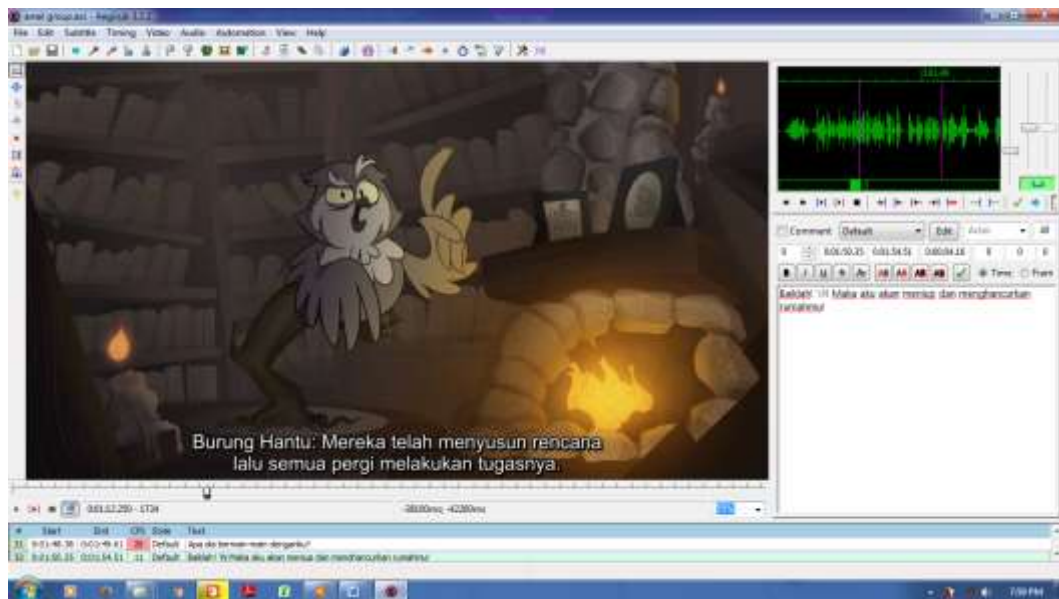
Desi's Group (Group 4) spiderman 1
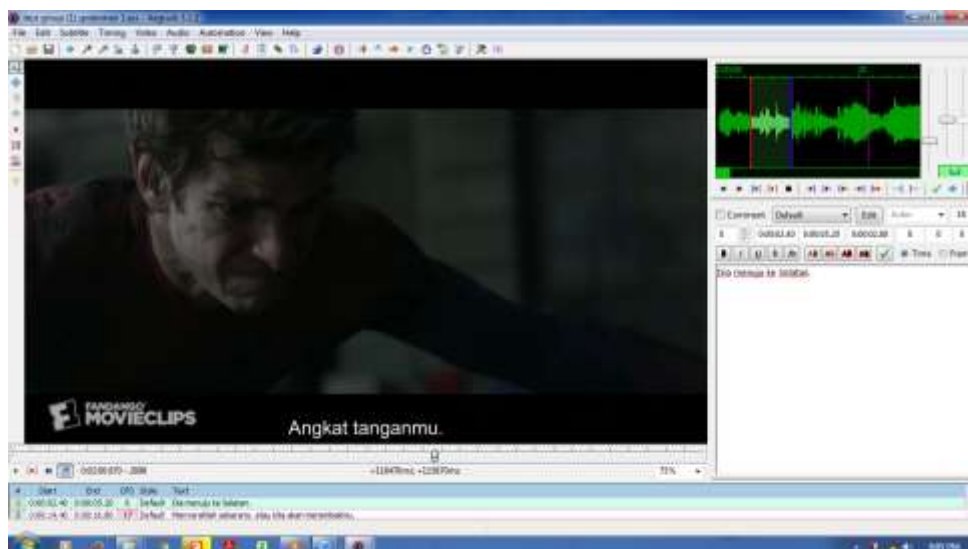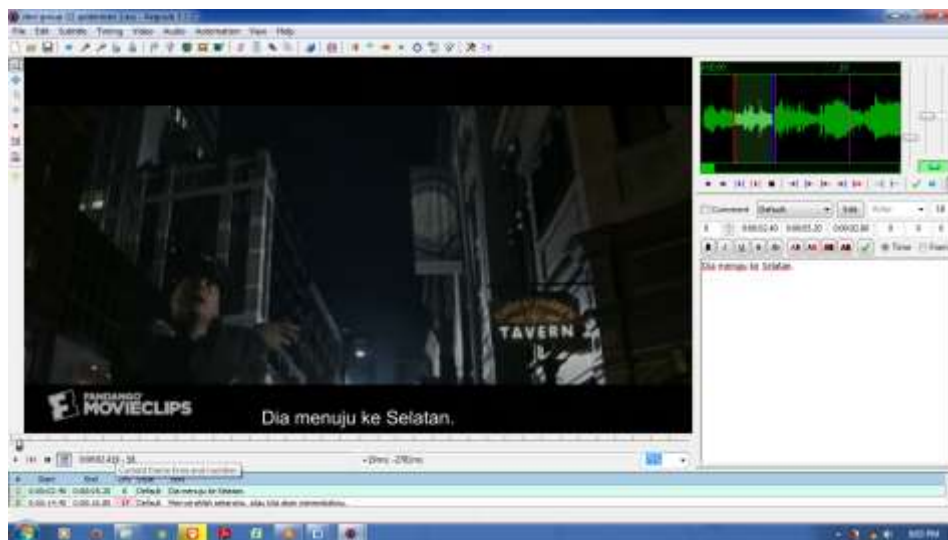
Lulu's Group (Group 2) Movie Clip, Thousand Years – Christina Perrie

Transcript the Subtitles

Transcript Three Little Pigs and The Big Bad Wolf (based on Amel's Group)

Source Language	Target language
Owl : Hello!	Halo
Remember the story of the Three Little Pigs and the Big Bad Wolf?	Masih ingat kisah "Tiga Babi
The huffing and puffing and the blowing the house down, etc, etc ...	Serigala yang meniup rumah s
We've all heard that story. But I've always thought.	Kita semua tahu ceritanya. Te
If those pigs were smart enough to build houses, they should've been more prepared.	Jika babi-babi itu bisa me mempersiapkan sesuatu.
Let's fix that, shall we? Ehem.	Ayo kita cari tahu, bisakah? E
Pig 1 : Finally, we're on our own	Babi 1: Akhirnya, kita bisa mandiri.
Pig 2 : Yep! I can't wait to have my own house!	Babi 2: Yap! Aku tidak saba

Pig 3 : That reminds me! I heard there's a big bad wolf in the land and he likes to blow down poorly made houses.	Babi 3: Aku jadi ingat! Ku dengar ada serigala jahat di sini \N yang suka menghancurkan rumah-rumah jelek.
Pig 1 : Hmm.. Then it sounds like we need a plan! Babi 1	Babi 1: Hmm.. Sepertinya kita butuh rencana!
Owl : The pigs came up with an ingenious plan, and each went his task to Burung Hantu One built a house of straw. One built house of sticks.	Burung Hantu: Mereka telah menyusun rencana \N lalu semua pergi melakukan tugasnya. Babi pertama membangun rumah jerami. Babi kedua membangun rumah kayu. Babi ketiga membangun rumah batu

One uilt house of bricks. Pretty soon the big bad wolf showed up at the first house.	bata. Sebentar lagi serigala jahat sampai di rumah pertama.
Wolf : Ohh, so hungry. Hevnt's eaten in days! Wait! What's that smell? Yes! It's my favorite. A young pig deliciously wrapped in a flimsy house! Ehem. Little pig, little pig, let me in!	Serigala: [Perut keroncongan] Ohh, lapar sekali. Aku belum makan seharian! Tunggu! Bau apa ini? Yes! Aku suka ini. Babi kecil lezat ada di dalam rumah! Ehem. Babi kecil , babi kecil, biarkan aku masuk!
Pig 1: Aha! He's finally here! Not by the hair of my chiny chin chin!	Babi 1: Aha! Akhirnya dia datang! Ehem! Tentu saja tidak boleh!
Wolf: Is he rhyming with me? Fine! Then I'll huff and I'll puff and I'll blow your house in! What? A trap?	Serigala: Apa dia bermain-main denganku? Baiklah! Maka aku akan meniup dan menghancurkan rumahmu! Apa?Jebakan?
Pig 1: Fire! Have a nice flight!	Babi 1: Tembak! Semoga penerbanganmu menyenangkan!
Wolf: Why that little? Wait! What's that? Another pig? Yes, i believe it is! Alright! Round two! Ehem. Little pig, little pig, let me in!	Serigala: Kenapa babi kecil itu? Tunggu! Apa itu? ,Babi lagi? Yaa, aku yakin sekali! Baiklah, percobaan kedua! Ehem. Babi kecil, babi kecil, bairkan aku masuk!
Pig 2: Right on time! Not by the hair of my chiny chin chin!	Babi 2: Tepat waktu! Tentu saja tidak boleh!
Wolf: More rhyming? I'll tell you what I told the last pig! I'll huff and I'll puff and I'll blow your house in! No! Not! Not the bees! Get them off! Get them off! Get them off!	Serigala: Kata pig lagi? Ku katakan padamu apa yang kukatakan pada babi sebelumnya! Aku akan meniup dan menghancurkan rumahmu! Tidak! Jangan lebah! Singkirkan mereka!
Pig 2: Could this trap BEE anymore obvious?	Babi 2: Bisakah perangkap ini lebih

	menakutkan?
Wolf: I think I finally got away from the... A house? Oh thank goodness! Hello? Is anyone home? I'm pretty banged up out here and I could really use your help! I've been blasted by a cannon, stung by hundreds of bees and I just knocked out one of my teeth, owh! If you are home, could you please let me in?	**Serigala:** Kupikir akhirnya aku bisa lolos dari ... Rumah? Terimakasih Tuhan! Halo? Ada orang di dalam? Aku terluka parah \N dan aku akan berterimkasih atas bantuanmu! Aku dihantam meriam, disengat ratusan tawon \N dan aku baru saja kehilangan satu gigiku, owh! Jika kau di dalam tolong biarkan aku masuk?
Pig 3: Not by the hair of my chiny chin chin! 3	**Babi 3:** Tentu saja tidak!
Wolf: Oh no! you aren't another one of those nasty pigs are you? I gotta get out of here! Not again!	**Serigala:** Oh tidak! kau bukan salah satu dari babi-babi nakal itu kan? Aku harus kabur dari sini! Jangan lagi!
Pig 1: Wow! Look at him go!	**Babi 1:** Wow! Lihat dia terbang!
Wolf : That landing wasn't so bad. What is this? A tiny bed?	**Serugala:** Pendaratan yang tidak begitu buruk. Apa ini? Kasur kecil?
Baby Bear: Momma pappa! Somebody has been sleeping in my bed! And there he is!	**Anak beruang:** Mama Papa! Ada yang tidur di kasurku!. Disana!
Daddy Bear: Well well well! What do we have here?	**Ayah Beruang:** Ya Ya Ya! Ada apa di sini?
Mommy Bear : Looks like Mr. Wolf has a problem breaking into houses!	**Ibu beruang:** Kelihatannya Tuan Serigala punya masalah\N menerobos rumah!
Wolf: No! Wait! It's a missunderstanding! Oh no!	**Serigala:** Tidak! Tunggu! Ini kesalahpahaman! Oh tidak!
Owl: And the three little pigs lived peacefully in their house and never heard from the big bad wolf ever again. The moral? Never try to break into a pig's house. Because there's no telling what they've got waiting for the intruders. Punch canon's, spring traps, even bees!	**Burung Hantu:** Dan Tiga Babi Kecil hidup damai dan tidak pernah mendengar Serigala Jahat lagi. Amanatnya? Jangan coba-coba menerobos rumah babi. Karena tidak ada yang tahu \Napa yang mereka siapakan bagi

Even bees! Those pigs are crazy! The end!	penerobos. Hantaman meriam, perangkap, bahkan lebah! Bahkan lebah! Babi-babi kecil itu memang gila! Tamat!

Transcript Subtitle of Spiderman 1 (Desi's Group)

Source Language	Target Language
He's heading south.	Dia menuju ke selatan.
Stand down now, or we will open fire.	Menyerahlah atau kita akan menambak mu
You are surrounded. There is no escape.	Kamu telah terkepung Tidak dapat bersembunyi
Go, go!	Ayo ayo
Clear!	Aman
Clear up top!	Diatas aman kan?
Clear, sir!	Amankan!
All clear here, sir!	Semua disini aman, Pak!
Freeze!	Diam!
Down on the ground.	Menyerahlah
Your hands behind your head.	Angkat tanganmu.
Now!	Sekarang!
Parker.	Parker.
It's headed to Oscorp!	Dia menuju Oscop!
And your daughter's there right now.	Dan putri mu ada disana sekarang
You gotta let me go.	Biarkan aku pergi.
Hold your fire!	Jangan tembak!

Transcript Subtitle of Thousand Years – Christina Perrie (Lulu's Group)

Source Language	Target Language
Heart beats fast	Hatiku berdebar
Colors and promises	Dipenuhi warna dan janji
How to be brave	Bagaimana ku berani
How can I love when I'm afraid to fall	Bagaimana ku jatuh cinta ketika ku takut terluka
But watching you stand alone	Tapi melihat mu berdiri sendiri
All of my doubt	Semua kegelisahanku
Suddenly goes away somehow	Tiba - tiba menghilang
One step closer	Selangkah lebih dekat
(Chorus)	(Reff)
I have died every day	Setiap hariku merasa mati
waiting for you	Karena Menunggumu
Darlin' don't be afraid	Sayang jangan takut
I have loved you for a thousand years	Aku telah mencintaimu Selama ribuan tahun
I'll love you for a thousand more	Aku akan mencintai selama ribuan tahun lagi