STUDENTS' PERCEPTION ON AEGISUB AND DIVXLAND MEDIA SUBTITLER IN SUBTITLING SUBJECT AT THE SIXTH SEMESTER OF THE STATE ISLAMIC INSTITUTE OF SURAKARTA IN ACADEMIC YEAR 2017/2018

THESIS

Submitted as A Partial Requirements for the Undergraduate Degree in English Education Department

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DEDICATION

This thesis is dedicated to:

1. My beloved father (Mr. Suwarno) and my beloved mother (Mrs. Sri Mulyani)
2. My beloved brother (Vandio Davin Putra Pradita).

MOTTO

Say a good thing or remind silent.

(Hadits by Bukhari: 6018, Muslim: 47)

Allah never said the road would be easy. But He said "I will be with those who have patience."

(Pinterest Quote)

Allah will help a person as long as he is helping his brother.

(Hadits by Muslim: 6853)

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled *"Students' Perception on Aegisub and DivXLand Media Subtitler in Subtitling Subject at the Sixth Semester of The State Islamic Institute of Surakarta in Academic Year 2017/2018"* in my real masterpiece. The things out of masterpiece in this thesis are signed by citation and referred in the bibliography.

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

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Surakarta, 6th January 2019

The researcher

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ABSTRACT

Pipin Devi Arista. 2019. Students' Perception on Aegisub and DivXLand Media Subtitler in Subtitling Subject at the Sixth Semester of the State Islamic Institute of Surakarta in Academic Year 2017/2018. Thesis English Education Department. Cultures and Languages Faculty. State Islamic Institute of Surakarta.

First Advisor : Arina Rohmatika, S. Pd., M. Pd.

Key Word : Media, Audiovisual Translation, Subtitling.

This research is to compare students' perception on Aegisub and DivXLand Media Subtitler in Subtitling subject at the sixth semester of the State Islamic Institute of Surakarta in academic year 2017/2018. It is conducted to know the use of Aegisub and DivXLand Media Subtitler as the media in teaching and learning subtitling. The result of this research shows that both Aegisub and DivXLand Media Subtitler were new media for the students.

This study used a comparative research, with the qualitative analysis research design. The theory of this research was Eleonora Fois and Jan Ivarsson's theory. The subjects of this research were students in A and B class of English Education Department of the State Islamic Institute of Surakarta. The data of this research conducted from questionnaire and interview. This research used indicator in comparing Aegisub and DivXLand Media Subtiter such as application, usage, subtitle, and the result of subtitling project. The techniques of analyzing data were reduction the data, data analysis, presenting the data, and drawing conclusion.

Students' perception showed that 57,57% students who used Aegisub were eager in learning this media in subtitling subject. Besides, 71,42% students who used DivXLand Media Subtitler were excited in learning this media in subtitling subject. There were four findings based on the result this research. **The first**, in application, Aegisub had the advantages of subtitle editing features and various tools that help students and amateur users understand easily how to make subtitle for the first time. Besides, Aegisub supported to install in some operating system such as Windows, Mac OS X, Linux, and FreeBSD. **The second**, in the usage, Aegisub was more effective for students in making subtitle as learning activity. DivXLand Media Subtitler was difficult in editing and input the subtitle text. This problem can detain the process of making subtitle by the students. **The third**, Aegisub was more suitable in editing the font and the size of subtitle. **The forth**, the result of subtitle video was better from Aegisub which can set in high type and resolution video. Time setting in making subtitle was the most problem faced by the students. Besides, the windows in which Aegisub installed should not older than windows 7. In DivXLand Media Subtitler, subtitle result in laptop and in LCD Projector missed and students got reduce score as the consequently. Thus, Aegisub was more suitable media to make subtitle. For suggestion, the lecturer should give more explanation about all media in making subtitle especially Aegisub and DivXLand Media Subtitler briefly. Moreover, the quality of subtitling writing language must be considered by the lecturer when correcting students' subtitling video. Besides, all students should teach with same media in the same time.

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CHAPTER I

INTRODUCTION

This chapter deals with background of the study, problem statement, the objective of the study, and the benefit of the study.

A. Background of the Study

English is as an international Language in the world usually known by a person who usually used English or learn about English in universe. Nunn (in Acar 2007, 4:2007) consider the meaning of competence when English is used as an International Language (EIL). It is clear that English used as International Language. Thus, English is taught by teacher and lecturer for the students. In teaching English, a teacher should have media to give information and distribute knowledge. Sanjaya (2012: 57) stated that media is intermediately from source information to information receiver, for the examples are video, television, computer, etc. It means that media as the tools which could be intermediately from the source information to receiver. The tools which used as media should pay attention to the materials that will be delivered. Students could understand about the materials and information if it applied with media in practice the materials' theory, especially in learning subtitling.

Subtitle is one of audiovisual media translation to help people understand other language in visual aids. Chiaro (2009: 148) defines that subtitling as the rendering in a different language of verbal message 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. From the statement, subtitling is one of media to render verbal message in different language of film which is presented on the screen that connected with original message from the film or movie. "Different language" from that statement means that subtitling can be one of translation media to help people understand another language from the film or movie without confusing with the original language of the movie. Verbal message from the filmic media can be also delivered clearly if the film or video has the clear meaning in subtitling. In this century, subtitle is an important thing in the movie or video which is distributed universally. Nowadays, video learning from the students also use subtitle to help students are able understand about it. Moreover, children's cartoon in television usually used subtitle.

In making subtitle, there are two types of subtitle which can be applied in subtitling. Georgakopoulou (2009: 21) stated that intralingua subtitling is a type of language transfer in which the translation, that is the subtitles, do not replace the original Source Text (ST), but rather, both are present in synchrony in the subtitled. Interlingua subtitling is the kinds of subtitling which changed the original language into other language. Interlingua subtitling does not change the meaning from original language of the film. The original meaning still presented clearly in the film but in the different language. In this case, subtitle must consider the appropriate words which are not changed the original meaning from the first language. This subtitle usually used in international movie or video which is sent in many countries. Besides, subtitle was also made in the same language from the

original language in the movie or video. This subtitle usually made for deaf learner or for students to study English. The used of subtitle made the listener understand about the message from the audiovisual media.

Indonesian subtitle knows as a kind of Interlingua subtitle which is changed original verbal language into written language in different language. Movies or videos which are want to send in global area usually available with Indonesian subtitle. Indonesian subtitle teaches in university, institute, or personal learner. Indonesian subtitle helps to understand other language in Indonesia. In making Indonesian subtitle, college student used a lot of media. Sometimes, the students do not know about the application which will be used by them in making Indonesian subtitle.

In the State of Islamic Institute of Surakarta, Subtitling material was taught in the sixth semester of English Education Department. Subtitling helps students learn about English which is collaborate with audiovisual media. This material is able to make students know more about the characteristic of English listener who want to know the meaning and the information of the movie or video in the same or different language. The students learn many application or media in making subtitle.

In making Indonesian subtitle, the researcher has joined Subtitling class in the fourth semester. The researcher used both Aegisub and DivXLand Media Subtitler in making Indonesian Subtitle in subtitling class. The lecturer of subtitling class explained and practiced both applications before gave the exercise for the students. The lecturer explained step by step about how to use

Aegisub and DivXLand Media Subtitler. From the lecturer's explanation, the researcher and other students can understand clearly about the applications. In the researcher's experience, Aegisub and DivXLand Media Subtitler have several differences. Based on the researcher's experiences, the researcher found some difference in the sixth semester class in academic year 2017/2018. Some fact of subtitling class known by the researcher when did pre-observation

The researcher had experience when in the forth semester in subtitling class. The lecturer of subtitling class was teaching subtitling with different way. The lecturer was teaching all students with different media in each project. Thus, all students in subtitling class which followed by the researcher could learned about all media by the lecturer. Based on the researcher's experience, the researcher wants to compare two media of subtitling, Aegisub and DivXLand Media Subtitler, in order to help the students of subtitling class in the future.

The researcher has been doing pre-research at Tuesday, 13 March 2018. The researcher met lecturer of Subtitling class, Mrs. L. The researcher interviewed the lecturer of subtitling class and knew the information of students of subtitling class. Subtitling has four (4) sks and it consists of two classes. Those classes are 6A and 6B. 6A class consists of 24 students and 6B consist of 35 students. A and B class was the mixed class from all classes in the sixth semester. Thus, their partner in subtitling group was not their original classmates. The lecturer in subtitling class used Aegisub, DivXLand Media Subtitler, and other media in teaching subtitling.

From pre-observation, the researcher has found that there were differences between A and B class. The situation of class condition during teaching and learning process could be seen that the A class was not crowded class and this class was able create a comfortable class but made them bored. Besides, the B class was crowded and more active than A class but this class was not bored. There were many applications which are used in subtitling class. Each group had different genre of the film which will be their subtitling project. The genres of the film were such as romance, horror, drama, sci-fi and mystery. The lecturer let the students to use the application that they want to use in making Indonesian subtitle. Thus, every group used different application and some of them had difficulties when they were trying the application in the first time. The students' made their exercise in small group. Each group consists of four students and each group must present their result in front of the class. Every meeting, one group presented their work with their group.

The researcher has given questionnaire when she didpre-observation in A and B class. There were two kinds of questionnaire that gave to the students. The first questionnaire was to know students' argument and experiences in making subtitle and the second questionnaire was to know the students' application in making subtitle. The first questionnaire was from the researcher herself and the second questionnaire was suggestion from the lecturer of subtitling class. The second questionnaire also helped the researcher to know the students' personal phone number when doing interview. The result of the questionnaire showed that almost all of the

students made subtitle in the first time in subtitling class. They did not know about the application of making subtitle in the first time. They argued that subtitling needed long time in making subtitle. Nevertheless, they felt enjoy when edited subtitle when making subtitling.

In English Education Department, subtitling lecturer used Aegisub and DivXLand Media Subtitler as media to teach the students in making Indonesian subtitle. Aegisub and DivXLand Media Subtitler have differences in the practice. Some students enjoyed using Aegisub and the others like to use DivXLand Media Subtitler in making Indonesian subtitle. From the lecturer's explanation, the researcher concluded that not all of students' uses the same application in making subtitle in the Subtitling class. A lot of applications in making subtitle make students confused about how to use those applications. Thus, the researcher tries to compare the two applications that usually uses in making subtitle in the way to help the students understanding how to use those applications.

In pre-observation, the researcher has interviewed lecturer of subtitling class. The result of interview showed that lecturer of subtitling class in sixth semester asked the students to make subtitle with many media such as Aegisub, DivXLand Media Subtitler, Windows Movie Maker, Ulead, Corel Video Studio, and Adobe Premiere. Not all of student' group used the same media in making subtitle. The lecturer divided all media into some groups. Thus, students who not used other media did not know about the other media in making subtitle except media that they used when making subtitle.

In comparing this both Aegisub and DivXLand Media Subtitler in making Indonesian subtitle, the researcher took some indicators based on pre-observation from the teacher and students. The indicators are the application, usage, subtitle and the result of subtitling project. Application is based on how students apply both of the media in practicing the media from installation and use. Usage is when the students use those two media to make subtitle including the difficulty when the students practice the two media to make subtitle. Subtitle is based on the way the students input the subtitle. The result based on the accuracy between the video and time on the result of subtitle.

This research taught in the sixth semester of the State Islamic Institute of Surakarta in academic year 2017/2018. The aim of this study is to know the use of Aegisub and DivXLand Media Subtitler as the media in teaching and learning Subtitling. Based on the explanation above, the researcher conducted a study entitled *STUDENTS' PERCEPTION ON AEGISUB AND DIVXLAND MEDIA SUBTITLERIN SUBTITLING SUBJECT AT THE SIXTH SEMESTER OF THE STATE ISLAMIC INSTITUTE OF SURAKARTA IN ACADEMIC YEAR 2017/2018.*

B. Limitation of the Problem

In making subtitle, almost of students in English Education Department of the State Islamic Institute of Surakarta do not know about the application in making Indonesian subtitle in the first time they make subtitle. They will face difficulties when use the application without

knowing the applications in making subtitle. Based on the problem the researcher wants to compare the two applications Aegisub and DivXLand Media Subtitler in making Indonesian subtitle.

The researcher chooses Aegisub and DivXLand Media Subtitler because the two applications usually used by the researcher when making Indonesian Subtitle and the lecturer also suggested to used Aegisub and DivXLand Media Subtitler. This research tries to compare the product of Indonesian subtitle which is made by the students. The product of the students' project will compare based on the application when using the media of subtitling, usage, subtitle, and result of subtitling project. From the product, the researcher also knows about students' argument during used subtitling media. Thus, the comparison of application in making Indonesian subtitle could help them understand deeply about those media. Besides, the students will know the appropriate media in making Indonesian subtitle for them and it also give suggestion for the lecturer in teaching subtitling class in the future.

C. Problem Formulation

Based on the background and limitation of the problem above, the researcher wants to state the problem formulation as follow:

1. How is the use of Aegisub and DivXLand Media Subtitler as the media in teaching and learning Subtitling.

D. The Objectives of the Study

The objective of the study is:

1. To know the use of Aegisub and DivXLand Media Subtitler as the media in teaching and Learning Subtitling.

E. The Benefit of the Study

The researcher expects some benefit from this study. There are stated as follows:

1. Theoretically
   a. This research expected to be rewarding from other people especially college students in learning English.
   b. This research is also expected to give beneficial description and information for further researcher who wants to study in the same case in the next study.
2. Practically
   a. For students, the result of this study will help students more understand about the significant differences between Aegisub and DivXLand Media Subtitler.

b. For lecturer, the result of this study will give suggestion for English Education lecturer in teaching Subtitling using Aegisub and DivXland Media Subtitler.

c. The researcher, the information is useful for the researcher to enhance the used of media in teaching, especially media in making Indonesian subtitle.

F. The Definition of the Key Terms

1. Media

Sanjaya (2012: 61) stated that media is entirely instrument, circles and whole of activity that conditioned to increase knowledge, change the attitude or implant skill on the people who utilize it

2. Audiovisual Translation

Inghilleri (2008, 13) stated that audiovisual translation as a branch of translation studies concerned with the transfer of multimodal and multimedia texts into another language and/or culture

3. Subtitling

Chiaro (2009: 148) stated that subtitling as the rendering in a different language of verbal message 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.

CHAPTER II

REVIEW ON RELATED LITERATURE

This chapter deals with the description of Media, the description of Audiovisual Translation, description of Aegisub, description of DivXLand Media Subtitler, and previous related study.

A. Theoretical Description

1. The Nature of Media

   a. Definition of Media

      Heinich *et. al.* (2002) stated that the word of "Media" is plural from the word medium. Medium can be defined as intermediaries or introduction the occurrence of communication from sender to receiver. Media or medium can be a way to introduction and tools of communication which is delivered information from sender to receiver. Information will deliver by sender in order to give information to receiver. Smaldino *et. al.* (2005: 9) defines that media is a communication tool and source of information, came from Latin language that means "between" pointing to everything which is giving information between source and receiver. Both statements showed that media used to be tool to communication from sender to receiver which gave information between source and receiver. The purpose of media is to facilitate communication

and learning (Smaldino *et*. *al*, 2005: 9). Media helps communication of teacher and students in learning activity.

Media helps the distribution of information could be effective for teaching the students in modern era. The development of technology makes media as the simple instruments to help practicing or give instruction for the students. Sanjaya (2012: 57) stated that media is an intermediary from source information to receiver, for the example are video, television, computer, and another. Those tools could call as media if used to distribute information which want to be delivered. The source from media such as video, television, and computer facilitate to comprehend the information which can not found in the book. Besides, the word of media was not only directed with electronic tools above.

Sanjaya (2012: 61) stated that media is entirely instrument, circles and whole of activity that conditioned to increase knowledge, change the attitude or implant skill on the people who utilize it. A medium, conceived is any person, material or even that establish condition which enable the learner to acquire knowledge, skill, and attitude. From that statement, media include of person, material, and event which enable the student to obtain any knowledge. Media in teaching and learning process is an important aspect to develop students' interest in learning activity.

"Connected with learning, learning media can be defined as the tools of media bring message for purpose of learning" (Anitah, 2009: 5). It means that media as tool of share information can also transfer the purpose of learning in learning activity. The purpose of learning will transfer to the students if in choosing media teacher or lecturer looked the need of and character of their students.

Sadiman, *et. al.* (2009: 7) defines that media should be manipulated, can be seen, heard, be read. Therefore, media should understandable by the student as Sadiman said. Besides, the media must be tangible something which is concrete. Buckingham (2008: 4) stated that media education therefore aims to develop a board-based competence, not just in relation to print, but also in these other symbolic system of images and sounds. It means that the use of media in education can develop the competence in learning process. Teacher can use printed materials as media to deliver message from the material. Not only printed, teacher can also use symbolic system of image such as slides or video or recorder sound as media.

Asnawir (2002: 15) stated that is one of medium to increase teaching and learning process. Therefore, it can be conclude that media helps in develop teaching and learning activity. Media will increase learning process if the used of media can be effective to develop the students' knowledge. Media in education should contain the message

which will be delivered by the teacher. Sanjaya (2012:58) stated that the difference between media and media in education be found on the message and contain which will be delivered. It means that all of tools if it contains about learning messages, it will be included into media in education or learning media.

Media become one of important aspect in learning activity. Besides, in choosing the media, the teacher should pay attention in the function of media itself because not all of media appropriated with the materials. Asnawir (2002: 13) defines that learning source can be called visual aid instrument if it has function just to be helping tools. Media is only helping the students to more understanding about teacher's explanation in learning activity.

b. Types of Media

Daryanto (2013: 19) classified media in two (2) groups. Those are learning media in two dimensions and three dimensions. Media in two dimensions is a general term for props that only have length and width on a flat field. Two dimensions media consist of graphic, boarded media, and printed media which the contents are pertained of two dimensions. While, three dimensions media is media without projection whose presentation is visually three-dimensional. This kind of media can be tangible as an original object both life and death. Besides, three dimensions media can be tangible as replicas which is representing the original object. The

grouped of those media is based on the form of the media itself. The two types of media have some differences which each of them used by the students in develop their learning education. Sanjaya (2012: 118) classified media by its nature as follow:

1. Audio media

   Media audio is media that can only be heard or media which has sound element such as radio, tape recorder and cassette.

2. Visual media

   Visual media is media which can only be seen without any contents of sound such as film slide, photo, paint and picture.

3. Audiovisual media

   Audiovisual media is media that contains not only sound element but also contain element of image which can be seen such as video recorder and film.

Based on the type and presentation, Sanjaya (2012:119) classified media into seven groups. The first group is graphic printed media and silent picture. The second group is silent projection media. Silent projection media is media that projected the message where the result of the projection do not move or have a little element of movement. The third group is audio media. Audio media is the kinds of media that delivered the message just through the hearing. Those kinds of the message will be delivered in the form of words and sound effect. The

fourth group is silent audiovisual media. Silent audiovisual media is a medium that the delivery of the message will be received by hearing and sight, but the resulting of the image is a silent image or has a little movement. For the example is sound slide and sound stripe film.

The fifth group is film (motion picture). Motion picture is a series of silent images that glide quickly and projected which giving the impression of life and move. The sixth group is television media. This media is a medium that deliver audiovisual message and movement. For the example is television and video cassette recorder. The seventh group is multimedia. Multimedia is a delivery system with uses various types of learning material which is built a unit or package. For example is module which is conducted by print materials, audio materials, and audiovisual materials.

Rudy Bretz taxonomy (in Sadiman, 2009: 20) shows that media grouped in eight (8) categories as follows:

1) Audiovisual Motion Media
2) Audiovisual Silent Media
3) Semi-motion Audio Media
4) Motion Visual Media
5) Silent Visual Media
6) Semi-motion Media

7) Audio Media

8) Printed Media

The grouping of media according to Bretz taxonomy is more specific by looking at the media in terms of perception of the five senses. Anderson (in Pandji, 2006) grouped media as follow:

Table 2.1

The Grouped of Media

Groups of Media		**Instructional Media**
1.	Audio	• Audio tape (roll or cassette) • Audio dish • Radio (broadcast recording)
2.	Print	• Programmed text book • Manual book • Exercise book
3.	Audio-print	• Exercise book be equipped cassette • Picture/poster (included audio)
4.	Visual-silent projection	• Film frame (slide) • Movie series (contained verbal message
5.	Visual-silent projection with audio	• Film frame (slide) audio • Movie series audio

6.	Visual motion	• Silent movie with title (caption)
7.	Visual motion with audio	• Audio film • Video/VCD/DVD
8.	Object	• Concrete object • Imitation model (mock up)
9.	Computer	• Computer-based media; CAI (Computer Assisted Instruction & CMI (Computer Managed Instructional)

c. The Use of Media

Anitah (2012: 76) state the common principal in using media as follows:

1) The use of media in learning should be looked as part of integral in the learning system.
2) Learning Media should be looked as source of fund.
3) Learning Media should comprehend the degree of sequence from the kind of tool and its' use.
4) The testing of learning media should immediately continue, during, and after usage.
5) The use of multimedia will be profited and quickened learning process.

Media has an important role in teaching and learning activity especially for the students. In teaching and learning process, media helps teacher and lecturer to teach the students easily in enjoyable activity. Occasionally, the teacher explained some of materials with wide explanation. The source from many books was give to the students in complicated words. Sanjaya (2012: 70) stated that with media, learning material which is abstract can be more concrete. Media can be an alternative way to easier teacher's explanation. The theory from a material can be practiced with media. Beside, teacher and students became more understand easily in practicing the theory and make it easy to learn the material. The use of learning media has some functions as follows:

1) Communicative function. Learning media is used to easier the communication between messenger and message recipient.
2) Motivation function. With utilization of learning media, expected the students will be motivated in learning.
3) Meaningfulness function. Through the use of media, learning can be more meaningful, can increase students' ability to analyze and create as cognitive aspect in high stage, and can increase attitude aspect and skills.

4) The delivery of perception function. Through utilization of learning media, expected can equate every student's perception. Thus, every student has the same view to the information which is presented.
5) Individuality function. The use of learning media aimed to service the needs every individual who has different interests and learning styles (Sanjaya, 2012: 73).

Asnawir (2002: 13) stated that the function of media in learning process in addition to the presentation of stimulus information, attitudes, etc., as well as to improve the harmony in the acceptance of information. Another usefulness of the media itself is to increase the balance in the process of receiving the information for the students. Media becomes bridge in understanding the meaning of knowledge.

Asnawir, *et.al* (2002: 24) proposes the function of teaching media as follows:

1) Help the students to learn more easily and help the teacher to teach more easily.
2) Giving obvious experience (abstract can be real).
3) Extract the students' attention bigger (the way of learning can not be boring).

4) All of students' senses can be activated. The weakness of a sense can be balanced by the other sense. More attract students' attention and interest in learning.

5) Can generate the world's theory with the reality.

The use of media should make the students' sense more active. Students will know the practice of their materials to be real. Anitah (2012: 7) state that the concept of media has two sides that one and others supported each other, those are hardware and software. In modern era, computer is one of teaching media which is used to process material of study from source information to the listener. All aspect of study in this era needs computer. From the case above, people needs in computer was very high. The development of application or software in computer as media of teaching and learning activity makes the developer need to make applications for learning activity. Nowadays, computer became the important media in teaching and learning.

d. Characterization of Media in Education

Arsyad (2014: 6) stated that media in education has general characteristics as follows:

1) Media in education has today's physical definition known as hardware, that is an object which can be seen , heard, be read, or touched with the five senses.

2) Media in education has non-physical definition known as software, which is message contained on hardware. Software in this definition is the contents that want to be delivered for the students.
3) The emphasis of media in education contained on visual and audio.
4) Media in education define as tools to help in learning process both in and out of class.
5) Media in education used to communication and interaction of teacher and students in learning process.
6) Media in education can be used massively (for example: radio and television), large groups or small groups (for example: movie, slides, video), or individual (for example: module, computer, radio tape, video recorder).

All characterization of media indicates that a media must really help easily in the use by the teacher and students. The form of the media should be able to channel the message to be conveyed by the teacher. Besides, with the media, students can easily understand the materials wherever in will present by the teacher both outsides and insides the class. The used of equipment can also be understood usefulness by the students. In large group or small group, media must deliver message clearly.

2. The Nature of Audiovisual Media

a. Definition of Audiovisual Media

Anitah (2009: 55) stated that audiovisual media that showed additive unsure (hearing) and visual (sight). Thus, audiovisual media can be seen and heard the voice. Besides, Sukiman (2012: 184) define that audiovisual-based learning media is messaging delivery medium with utilizing the sense of hearing and sighting. Audiovisual media emphasizes hearing and sighting in delivery of message on learning materials. Both hearing and sighting senses is the fastest way to receive the message. Written materials can be more effective if the students can understand writing materials which are combined with various design of explanation. Sanjaya (2012: 118) stated that the capability of this media considered better and more interesting, because contain additive and visual unsure. Audiovisual media combine both additive and visual element which can be more attract the students' interest in learning.

Arsyad (2014: 91) sated that one of important duty that needed in audiovisual media is script and storyboard which is needed a lot of preparations with design and research. It was clear that script and storyboard of written materials should be designed from the teacher. The design should attention on the hardware or engine which is supported to create the audiovisual media.

The preparation consists of choosing the engine and application to make the media in learning process. Arsyad (2014: 32) stated that audiovisual technology delivers the result of material with using mechanical engines and electronic to present audio and visual messages. It means that audiovisual need some engines or electronic even in presenting the audiovisual to the students. Besides, Sukiman (2012: 10) stated that the core of audiovisual learning concept was used various tools or materials by the teacher to deliver an idea and experience to the students through the eyes and ears. The tools of audiovisual must be appropriate with the materials which can be accepted by the hearing and sight sense of the students. The core of audiovisual concept became benchmark in determining the media required by the students.

Arsyad (2014: 32) stated that learning with audiovisual is production and utilization the material that the application through views and hears. Besides, not all of the application depend on understanding the same words or symbols. The selection of suitable tools and engine shall be taken in making audiovisual media. This selection may determine the suitability and smoothness of the audiovisual creation. Thus, the media will be effective in teaching and learning activity.

b. The Main Characteristic of Audiovisual Media

Arsyad (2014: 33) classified the main characteristic of audiovisual technology media as follows:

1) It is usually linear.
2) It is usually presenting a dynamic visual.
3) It uses with the manner which has applied before by the designer or maker.
4) It is physical representations of real or abstract ideas.
5) It is developed according to the psychological principles of behaviorism or cognitive.
6) It is generally teacher-oriented with low levels of students' interactive engagement.

The characteristic of audiovisual can not be separated from the process of planning and application of good ideas. As the name, audiovisual media should pay attention to the visual aspect that can attract students' attention to be more focus on the material. In this case, the teacher is more active than students in the process of explaining the material in learning. Besides, audiovisual media can evolve with the times. Connected with learning activity, the developing of audiovisual media will give some change in practice or application. In this case, teacher should know the appropriate new media in teaching and learning activity.

3. The Nature of Audiovisual Translation

a. Definition of Audiovisual Translation

Inghilleri (2008, 13) stated that audiovisual translation as a branch of translation studies concerned with the transfer of multimodal and

multimedia texts into another language and/or culture. Audiovisual translation was a branch translation which is focused on the use of media in translation. Multimodal from that statement means the use of various sources for translation such as language, picture, sound, color, and perspective. "Multimedia from the statement above means the text of translation was distributed to the audience through various media along with the program's views" (Negroponte in Inghilleri, 2008). From the explanation above, audiovisual translation was combined various source and media in doing such translation. Audiovisual translation becomes very important considering the current variety of learning media using text to facilitate the delivery of information.

Szarkowska (2005) stated that the issue of audiovisual translation is pertinent and applicable to contemporary times, as in the era of globalization translation take place not simply between words, but rather between cultures. The culture of the film which is translated into audiovisual translation must be connected with the word-choosing in the translation. Every country has different culture in speaking and writing. Thus, in translating, audiovisual translation culture must be considered to give a good result in learning.

Cintas (2009: 7) defines that audiovisual translation also has an important role to play in the classroom. Material and exercise may be drawn from the area of AVT and used in the process of second language acquisition. In learning second language, audiovisual translation can be

an alternative way in giving the material and exercise in the classroom. Students will know the application of second language in communication through audiovisual translation.

b. Types of Audiovisual Translation

Bogucki stated that screen translating, or audiovisual translation (AVT), is conventionally taxonomized into subtitling, dubbing and voice-over. Besides, Bartolome, *et. al.* (in Utari, 2015: 7) classified audiovisual translation into seventeen (17) types, as follows:

1) Subtitling

Subtitling is translation from film/voice dialogue into written text which is showed with the original voice or picture (Neves, 2008). Subtitling commonly changed verbal language (dialogue) of the film, video, or voice into written language (text). In making subtitle, the translator has to know the audience or viewer of the film or video because not all kinds of subtitle are appropriate for all people.

2) Dubbing

Lip synchronized (lipsync) or dubbing denotes the recording of the original voice track in the target language using dubbing actors' voices; the dubbed dialogue aims to recreate the dynamics of the original, particularly in terms of delivery pace and lip movements. Thus, dubbing can be defined as the changes of original voice in film or videos into actors' voice in the same language or different

language in the film or video. In dubbing, the movement of actors' lip and intonation must be same with the original voice track in the film or video.

3) Voice-over

Orero (2009: 132) defines,

> *Voice-over is viewed as the final product we hear when watching a programmer where a voice in a different language than that of the original program is heard on top of the original soundtrack. This new voice is normally recorded some seconds into the beginning of the original utterance- and sometimes finishes before the actual person on screen –allowing the viewer to hear part of the original, although this practice is not universal.*

Voice-over can be concluded as the voice of the narrator of film or video that showed before or in the same times with the film/video's subtitle. This kind of audiovisual translation usually used in documenter video in TV program such as National Geographic Chanel.

4) Interpreting

Viaggio (2001) stated that interpreting is oral translation from audiovisual presentation of a translator. Interpreting can do in live or record, but commonly interpreting do in recording firstly. This type of audiovisual translation usually used in the interview session or news.

5) Surtitling

Mateo (2007: 170) defines surtitles in detailed as follow:

> *Surtitles consists of a condensed written translation of the libretto, which is projected 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 text is being sung, so that the audience receives both the sung performance and the written translation simultaneously.*

From Mateo's explanation, surtitling is a kind of audiovisual translation in live performance, for example in opera or TV shows. The actor or actress will sing on the stage and in the same stage also, the crew provides a screen or small screen to show the written translation of the song which is being sung by the actor or actress. The subtitle will be showed to the audience in order to help them understand about the song.

6) Free Commentary

Free commentary is the adaptation from a program to the audience that new and the adaptation do because the factors of culture or the adaptation become a new purpose. It means that free commentary created to help audience knows the culture of other country without changed half of source language. Thus, the culture will introduce to audience through free commentary in half target language and half source language.

7) Partial Dubbing

Partial dubbing or half-dubbing is increment of oral text in the original soundtrack to give information which is needed on the target language without giving the full translation of the dialogue. Thus, partial dubbing created to give more information about the film or

video without change the original dialogue. The adding of partial dubbing will different from the original dialogue.

8) Narration

In narration, a text has been prepared before translation process, then translated and dense. After translated, the script read by an actor or actress of dubbing which is read literally without doing movement in the script. Narration usually used to explain a scene before the scene played.

9) Simultaneous Translation

Simultaneous translation or live translation do lively but the transcript or subtitle in the form of source language has been prepared. Simultaneous is different with interpretation. Simultaneous is more structural than interpretation because the scrip of translation made before read to the audience.

10) Live Subtitling

Live-subtitling was more known as real-time subtitling. This subtitle translation technique applied on live broadcast. On the broadcast which is the transcript has prepared before, the subtitle must be arranged, typed, formatted, and broadcast in the same time with using a special program. Live-subtitling is more risk than subtitle because live-subtitle has to create in live broadcast and usually the preparation of the script is less and the mistakes will also happen in live-subtitling.

11) Subtitling for the deaf and hard of hearing

Subtitling for deaf and hard hearing (SDH) is a type of subtitling that aimed to help people who have weakness in hearing or hard of hearing in order to "see" sound or audio in the film. The subtitling script usually added the information of movement and the intonation of the actor or actress. The addition of subtitle script will shows in different type writing with the original subtitle. The addition word will help the audience in understanding the film or video without hearing the movement of the actor or actress. This audiovisual translation usually has longer script than ordinary subtitle.

12) Audio Description

Inghilleri (2008: 16) stated that as audio description is a spoken account of those visual aspects of a film which play a role in conveying its plot, rather than a translation of linguistics content. This audiovisual translation aimed to help people who have problems in vision or blind. The addition of audio will be spoken to help them in understanding information about film or video.

13) Script Translation

Script translation or scenario translation the truth is to get financial helping in the film production. This translation was not addressed to the real audience but to the prospective producer (potential funders). The characteristic of this translation is

procedural, because the prospective producer will read this translation to get information about audiovisual translation project which is submitted, not for enjoying audiovisual program. It means that not all people used or created this audiovisual translation. It made in order to get more financial in film production.

14) Animation

Animation covers translation and feature of writing transcripts. The translator pours the translation in the silent image (usually cartoon). The dialogue built trough graffiti (Bortolome, *et. al.,* 2005). Animation created as a form of creativity in translating the idea or the creator. It was made without the original transcript as the other audiovisual translation. The creator or translator made it in the form of silent image or graffiti.

15) Multimedia Translation

Chaume (in Bartolome, *et. al.,* 2005) stated that multimedia translation is a group of audiovisual translation (AVT)-especially dubbing and subtitling-programming skills and sci-tech translation. Multimedia translation merges dubbing and subtitling in making the translation product. The collaboration of two kinds of audiovisual translation showed more creativity in order to interest the user or audience. This translation product usually created in a game. The merging between dubbing and subtitling will translate the original language of the game to the target language with pay attention about

the source county of the target audience who played the game or gamer.

16) Double versions

Double versions included into "multilingual production", that is the product which is involved two or more languages. In this product, actor and actress played the character in their original language. Then, the film dubbed and synchronized so become a language according to the audience target language. It means that double version will add different language in dubbed the character but the actor or actress still played in the original language.

17) Remakes

Bartolom, *et. al.* (2005) stated that remakes are recontextualzation effort of a film in accordance with the culture of target audience. It means that the film which has existed in few years ago will recreate without change the original film.

From the explanation above, all types of audiovisual translation have the same and different characteristic. All type of audiovisual translation was same in changed verbal language into written language or the opposite that changed written language into verbal language. Audiovisual Translation (AVT) classified into seventeen fields or types. Each types has different characteristic in making translation or translation process. Subtitling is one of the fields of the audiovisual translation.

Cintas (2009: 15) stated that audiovisual translation is closely linked to technology and any new advances are bound to have a knock-on effect on the discipline, particularly on subtitling. Development of technology has effect in audiovisual translation media, particularly application of subtitling. This development will always increase all times. The development of audiovisual media will be followed the human need about technology but not all technology will be developed. Some of technology will change into another technology

4. The Nature of Subtitling

   a. Definition of Subtitling

Pavesi (2005: 37) stated that subtitle, whose definition in translation studies is still ongoing, are based on a target-oriented approach, for their function is to help audience to fully understand the movie, at the expense of source-text specificities. Subtitle became a part of movie which help the audience understand the verbal message of the movie. Subtitle is word printed on a film, translating the dialogue, giving the dialogue for deaf viewers (Oxford Dictionary, 2010: 443). Subtitle made and viewed on a film to translate the verbal message into word printed for the viewers of the film. Besides, Lucas Bogucki state that subtitling, where comparison of the original and the translation is immediate as long as the viewer has a working command of the source language, is continually subject to unprofessional 'quality assessment'.

Subtitling is a form of literary translation that deviates considerably from other translation types (Roks, 2014: 19). It means that subtitling was different from the other types of translation. Subtitling used media which is combined between audio and visual media in translating the language. The subtitling itself used both hearing and sight sense in making the subtitle.

Chiaro (2009: 148) stated that subtitling as the rendering in a different language of verbal message 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. From the statement above, subtitling is one type of audiovisual translation which is translated verbal message of the film into a written text on the screen. It was audiovisual translation because subtitling combine multimodal and multimedia as described in the definition of audiovisual translation above. Shuttleworth, *et. al.* (2004: 61) stated that subtitling is a term used to refer to one of the two main methods of language transfer used in translating types of audio-visual communication such as film and television. It means that subtitling is one of audiovisual translation method in translating the verbal message in film or television.

Cintas (2009: 7) stated that subtitling can be a powerful training and teaching tool in the foreign language learning class. Training with practice of foreign language can do by making subtitling. In training and

teaching class, practice is the most important aspect. Thus, subtitling could be the alternative way to make students learn foreign language effectively.

Neves (2008: 130) define subtitling as 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 e screen monitor. From Neves's explanation, subtitling performed not only on film but also on all types of audiovisual.

Cintas (2009: 22) stated that in subtitling, language transfer operates two modes, from speech to writing, from soundtrack to the written subtitles. It means that soundtrack is also can be written into subtitle. In fact, it has a lot to do not with language alone but with technology (Liu, 2014). Subtitling as one of audiovisual translation method follows the development of technology. The application of technology in subtitling itself will always change and develop.

b. Types of Subtitling

There are two types of subtitling. O'Connel (2007: 125) stated that those are subtitling *interlingua* and *intralingua*. Subtitling *interlingua* is the common subtitling in the world which is translated verbal text into written form in different languages. The aim of this subtitle is to help people who can't understand foreign language well. This case usually

encountered by people who do not learn or do not know the source language well. This is usually found in ordinary people who do not learn a foreign language.

They will used interlingua subtitle to help them understanding the communication of other people in different language. This subtitle usually found in international movie or video. Besides, Cintas (2006: 199) defines that interlingua subtitling is designating the relationship between different source and target language. Thus, intralingua subtitling changes the source language into target language in translating verbal message.

Untari (2015: 20) stated that intralingua subtitling is translated verbal language into the same language. Intralingua subtitling is simpler than intralingua subtitling because it use the original language of the verbal language of the movie or video. Gottlieb (2005: 247) dubs it "vertical" subtitling, which means that only mode is changed, but not language, taking speech down in writing in the original language. Thus, the language of intralingua subtitling does not change but just the mode of verbal language which is changed.

Although interlingua subtitle are always perceive as a supplement to film, they are the most cost-effective audiovisual language transfer mode (Sponholz, 2003). It means that interlingua subtitling can be effective in transferring the language of the film. Besides, this type of

subtitle usually used to learn by the students in improving their vocabulary or to speak well with a language of the film.

Besides, based on the use of subtitling, subtitling separated into two types, fansub and hardsub. Fansub is types of subtitle which did not have special rule. This subtitle can write as free as the translator want. Fansub usually made by fans or ordinary people in everywhere and every time. Besides, hardsub is the opposite of fansub. Hardsub is type of subtitle which has many rules in creating subtitle. The politeness of the language was gave more attention in making subtitle. Besides, the word which is chose in this subtitle must be appropriate with the culture, condition, people, and kinds of the film or video. Original film from in universe usually used this subtitle.

Bartoll (2004) stated that, for easy reading, Jan Ivarsson are explained in table 1 drafted by the author, which each type having its own focal point (marked by "+").

Table 2.2

Jan Ivarsson's Classification of Subtitles

Parameters / **Types**	**Appears of application**	**Languages**	**Technology**	**Audience**	**Writing skills**	**Time**
Subtitling for cinema and television	+					

Parameters / Types	Appears of application	Languages	Technology	Audience	Writing skills	Time
Multilingual subtitling		+				
Telettext subtitling			+ used on television	The hard of hearing		
Reduced subtitling	News or live events, such as sports broadcast		Similar to teletext		+ reduction	
Subtitling life or real time	Basically the same as reduced subtitling		Using a special apparatus that allows for faster writing		Faster writing	+
The translation of opera, theatrical works, conferences, etc.	+		Using a special screen to display the titles			

From Jan Ivarsson's classification, it can be concluded that some types of subtitling was on-line broadcast and off-line. The on-line subtitle such as teletext, reduce subtitling and subtitling life or real time. Besides, the other types of subtitle such as subtitling for cinema and television, multilingual subtitle, and the translation of opera subtitle was no need of on-line broadcast.

c. Process of Subtitling

Chiaro (2009: 148) grouped the process of making subtitle into three (3) step, those are (1) step of marking, (2) step of making, and (3) step of synchronizing. In the steps of marking, the draft of subtitling should be marked to determine where subtitle must be started and where to end. This way is to know the length of subtitle. In making, analyzing of the script of subtitle will do by the technician. This is common way in subtitling on translating the script. In synchronizing, the subtitle's script will complete. The completeness in this step will give the perfect result of subtitling. Each step has a different and important role in making subtitle.

Hastuti (2015: 62) stated that subtitling is also composed by movie components such as soundtrack, effects, the tone of actors, mimic and gesture, camera movement, distance, and montage (cuts, fade-in, dissolve, and also on). The process of making subtitling should consider

the components that are interconnected each other. The selection of words which is match with the situation in the movie will support in understanding the message contained in the script. Moreover, she stated that movie script refers to the source text that will be translates into target text. The technical in making subtitle should appropriate with the rules:

> *"One of the reasons behind the hard translational definition of subtitle is the technical degree its writing requires, linked to the conventions that may very according to the distributor (...): each subtitle must have no more than two lines whose length, including space and punctuation, is between thirty-five and forty characters; its visibility on screen, depending on the length of the scene, cannot exceed four second." (Fois, 2012: 5).*

The most important process in subtitling is translating the text into target text. Students change the visual message into text in the movie or video. This process will show how well the students understand about the language of the movie or video. Besides, the language itself has the message that showed in the words which written in the subtitle. The result of subtitling will be the final result of students understanding about subtitling in practice. Therefore, in making subtitle, there are some problems that will face.

> *"The main problem in subtitling is caused by the difference between the speed of the spoken language and the speed in reading; both the speed of the spoken language and the speed in reading require a reduction of the text". (Schwarz: 2003)*

Subtitling poses new challenges to traditional translation, like that space and time constraints inherent in the subtitling process, the visual

conventions, the shift of modes from speech to writing as well as other challenges that have been brought along (Liu, 2014). Development of technology makes application became innovated and raised every time which is caused many challenges in learning media such as subtitling.

The development of media was make subtitling became raised. Nowadays, there are many applications which can use to make subtitling. The application such as Aegisub, Windows Movie Maker, DivXLand Media Subtitler, Ulead, Adobe Premiere, and others. All subtitling media have the same and differences characteristics. Besides, all subtitling media can help people easily in making Subtitling in everytime and everywhere.

5. Definition of Aegisub

Aegisub is a free, cross-platform open source tool for creating and modifying subtitles. Aegisub make it quick and easy to time subtitles to audio, and features many powerful tools for styling them, including a built-in real-time video preview. Aegisub is the simplest application in making subtitle. Aegisub can abridge time in making subtitle.

It is the successor of the original SubStation and Sabbu. The developers of Aegisub are Niels Martini Hansen and Rodrigo Braz Monteiro. This media was release in 7th December 2014. The operating system which can install Aegisub was Microsoft Windows, Mac OS X, Linux and

FreeBSD. The master's size of Aegisub was 22 MB. The subtitle which is made with Aegisub usually lies in the appearance and font size that is different from the common subtitle

The features found on Aegisub are:

a) Styles Manager, that is to group, change, and adjust the font type.
b) Ass Draw, to make a field
c) Start time, start time of a line
d) End time, end time of a line
e) Format font, to format a font
f) Styles font, adjust the main color, second color, outline, and text shadow
g) Commit, to approve any changes that have been made
h) Text box, place to write text

In fansubbing terms, Aegisub is used for translating, timing, editing, typesetting, quality checking, karaoke timing and karaoke effecting. Fans sub is the easiest translation in making subtitle.

Figure 1

Icon of Aegisub

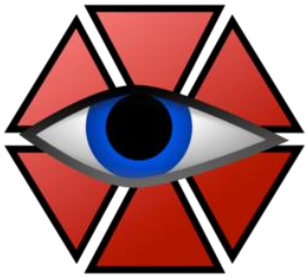
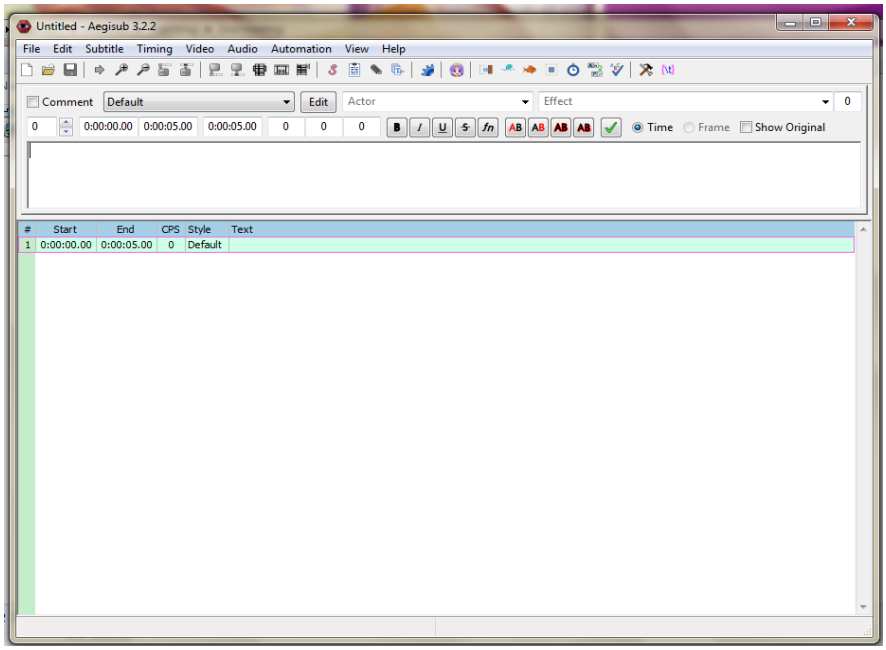


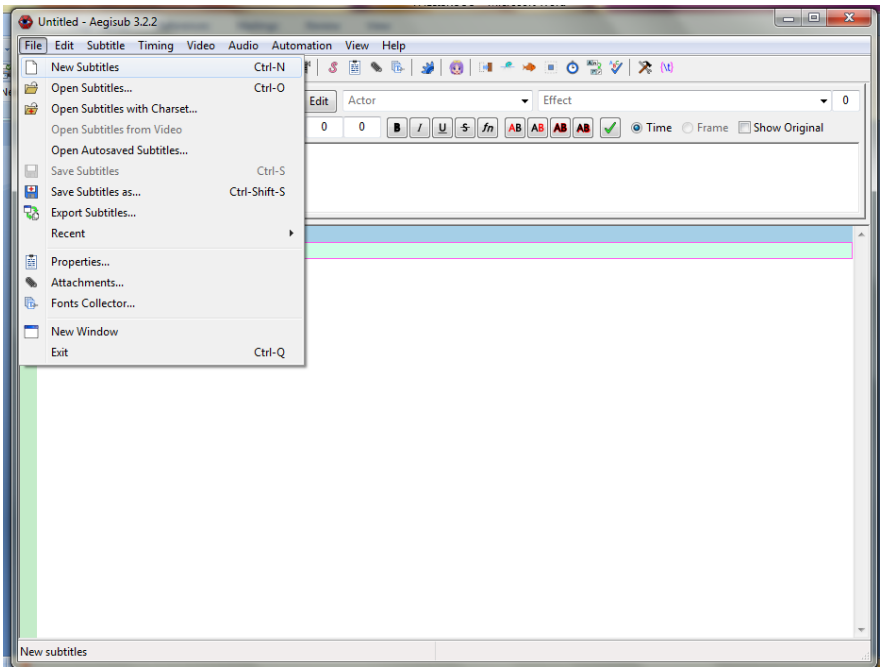
Figure 2

The first look when open Aegisub



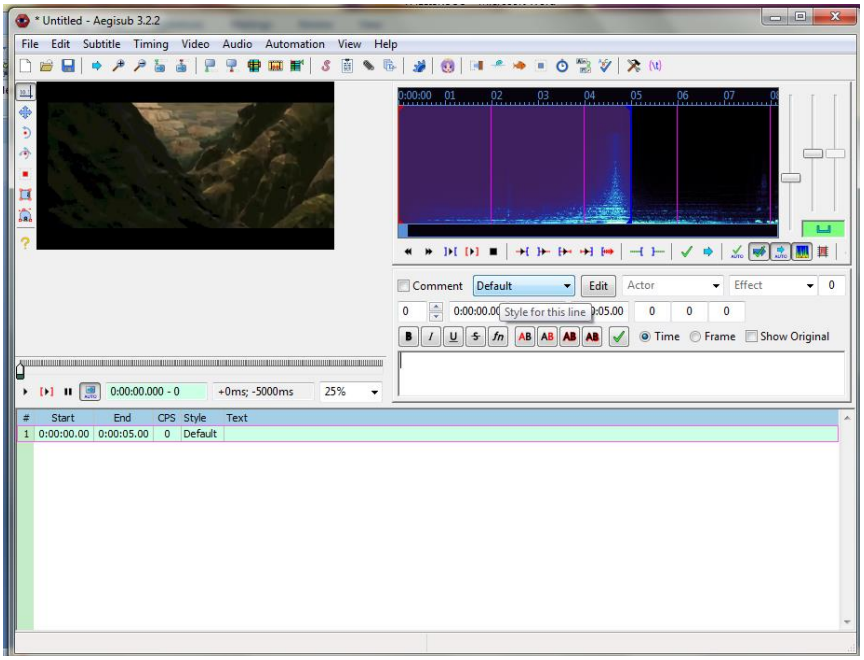
Steps to create a subtitle with Aegisub:

a. Click on file > open subtitle

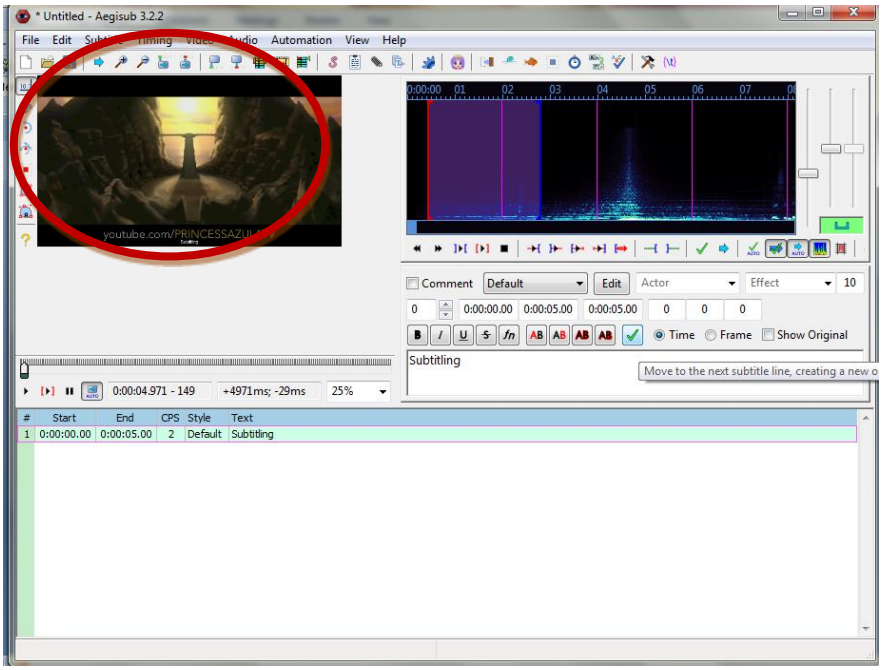


b. Click on Video > open video > choose the video which will be selected.

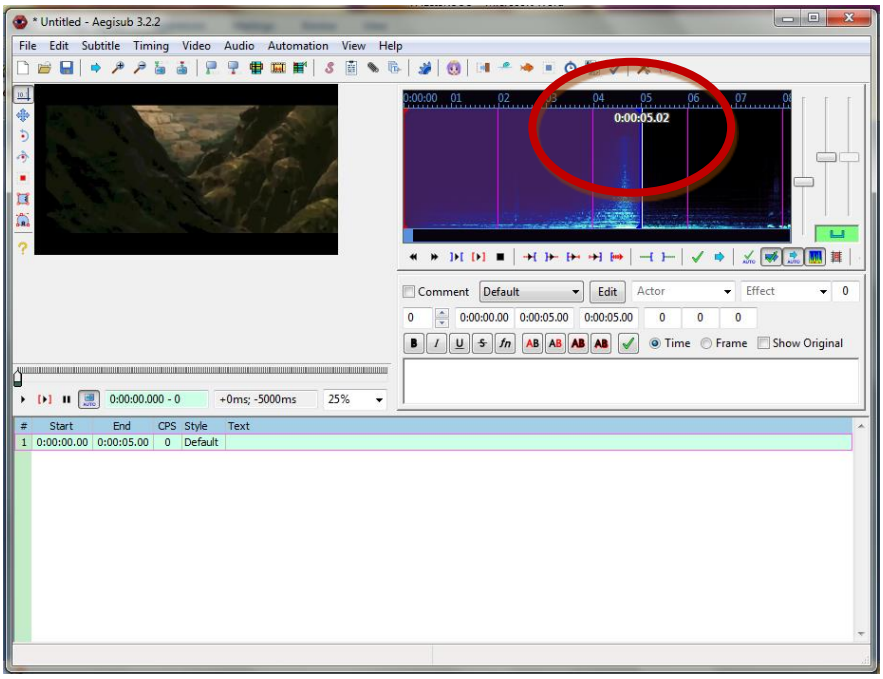
c. The application will be seen as follow:



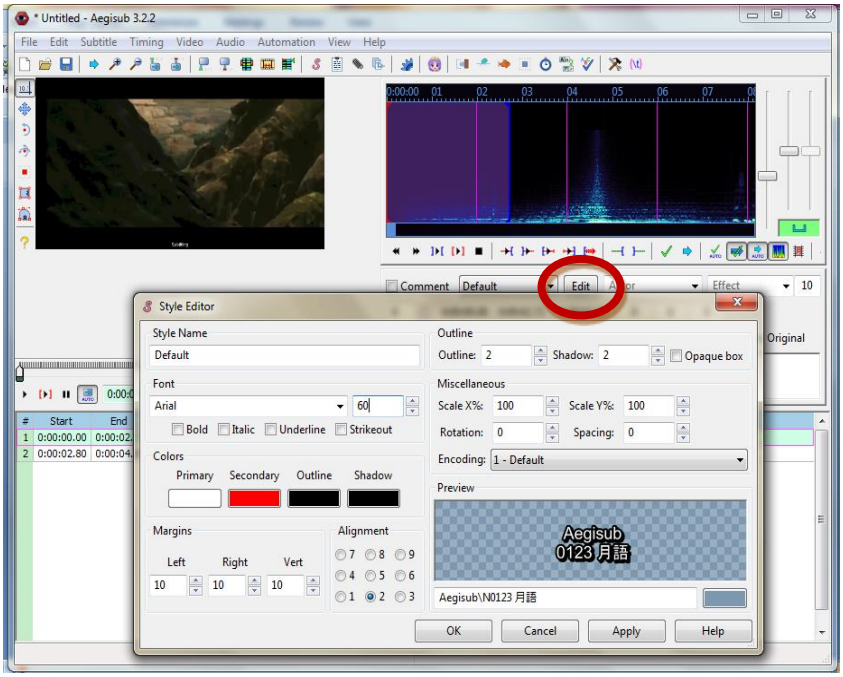
d. Insert the video with click on Video > open video > choose the video > click open. The desktop will be seen as follow:



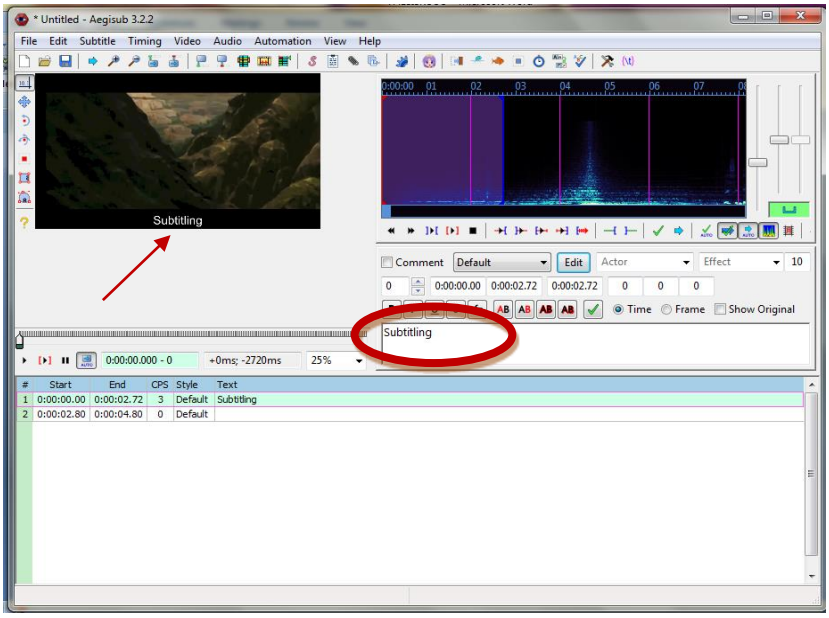
e. Arrange the time of subtitle's show in the time control



f. Edit the font size of subtitle with click on Edit > select the font and size of the subtitle.



g. Write the text of subtitle in the blank space > press Enter. The subtitle will show on the video.



6. Definition of DivXLand Media Subtitler

DivXLand Media Subtitler is application which is allowed people to create and edit external subtitles for AVI, MPG, WMV and all type of videos fast and easily. The subtitles creation process consists of using a plan text file containing the dialog lines in sequential order and applying these lines as subtitles into the opened media file during the video playback using just a click. The program includes cutting-edge features to edit and improve existing subtitle files as well. Now this application releases with support for more than 30 subtitles format.

DivXLand Media Subtitler was made on 2002 in registered trademark of DivX, Inc. DivXLand Media Subtitler is compatible in windows XP, windows 7, Windows 8, and Windows 10.

Program Features:

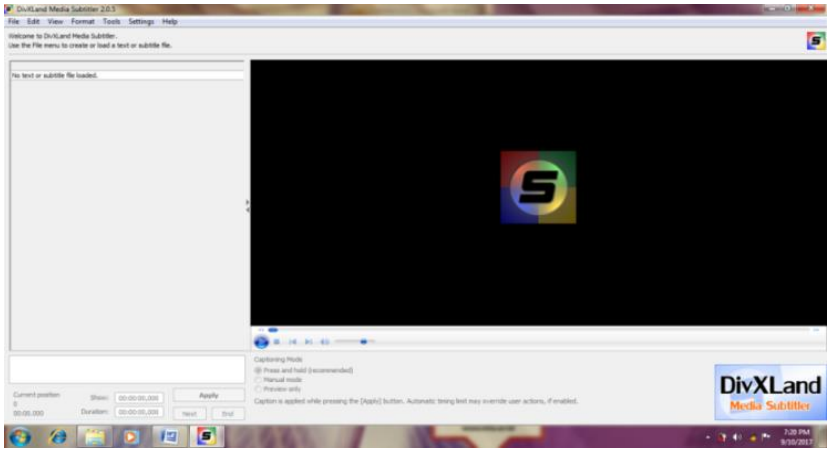
a) Create subtitles from plain text or clipboard contents easily
b) Instant-preview of the subtitled video without saving
c) Save partially edited files to resume subtitling process later
d) Automatic caption timing set and correction
e) Multiple subtitling mode available
f) Support for basic text formatting
g) Support for importing/exporting more than 30 subtitles formats
h) Keyboard shortcuts for easily controlling the subtitling process
i) Multi-language spell check feature
j) Ability to embed subtitle files into AVI videos
k) Ability to extract audio streams from AVI and MPG videos into MP2, MP3 and WAV formats
l) Comprehensive help files in many languages
m) Support for all East Asian and Right-to-Left Languages

Figure 3

Icon of DivXLand Media Subtitler

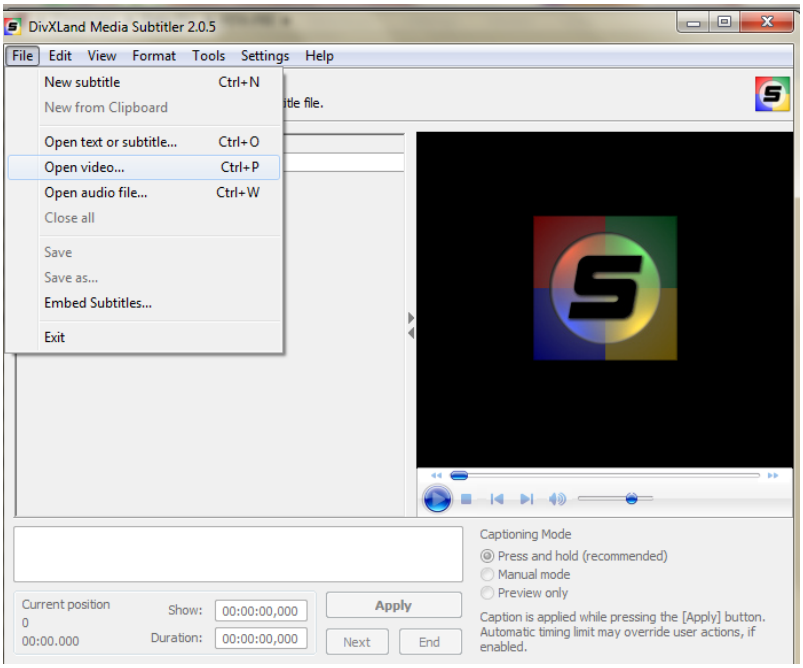
Figure 4

The first look when open DivXLand Media Subtitler

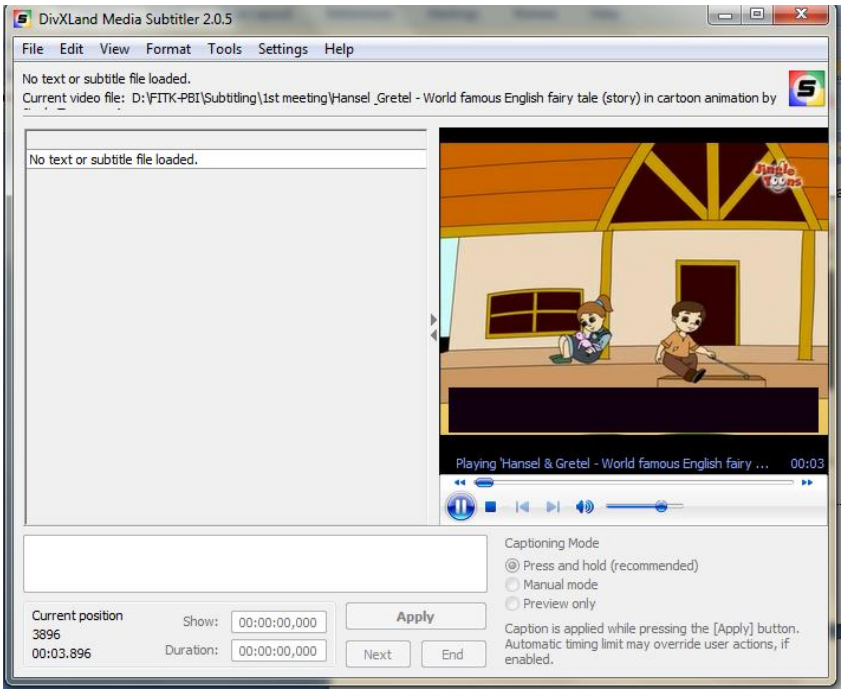


Steps to make subtitle with DivXLand Media Subtitler:

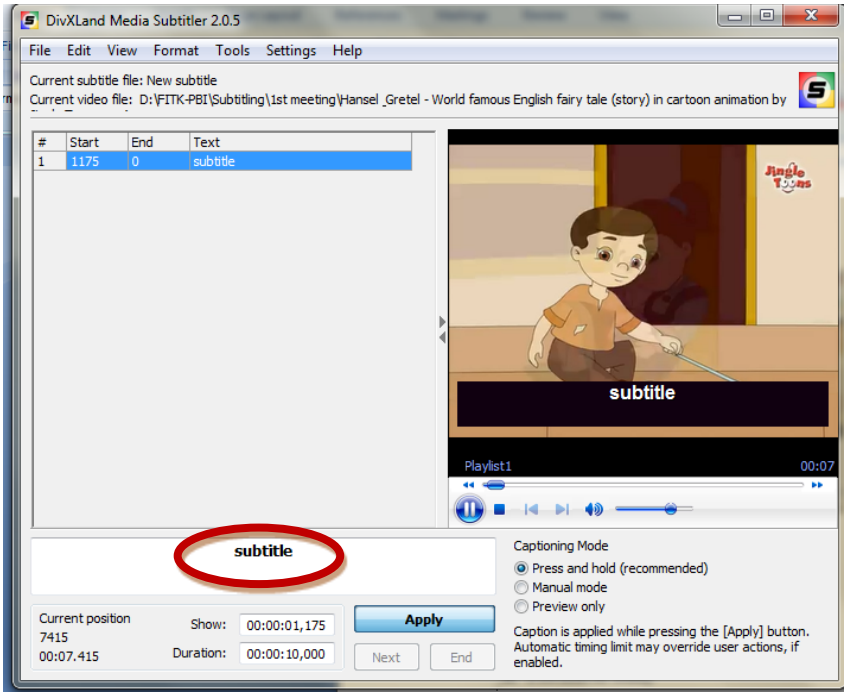
b. Open DivXLand Media Subtitler on your laptop and computer. Click on file Open videos > choose the video > click on Open.



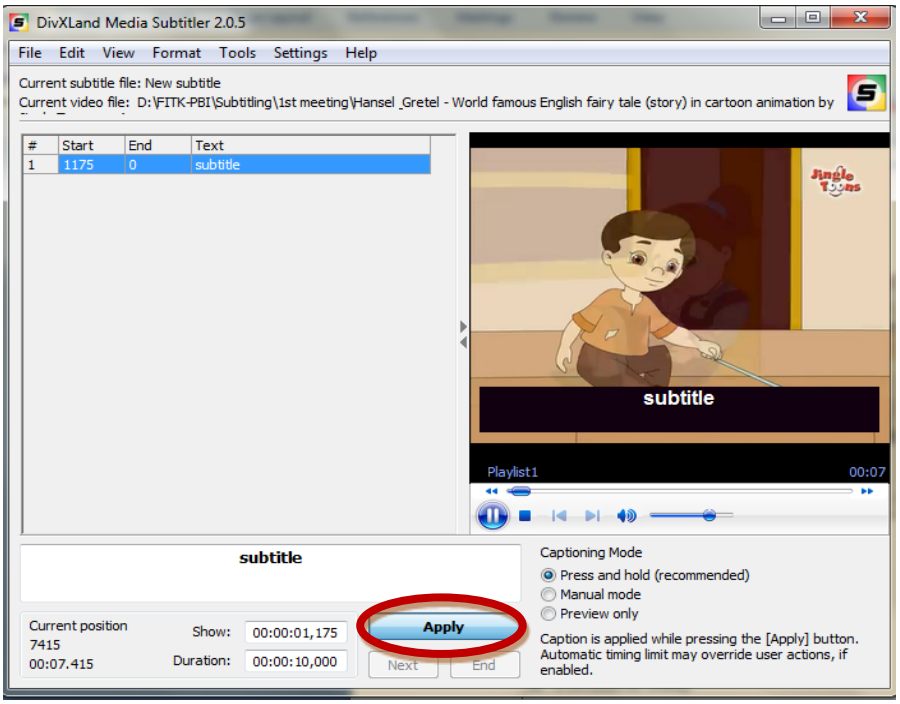
c. The application video will be seen as follow:



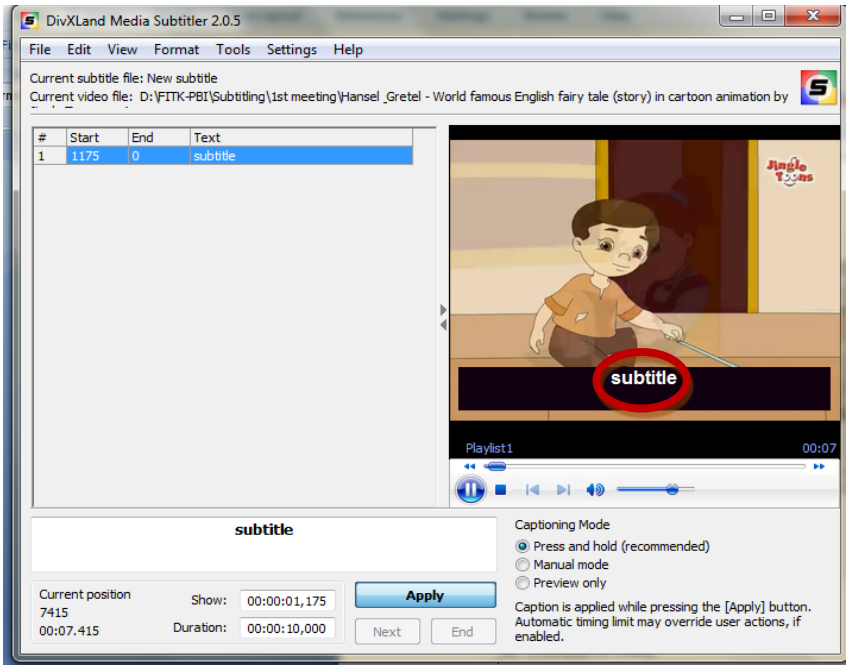
d. Write the text of subtitle in the blank space.



e. Play the video and Press & hold “Apply” in the same time.

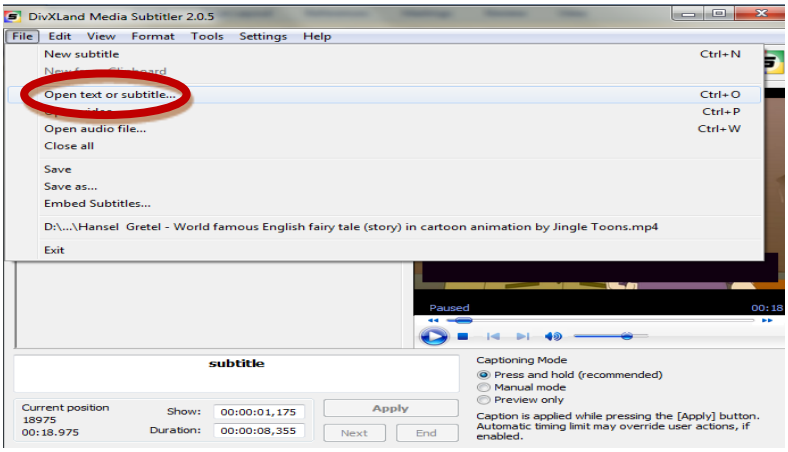


f. The subtitle text will be seen on the video

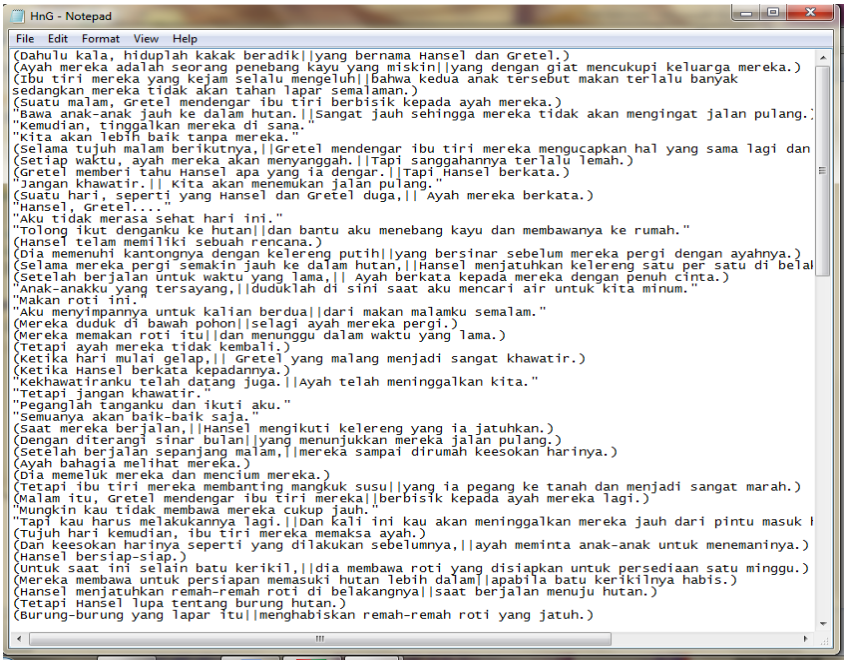


The other way to insert subtitle on the DivXLand Media Subtitle is insert the text which has written on the note pad. The steps as follow:

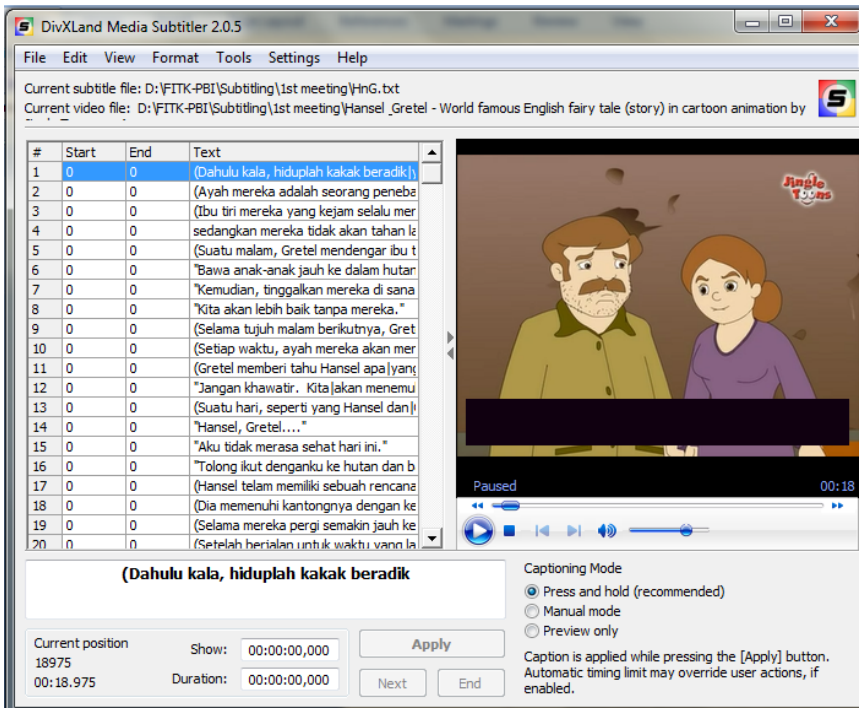
a. Open DivXLand Media Subtitler> open the video (same with the previous steps) > click of Open text or subtitle > choose the file of subtitle text > open



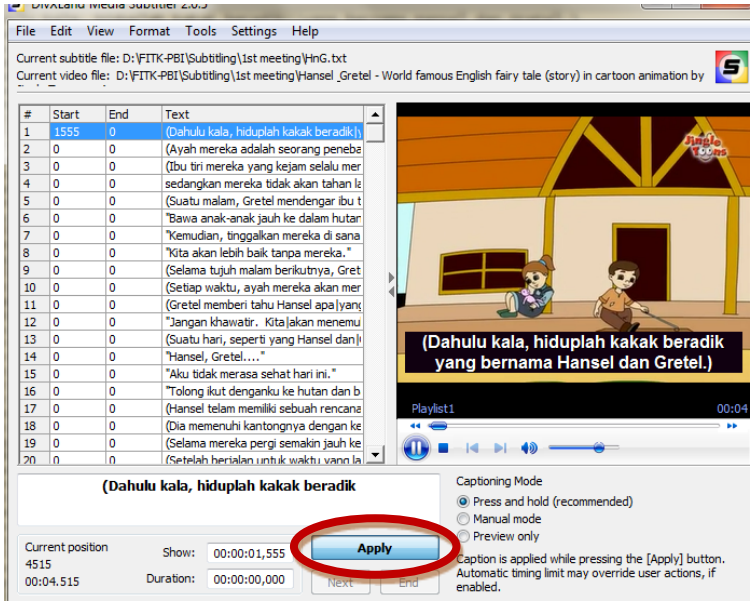
The example of text of subtitle file which written on the note pad.



b. After click on Open, the screen of subtitle file will be seen as follow:



c. Click on the text of subtitle > press and hold “Apply”. When press and hold “Apply”, certain that the subtitle time is appropriate with the video’s time.



Both Aegisub and DivXLand Media Subtitler no need to connect with the internet. It means that both media can apply in off-line. All users who will use Aegisub and DivXLand Media Subtitler can enjoy using the media without any problems based on on-line or of-line.

B. Previous Related Study

In this research, the researcher has found some previous study with the same topic. There are some previous studies which is concerned about Subtitle. The first is the study with the title "Using English Movie Akeelah and the Bee with English Subtitle to Improve Students' Listening Ability" by Dodi Mulyadi. This research was carried out at Semarang Muhammadiyah University in academic year 2015/2015. The population of the research was the fifth semester of English Education Department on listening comprehension subject. The research was conducted in six meeting. The research used classroom action research with three cycles. The result of the research shows a significant relationship between students' learning by English movie with subtitle related to their listening skills as shown in their improvement of post test and positive responses of the students. The questionnaire shows that more than 75% students felt easy to understand listening materials from native speakers.

The second is "Improving Reading Comprehension by Using Subtitling in Narrative Text" by Lanjar Suciwati. This study was carried out in MTs Negeri Sragen in academic year 2012/2013. The population of this research VII H class

that was consisted of 30 students. This research was conducted in the second semester. Classroom Action Research used in this research. In collecting the data, the researcher used interview, observation, and documentation. Qualitative and quantitative was used in analyzing the data. The result of this research shows increasingly which could be seen from the student's mean score in the pretest and post-test. The pre-test core was 61.34, it increased to 70.87 in the post-test 1 and 82.67 in the post-test 2. Then the mean post-test 3 improved up 88.67. Therefore, the researcher concluded that the subtitling technique in the reading comprehension is able to improve the student's reading comprehension.

The third is "Subtitling Strategies Used in the Students' Project of Subtitling Class by the English Education Department Students in the Sixth Semester if IAIN Surakarta in academic year 2016/2017". The aim of this research is to investigate the difficulties of the students in subtitling class related to the cultural differences and the subtitling strategies used by the students in the project of subtitling class. This study used a descriptive qualitative research with focused on providing description of phenomena that occurred naturally without intervention of an experiment. The video of Hansel and Gretel by Jingle Toons was the video of subtitling class which is used. This research used documentation in collecting the data. The sample of this research is I class of the sixth semester of English Education Department. There are 440 raw data of the students' project which was collected by the researcher. The result of this research showed that although the students have difficulties in

subtitling class related to the cultural differences, the students do not find all the difficulties related to the cultural differences in the students' project. The students only have difficulties in social culture.

CHAPTER III

METHODOLOGY

A. Research Design

This research uses qualitative research. Creswell (in Herdiansyah, 2010:8) stated that Qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. The researcher builds a complex, holistic picture, analyzes words, report detailed views of information and conducts the study in a natural setting. Thus, qualitative research needs deeply understanding about human problem which is happened in social life.

Besides, Setyosari (2012: 40) defines that qualitative research is research which is used observation method, interview, content analysis, and other method of collecting the data to present responses and behaviors of the subject. It means that qualitative research usually uses observation, interview, content analysis and others data collection method to get the data from the subject. From the statement above, the researcher will use those data collecting method to get the data. Some of the data have collected when the researcher did pre-observation and interview with the lecturer of subtitling class.

Sanjaya (2013: 39) stated that comparative study is a research which is done to find certain differences from two groups of research's subject. Comparative research mainly tries to compare two aspects which can find the

significant differences and similarities of both aspects as the result. All aspect can compare in comparative research. Aswarni (in Arikunto, 2002: 310) defines that comparative research can find the similarities and differences about things, about people, about job procedures, about ideas, criticism of people, groups, of an idea or a working procedure. Comparative study needs deep investigate of the aspects which are compared. The investigation in comparative study spawns other speculations that may provide information which has not been known previously.

In this study, the researcher was compare two media which are used by the student in making Indonesian subtitling. The researcher compares the product of daily task of students' subtitling project. From the students' arguments and experiences, the researcher knew that the comparative of both Aegisub and DivXLand Media Subtitler.

B. Setting of the Research

1. Place of the Research

   The research was conducted in the State Islamic Institute of Surakarta. It is located in Jl. Pandawa, Pucangan, Kartasura, Central Java, Indonesia. The researcher did the observation in Subitling class at sixth semester, there are A and B class.

2. Time of the Research

   The time of the research was conducted on March and April 2018. The pre-observation conducted in two times and interview with the lecturer one

time. The duration of once teaching and learning process was 160 minutes or 4 sks. The first pre-observation was conducted on 2nd April 2018 at 10.20-12.00 a.m. in A class and the second pre-observation was conducted on 9th April07.30-13.00p.m. in B class.

The pre-observation itself was conducted in the end of teaching and learning process without experimental manipulation. The researcher spread the questionnaire to get information of the application used by the students in making Indonesian subtitle.

C. Subject and Instrument of the Research

1. Subject

The subject of this research is the sixth semester students of Subtitling Class in English Education Department in academic year 2017/208. The researcher took two classes of Subtitling class. The two classes are A and B class that teached by Miss L. The A class consists of 24 students and B class consists of 35 students. The population of the research is 15 students of A and B class of subtitling. The population who are interviewed in this research based on the students who used Aegisub, students who used DivXLand Media Subtitler, and students who used both Aegisub and DivXLand Media Subttiler.

2. Instrument

The instrument of collecting the data and data analysis of this research is the researcher herself. However, in conducting this study, the researcher

needs some supporting instruments such as the documentation of observation, draft of interview with the subject, and file of the film which is subtitled by the students. The researcher will take the final project subtitling of the students in groups. Each final subtitle project will use different application that can be analyzed by the researcher.

D. Technique of Collecting the Data

In collecting the data, the researcher uses questionnaire, interview and documentation. The questionnaire is used to obtain data of students' interest using application on making subtitle. Meanwhile, interview is used to know the students' perception in using the application of subtitling media in making Indonesian subtitle. Documentation is used to know the students' data from the lecture.

1. Questionnaire

To get data of media used in subtitling, the researcher uses questionnaire to get the students' answer. Questionnaire will give to all of the students. Sugiono (2014: 199) stated that questionnaire is data accumulation technique which is done by giving a set of written questions and statements to the respondent to be answered. Arikunto (2013: 101) stated that questionnaire is a group of question which is asked in written text to someone (in this case called respondent), and the way to answer is on written too.

The researcher made two kinds of questionnaire in this study. The first is list of agreement. List of agreement indicate to its' name, is a group of response from the questions which is filled based on respondent with giving check list mark (√) in the form which is available. In this study, the questionnaire has gave to the students' to get the numerical data of students' capability on using Aegisub and DivXLand Media Subtitler in making Indonesian Subtitle. The questionnaire consists of 60 items. Each item has five options with the scale of strongly agree (SS), agree (S), disagree (TS), and strongly disagree (STS). The way to answer the questions is by check-list (√).

The indicators of the questionnaire can be seen as follows:

Table 3.1

The Indicators of Questionnaire

Kind of Indicator	**Number of Item**	**Total**
Students' comprehension in Subtitling class	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 47, 48, 55, 57, 59, 60	19
The compatibility of using Subtitling in learning English	46, 58	2
Student's perspective ofAegisub as media in making subtitle	14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 54, 56	20

Kind of Indicator	Number of Item	Total
Students' perspective ofDivXLand Media Subtitler in making subtitle.	32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 49, 50, 51, 52, 53	19

The second questionnaire is the application which is used by the students. The second questionnaire included the information of the application which used by the students in making Indonesian subtitle. From the questionnaire, the researcher known how much the applications is used by all of the students of A and B class.

2. Interview

Siregar (2017: 18) stated that interview is process of taking information/data, the purpose itself is the way to ask and answer face to face between interviewer with the respondent. The researcher will interview the respondent to know information of their process in making subtitling. The researcher will interview the students who used Aegisub and DivXLand Media Subtitler in their subtitling project. Besides, the researcher not only gets information but also her argument and description of the application that they used in making Indonesian subtitle.

In this research, the researcher will use structured interview to get the data. Sugiyono (2016: 232) defines that structured interview used as collecting data technique, if the researcher has known certainly about what

the information is. In this phase, the researcher made the interview based on her experience. Thus, she will prepare the questions before the interview.

3. Documentation

Document aims to complete the data of this research. The Document takes from the lecturer and the students of subtitling lesson of the State Islamic Institute of Surakarta in the sixth semester. The document consists of the data of students' name. Moreover, picture of observation in the A and B class also conducting in the documentation. Besides, the field note in observation and script of interview with the students will enrich the documentation of this study.

E. Data Coding

In this research, the researcher gives some codes of the datum. According to (Rossman & Ralis, 1998:171; Creswell, 2009: 276) coding is processing the material into segments of writing before interpret it. In coding, the data will be symbolized or mark into segments of writing. The symbol or mark can be some signs which will interpret by the researcher. Here, the codes uses in analyzing the data. The types of coding as follows:

1. The number of datum uses Arabic number-to-number data. For example, 01 means that the datum is number 01.
2. Kinds of application uses abbreviation with Romans word in capital characters as follows:
    1. AG : Refers to Aegisub

2. DV : Refers to DivXLand Media Subtitler

3. Perspective of the students about the indicators also uses abbreviation with Roman word in capital character as follows:

   a. Application

      CF : Refers to confusing

      EV : Refers to creative

      SY : Refers to easy

      JY : Refers to enjoyable

      HD : Refers to hard

   b. Difficulty

      ED : Refers to edit

      HN : Refers to hang

      MS : Refers to master

      WR : Refers to write

      TM : Refers to Timing

   c. Installation

      ER : Refers to error

      SC : Refers to success

      TY : Refers to trial

      BL : Refers to blank

      VR : Refers to virus

   d. Kind of Subtitle

      FS : Refers to fansub

HD : Refers to hardsub

The example in reading the coding of the data as follows:

03/AG/SY/TM/TY/FS/Yuni means that the datum number 03 used Aegisub. The datum contains easy, timing, trial, fansub and the subject who gave the information is Yuni.

F. Technique of Analyzing the Data

Analyzing the data is the next step of this research. Bogdan (in Sugiyono, 2016: 367) stated that data analysis is the process of systematically searching and arranging the interview transcript, field notes, and other materials that you accumulate to increase your own understanding of them and to enable you to present what you have discovered to others. It can be concluded that all of the data which is collected by the researcher. In this step, she will analyze with the researcher's own argument based on the data.

In this research, the researcher uses a comparative analysis of qualitative research in students' perception about using Aegisub and DivXLand Media Subtitler. Bungin (2003: 100) defines that comparative analysis technique is a technique which is used to compare events or cases that occurs when the researcher analyzes events or cases and doing continuously along the research. The researcher analyzes the data without using any calculating or statistic procedures. The researcher will compare both Aegisub and DivXLand Media Subtitler based on the indicators such as implementation, difficulty, installation, and use of the applications.

The technique of analyzing the data process in this research will be conducted in several stages, as follows:

1. The first step, the researcher will interview the students to get their argument and experiences in making Indonesian subtitle with the application which is used by them. The problems during process of making subtitle will also get from the students.
2. Coding the data from the result of interview and questionnaire. As the study before, data coding is done to make a mark or sign on the data.
3. The fourth step, the researcher will analyze the data determining the meaning the mark or sign of the data.
4. After determining the sign, the researcher will compare the data of each application to know the differences, benefit, and challenges of both Aegisub and DivXLand Media Subitler.
5. The fifth step is examining and presenting the result of data analysis.
6. Finally, the researcher draws conclusion from the data analysis and gives suggestion.

G. The Trustworthiness of the Data

Trustworthiness of the data is important in doing a research to know the validity of the data. Moleong (2001: 173) stated that to gain trustworthiness, there are four criteria such as credibility, dependability, conformability, and transferability.

1. Credibility

Gasson (in Morrow 2005, 2004: 95) stated that credibility can be achieved by prolonged engagement with participants; persistent observation in the field; the use of peer de briefers or peer researchers; negative case analysis; research reflexivity; and participant checks, validation, or co analysis. In credibility, the researcher has done her observation in two times and also interviewed the students in order to know students argument and experiences in subtitling class.

2. Dependability

This is accomplished through carefully tracking the emerging research design and through keeping an audit trail, that is, a detailed chronology of research activities and process; influences on the data collection and analysis; emerging themes, categories, or models; and analytic memos. In this field, the researcher will explain briefly during pre-observation, observation, and interview with the researcher. The researcher also shows the process of teaching and learning in subtitling class during observation.

3. Conformability

It is based on the perspective that the integrity of findings lies in the data and that the researcher must adequately tie together the data, analytic pro-cases, and findings in such way that the reader is able to confirm the adequacy of the findings. In conformability, the researcher put the data from observation and interview in the research findings. In the research findings,

the reader will know about data or findings based on students' original argument and experiences.

4. Transferability

This is achieved when the researcher provided sufficient information about the self (the researcher as instrument) and the research context, processes, participants, and researcher-participant relationship to enable the reader to decide how the findings may transfer. In transferability, the researcher gives brief explanation about the reason choosing this study based on the researcher's experience and supported with data from observation.

The data of qualitative research is trustworthy when it conducts the interview transcript, filed notes, and other materials that accumulated by the researcher with increase own understanding of them. Thus, the researcher will present the transcript of the students' interview, the researcher's field notes during process of the research, and documentation when doing observation.

The researcher uses data triangulation which is involved collecting data in different times, place, and people. Ely, *et. al.* (1991 in Creswell, 2013: 343) stated that in triangulation, researcher used various sources, method, research, and theory to extend the evidence. The evidences will be strengthen the data and make it more valid. This method aimed to know the applications' implementation based on the students' information of their experience in making subtitling.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter consists of finding and discussions. Findings present the data that found including the indicator in comparing the two applications Aegisub and DivXLand Media Subtitler. The indicator of comparing the data is application, ussage, subtitle, and the result of subtitling.

A. Research Findings

The research findings in this research consist of three parts description. The first is perception in using Aegisub in making Indonesian subtitle, the second is the perception in using DivXLand Media Subtitle in making Indonesian subtitle, and the third is the comparative argument from the students of both Aegisub and DivXLand Media Subtitler. The research finding in this study is taken from observation, questionnaire, and interview with the subject of this research. The research findings in this research presents in the form of words.

The pre-observation of this research has done in two times. The pre-observation consists of two class, A and B class of subtitling class in the sixth semester. The researcher observed the students when she did presentation in front of the class. After the lesson finished, the researcher gave questionnaire to all student in A and B class. Besides, the researcher also interviewed nine students who have experience making subtitle with Aegisub and DivXLand Media Subtitler. The data findings from interview provided more explanation about

students's experience and argument about Aegisub and DivXLand Media Subtitler.

1. Students' Perception on Aegisub in Subtitling Subject

a. Motivation

The perception of student's showed that in the use of Aegisub when in the subtitling class, students were interested in trying and practicing making subtitles with Aegisub. This statement indicated by 36,36% of students expressing their interest in trying to use Aegisub when getting to know the application. Students' statement showed from questionnaire number 15. Besides, students' interest made them excited about studying the application. 57,57% of students agreed that they were eager to learn about making subtitle using Aegisub. The two students' statement showed that the enthusiasm of student in learning Aegisub and the practice of using was very high.

The motivation of students in learn Aegisub was appropriate with Sanjaya's theory (2012: 61) that media is entirely instrument, circles and whole activity that conditioned to increase knowledge, change the attitude or implant skill on the people who utilize it. The enthusiasm of students to learn Aegisub as a media in making subtitle can increase students' knowledge about the subtitle-making media that they have just discovered and how to make subtitle. Aegisub was a media that can be motivated students to be more enthustiatic about learning media which they did not know.

b. Teaching Method

In teaching method, the lecturer explained how to make subtitle to students before the students practiced directly using Aegisub. 42,42% students agreed that the lecturer always explained in advance how to operate Aegisub before practice. Thus, it can be concluded that the ease of the students using Aegisub can not be separated from the role of the lecturer in giving an explanation of how the media is used.

Students' understanding with the lecturer's explanation shown by 45,45% of students understand each step in making subtitle with Aegisub. Questionnaire number 31 was the evidence of the students' statement. Aegisub's teaching method were important as the first step students interested in learning and practicing making subtitle with this media.

The statement about lecturer's method in teaching Aegisub was appropriate with Sanjaya's statement (2012: 70) that states with media, learning material which is abstract can be more concrete. Aegisub made the lecturer's explanation about how to make subtitle became clearer. In addition, direct practice with media such as Aegisub made this media easier for the students to understand lecturer's explanation.Comprehension of the Media

c. Comprehension of the Media

In the comprehension of Aegisub, 21,21% of students were strongly agree that Aegisub was easy to operate when making the subtitle. While, 57,57% students agreed to the statement. This percentage indicated that

most students concluded that Aegisub was easy to use in making subtitleespecially for beginners like students in the subtitling class. In addition, 48,48% of students agreed that the Aegisub menu bar was easy to understand. While, 30,3% students were not agree to the statement. Students who understand each menu in Aegisub tools have learned how to use each menu based on the explanation from the lecturer.

In editing the subtitle, 69,69% students though that the script in making subtitle was easier edited with Aegisub. This statement supported by the previous statement that the menu bar in Aegisub was easy to understand. Students became easier in operating Aegisub and affected to the ease of making subtitle especially when editing subtitle script.

The perception of Aegisub as media in subtitling was appropriate with one of Sanjaya's theory (2012: 73) that the delivery of perception function, through utilization of learning media, expected can equate every student's perception. Thus, every student has the same view to the information which is presented. From the theory above, Aegisub made almost of the students had the same perception that they were easy to edit and use this media in subtitling class.

Thus, it can be soncluded that Aegisub was appropriate to teach for students in subtitling class. Students as amateur user can use this media in learn or to make subtitling. The lecturer used this media based on the need of the students which is still beginner user of subtitling media.

2. Students' Perception on DivXLand Media Subtitler in Subtitling Subject

a. Motivation

From seven students who had used DivXLand Media Subtitler, 71,42% of students excited when studying the DivXLand Media Subtitler as a medium for making subtitle. Students who used this media were excited and motivated in learning the use of this media in making subtitle. Besides, only 42,85% of students preferred to make subtitle with DivXLand Media Subtitler. While 57,14% of others did not agree with this statement. It can be concluded that although initially students were enthusiastic when learning how to use this media, most students who used this media tend to choose other media in making subtitle.

Nevertheless, 85,71% of students felt happy to be able to learn DivXLand to make subtitle. The enthusiasm of the students to study this media and made the subtitle with this media were very high, even though in the end they concluded that they did not choose this media for making subtitle. Making subtitle with this media did not give the same result as Aegisub which is seen from students' interest after using this media to make subtitle.

Even though some students were not prefer to use this media after learn about the step of subtiling with DivXLand Media Subtitler, this media was appropriate with one of Sanjaya's theory about the function of media in learning. In motivation function, with utilization of learning media, expected the students will be motivated in learning (Sanjaya, 2012:

73). Students motivated to learn DivXLand Media Subtitler and interested during the learning activity.

b. Teaching Method

From all student in subtitling class, 47,45% of students agreed to the statement that the lecturer explained clearly about the use of subtitling media before giving the assignment. From the percentage, it can be concluded that almost part of the students felt the lecturer did not explain clearly about the subtitle making media. Subtitling class used a lot of media in making subtitle. Due to time constraints, some media were not explains briefly. Moreover, those who used DivXLand Media Subtitler were only seventh students. It can be concluded that most students who did not use DivXLand Media Subtitler did not pay close attention to the explanation of this media.

Based on the method, DivXLand Media Subtitler did not meet the appropriate suitable teaching criteria. As Sanjaya's theory (2012: 73), the delivery of perception function, through utilization of learning media, expected can equate every student's perception. Thus, the method in teaching and learning DivXLand Media Subtitler still can not equate every student's perception because only seven students who used this media, different with Aegisub which is taught in many students in Subtitling class. Thus, the lecturer should teach DivXLand Media Subtitler with the same method in teaching Aegisub.

c. Comprehension of the Media

In the comprehension of the media, 71,42% of students agreed with the statement that the menu bar in DivXLand Media Subtitle were easy to understand. DivXLand was simpler than Aegisub. In the term of tools, DivXLand Media Subtitle tended to have a few tools in making subtitle. This became the basis of students' statement that the tools in DivXLand Media Subtitle were easy to understand.

Besides, 71, 42% of students who used DivXLand Media Subtitle did not agree with the statement that the suitability of the subtitle script with the duration of the video were easier to match with DivXLand Media Subtitle. From the percentage, DivXLand was difficult to match the timings on script and video that are subtitled. Tools which are limited were the basis of the students' statement. They had difficulty in script and time to match and synchronize. In the end, the simplicity of these tools made it difficult for students to use this media. Sanjaya's theory (2012: 73) about the perception function not yet fullfiled in DivXLand Media Subtitler. The theory state that the delivery of perception function, through utilization of learning media, expected can equate every student's perception. The theory was same applied in the method of teaching this media. The lecturer did not teach DivXLand Media Subtitler as many as Aegisub that made the students still difficult in maximize their subtitling and learning activity.

3. Data

Table 4.1

Coding of the Data

No	Media	Code
1.	Aegisub	a. 01/AG/SY/TM/SC/FS/Tri Yulia b. 02/AG/SY/TM/SC/HD/Kharisma c. 02/AG/EV/TM/SC/HD/Yudi d. O4/AG/SY/ED/SC/FS/Medina e. 05/AG/CF/ED/ER/FS/Isna f. 06/AG/SY/TM/SC/FS/Dewita g. 07/AG/SY/TM/SC/HD/Rully h. 08/AG/SY/HN/SC/FS/Ummi
2.	DivXLand Media Subtitler	a. 06/DV/SY/ED/SC/FS/Dewita b. 07/DV/SY/ED/SC/HD/Rully c. 09/DV/CF/ TM/SC/Reja

Based on questionnaire and interview from the students, the researcher conclude some differences of Aegisub and DivXLand Media Subtitler based on the indicator of comparing both media as follows:

Table 4.2

The Mapping of Analysis the Findings

No	Indicator of Comparing Both Media	Media		Implication	Meaning
		Aegisub	**DivXLand Media Subtitler**		
1.	**Application**				
	a. Feature	1) Styles manager 2) Ass draw 3) Start and end time 4) Styles font 5) Commit 6) Text box	1) Create subtitle from plain text or clipboard contents 2) Instant-preview of the subtitled video without saving 3) Support for importing /exportin g more than 30 subtitles format	1) Aegisub was more suitable to use in making standar and fansub (subtitle made from fan) 2) DivXLand Media Subtitler wa more suitable to use in making hardsub (hard subtitle)	Based on the features, Aegisub was more effective to use for students in subtitling class. Besides, Aegisub became easy to create subtitle directly

	Indicator	Media		Implication	Meaning
		Aegisub	DivXLand Media Subtitler		
			4) Save partially edited files to resume subtitling process later 5) Automatic caption timing set and correction		
	b. Capacity	Sometimes will error if memory of video was large.	DivXLand Media Subtitler produced a medium capacity of subtitling video.	Aegisub produce a large memory of subtitling video and sometimes the video will error if the video was too large.	Based on capacity, DivXLand Media Subtitler was more appropriate for students' laptop.
	c. User-friendly	Aegisub is more suitable	DivXLand Media	For students, Aegisub was	Students who were

	Indicator	Media		Implication	Meaning
		Aegisub	**DivXLand Media Subtitler**		
		for amateur user in making subtitle	Subtitler is more suitable for professional user in making subtitle	more suitable media in teaching and learning subtitling	the first time made subtitle appropriate to use Aegisub
	d. Operating system	1) Windows (not less than windows 7) 2) Mac OS X 3) Linux 4) FreeBSD	1) Windows XP 2) Windows 7 3) Windows 8 4) Windows 10	Aegisub was better in installing in many operating system	Based on the operating system, DivXLand Media Subtitle was better to use for students because commonly students' laptop used windows' OS

No	Indicator	Media		Implication	Meaning
		Aegisub	DivXLand Media Subtitler		
2.	**Usage**				
	a. difficulty	1) Remembering the tools in editing the subtitle 2) Change into other tools Match the text of subtitle and the time of the video 3) Windows which is not update can not be installed Aegisub	1) Edit the font and the size of subtitle The ways to input the subtitle made students confuse	DivXLand Media Subtitler was more difficult in editing and input the subtitle text	Aegisub was easier for students to make and edit the subtitle
	a. Time	Made subtitle with this media did not need long time	Students needed more time in making subtitle with DivXLand Media	Students were effective in time when making subtitle with Aegisub	For amateur user like students, Aegisub was effective

No	Indicator	Media		Implication	Meaning
		Aegisub	**DivXLand Media Subtitler**		
			Subtitler		in making subtitle in limited time
3.	**Subtitle**				
	a. Text	Write directly in the media every line	Write the text in notepad and directly in the media	Aegisub was easier in write or create the script of subtitle directly every line	The way in input the text in Aegisub was the strength of this media but which can help students as amateur user easier write the script of subtitle
	b. Edit	Change into another tools during making subtitle made laptop slowly	1) text was still standard 2) This media was not	Aegisub was more suitable in edit the font and the size of the subtitle	Students can creatively make and edit

	Indicator	Media		Implication	Meaning
		Aegisub	**DivXLand Media Subtitler**		
			makes the laptop slowly		Subtitle with Aegisub.
	c. Ability	Students who firstly learn subtitling easy to use this media in making subtitle	Student who not always used this media will difficult when used it to make subtitle.	Aegisub was easier for amateur subtitler or students in subtitling class	The tools in Aegisub helps students to easy make and edit the subtitle
4.	**Result of subtitling project**				
	a. Video	The result of subtitling video can be made in standard or high resolution video	The result of subtitling video made in standard video	The result of subtitling video was better from Aegisub	The result of subtitling from Aegisub can be modified as
	Indicator	**Media**		**Implication**	**Meaning**
		Aegisub	**DivXLand Media Subtitler**		
					students'

					need in learning activity
	b. Media Player	1) GOM will load in long time when used to play the result of subtitling. 2) Media Player Classic can not play the result of subtitling video.	All video player can open and play the result of subtitling video.	Aegisub had error in some media player and it can be difficult in paly the result of subtitling video	DivXLan Media Subtitler was better in Media Player aspect because all media player are supporting to play the result og video subtitling from this media
	c. Presentation	There was no problem when doing presentation	Sometimes the result of video will different with the original result if connect or present with LCD	DivXLand Media Subtitler was more difficult in presenting the result of subtitling video.	Aegisub was better in presentation's aspect because all kinds of LCD projector

			projector.		can show clearly the video result og subtitling from Aegisub

From the students' arguments and the result above, the researcher concluded the specific result of analysis from the findings based on application, usage, subtitle, and the result.

a. Application

In application, the researcher specified this indicator into four parts. Application was state based on the application of Aegisub and DivXLand Media Subtitler in making subtitle in the sixth semester of English Education Department. These parts based on user-friendly and tools.

1) Feature

a) Aegisub

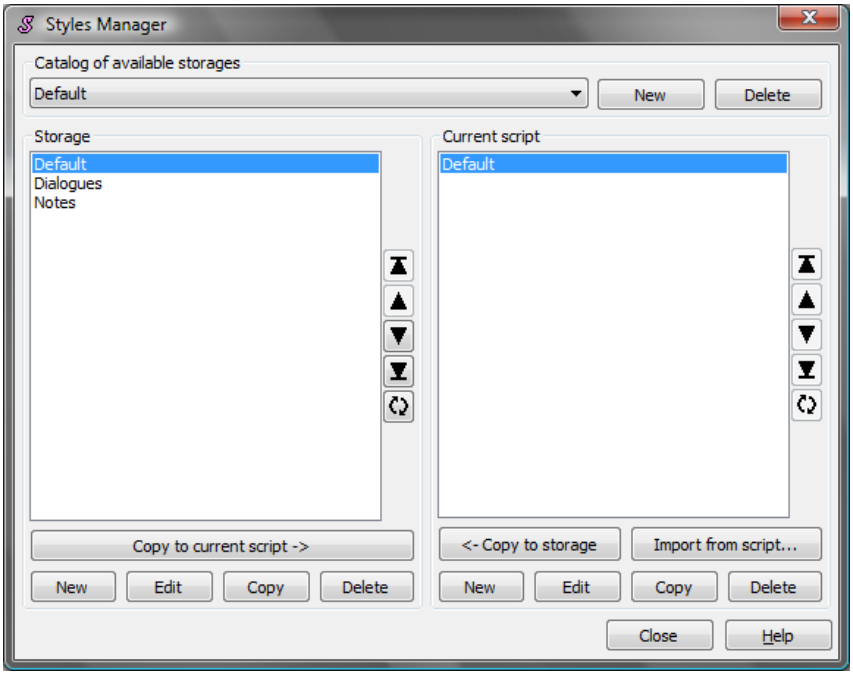
In apllication, Aegisub is the newer media than DivXLand Media Subtitler. New media such as Aegisub usually have a variety of new features that have not existed in the previous subtitler maker media. The advantages of Aegisub's features are the tools for editing fonts and subtitle size. The feature of Aegiub such as styles manager, ass draw, start and end time, styles font, commit, and text box.

(1) Styles manager

This feature allows users or students to group, change, and specify font types to be used. These tools play a big role in editing subtitler so that they are not the same as usual subtitle.

Figure 5

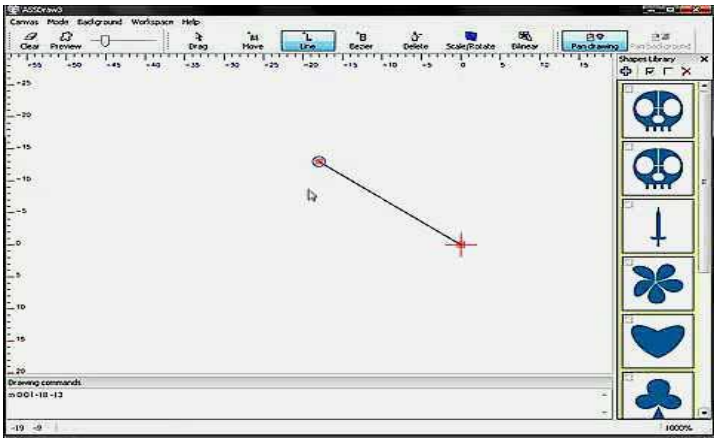
Styles Manager



(2) Ass Draw, this feature allows users to make a field in the video which is wanted to be subtitled.

Figure 6

Ass Draw

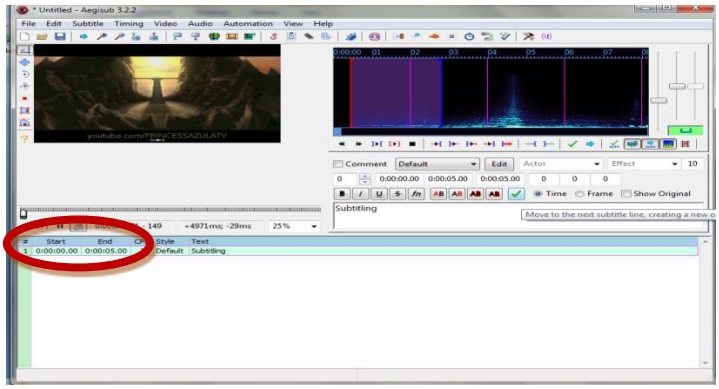


(3) Start and end time

These features serve to set the time according to the duration of the video to be subtitled. Start time used to determine the start time of the subtitle duration. While the end time used to determine the time of the end of the subtitle according to the video or film. This detailed time setting is Aegisub's advantage to be more accurate.

Figure 7

Start and End Time

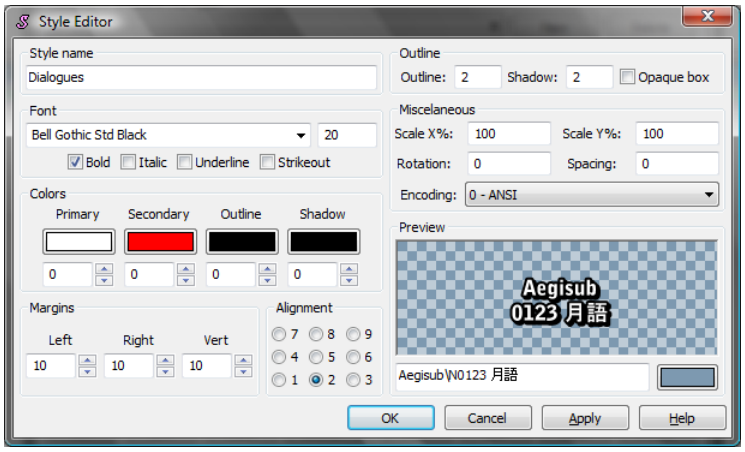


(4) Styles font

This feature serves to edit the appearance of the subtitle font which is displayed on the screen such as main color, second color, outline, and text shadow. Subtitle display can be made as creatively and interestingly as possible with this feature.

Figure 8

Styles Font



(5) Commit

This feature allows users to approve any changes that have been made during process of making subtitle.

(6) Text box

The text box allows users to write scritp directly from subtitles that will be created according to the desire line. This feature makes the users easily to know firsthand how the subtitle's look when typed without having to be saved first.

Thus, this media is easier in editing the appearance of subtitle. Jan Ivarsson's classification (in Bartoll, 2004) which is stated that

parameters of subtitling for cinema or tepevision have plus in appears of the application.Students can use various tools which are founded in Aegisub to their creativity with the subtitle they made. These features made Aegisub easy for students made subtitle as they wish. New users were also easy to use this media because these tools make it easier for students to make subtitles even though it was the first time for them. Thus, for amateur user such as students in subtitling class, Aegisub was appropriate to use.

c) DivXLand Media Subtitler

The features of DivXLand Media Subtitle were different from Aegisub. DivXLand Media Subtitler favored some simple tools in making subtitle to make process of subtitling faster. The features as follows:

(1) Create the subtitle from plain text or clipboard contents easily.

(2) Instant-preview of the subtitled video without saving.

(3) Support for importing/exporting more than 30 subtitles format.

(4) Save partially edited files to resume subtitling process later.

(5) Automatic caption timing set and correction

Various features in DivXLand Media Subtitler make users and students faster in making subtitle without having tab on many tools. This excess can shorten the time for making subtitle to be completed quickly. DivXLand really helped students not to lose the subtitle project even though it has not been saved before the

application of DivXLand is closed. Students did not need to worry about the complexity of the tools because the tools in DivXLand were simple. This media was also appropriate with Ivarsson's classification.

d) Implication

Based on the features above, Aegisub was more suitable to use in making standar subtitle for students in subtitling class. Students can make fansub (amateur subtitle which is made from fans) as their practice in making subtitle. Besides, DivXLand Media Subtitle was more suitable to use in making hardsub (proffetional subtitle). The features of DivXLand Media Subtitler did not appropriate with the students who firstly make subtitle especially in subtitling class. Thus, it can be concluded that Aegisub was more effective for the students in making subtitle for the first time in subtitling class.

2) Capacity

In Aegisub, the students can edit the subtitle into their video creatively. This advantage was makes the memory or capacity of the video became bigger. Besides, video which has big memory will make Aegisub slowly or hang if edited with this media. This case makes the student difficult in edit the subtitle.

Student 1 :"Ada jika keberatan kapasitas."

Tightness of capacity experienced by student 1 made student 1 difficult in making and editing the subtitle. This case caused because

Aegisub in newer media than DivXLand Media Subtitler. Thus, Aegisub produce the result of subtitlie video in high capacity and it can consum the memory in the laptop. This case usually makes laptop become slowly.

Besides, DivXLand Media Subtitler produces a medium capacity of subtitling video. Students can easily save the result of subtitling video in flashdisk or laptop without worry about the size of the video result.

For the implication, Aegisub produce a large memory of subtitling video. Sometimes, the video will error or hang if the video's capacity was too large saved in the laptop. Students must prepare to delete some file to solve this problem. Thus, DivXLand Media Subtitler was more appropriate for students' laptop based on the capacity.

3) User-friendly

a) Aegisub

Almost of the students who used Aegisub argue that they can edited they subtitle project easily without training specifically. They can operate Aegisub even though only tried it once. The proof was from students' statement as follows:

> *Student 3 :"Menggunakan Aegisub menurut saya paling mudah dibandingkan aplikasi yang lain. Karena, aplikasi ini simple tapi sudah komplit untuk proses pembuatan subtitle."*

Student 3 stated that used Aegisub was easier than other media in making Indonesian Subtitle. This media was complete and simple in making Indonesian Subtitle. Thus, the completely and simply of

Aegisub made this media became user-friendly in making Indonesian Subtitle In the sixth semester students.

Besides, Aegisub has a clear time setting in making subtitle project. The students can set up the time in matching the subtitle and the script in detail. It can be concluded that Aegisub is user-friendly in editing the subtitle project and time setting.

b) DivXLand Media Subtitler

Different with Aegisub, DivXLand Media Subtitler needed more time in creating the subtitle project. DivXLand Media Subtitler is older than Aegisub, so this media did not have clear time setting as well as Aegisub. The time setting in DivXLand Media Subtitler is simpler and not specific. This was making the students difficult to edit the time to be specific. As the proof, the researcher took statement from student 9 when asked about comparison of Aegisub and DivXLand Media Subtitler as follow:

Student 9 :"*Sebenernya DivXLand sama Aegisub itu sama ya. Kita ngetik terus habis itu nandain kita mulainya di mana dan berakhir di mana gitu biar sinkron. Tapi kalau menurut aku tu lebih enak Aegisub dari tampilannya gitu mbak. Tampilan kalau di DivXLand tu kayaknya jadul banget.Ya gimana ya, enggak nyenengin gitu. Tapi kalau di Aegisub itu jelas gitu lho. Kita mau mulainya di mana, berakhirnya di mana, terus dengerin suaranya gimana itu tu lebih jelas gitu kalau menurut aku.*

From the statement of student 9, it can be concluded that when she edited the timing of video and subtitle, she was prefer Aegisub than DivXLand Media Subtitler because Aegisub was more specific in

time setting than DivXLad Media Subtitler. Thus, DivXLand Media Subtitler did not as specific as Aegisub in time setting.

c) Implication

Based on the user-friendly of the media for students, Aegisub was more suitable media in teaching and learning subtitling. Students can make subtitle easily even they made subtitle in the first time. Thus, students and users who firstly make subtitle were appropriate to use Aegisub.

4) Operating system

a) Aegisub

The operating system is the first aspect that is considered when installing software on a laptop. Software in the form of media such as Aegisub certainly had the types of operating system that is compatible with this media. The operating system that compatible with Aegisub as follows:

(1) Windows (except windows XP)

Microsoft windows was a group of several graphic operating system families, all of which are developed, marked, and sold by Microsoft. Windows was the operating system that students commonly used in their laptop. This Microsoft operating system was the most used by many users because of this attractive appearance and ease of use. Windows which is compatible with Aegisub was the latest windows output that start from windows 7. Windows XP can

not be installed Aegisub because the operating system of this type has been very old and some new software such as Aegisub was not compatible with the old operating system.

Figure 9

Windows 10

(2) Mac OS X

Mac OS X was a series of graphical operating system which is developed and marked by Apple Inc. since 2001. It was the primary operating system for Apple's Mac family of computers. Within the market of desktop, laptop and home computers, and by web usage, it is the second most widely used desktop OS, after Microsoft Windows.

Figure 10

Mac OS X Leopard Version

(3) Linux

Linux was a family of free and open-source software operating system based on Linux Kernel. Operating system kernel first released on 17th September, 1991 by Linus Torvalds. Linux is typically packaged in a Linux distribution. Popular Linux distributions were such as Debian, Fedora, and Ubuntu.

Figure 11

Linux

(4) FreeBSD

FreeBSD was a free and open-source Unix-like operating system descended from the Barkeley Software Distribution (BSD), which was based on Research Unix. The first version of FreeBSD

was the most widely used open-source BSD operating system, accounting for more than three-quarters of all installed BSD system. FreeBSD has similarities with Linux, with two major differences in scope and licensing.

Figure 12

FreeBSD

b) DivXLand Media Subtitle

On DivXLand, only the Windows operating system can be installed by this media. All type of Windows from Windows Explorer (XP) to Windows 10 can be installed DivXLand Media Subtitler. Windows was very supportive of this media. Besides, Windows Media Player, the simplest Media Player from Windows can also play video subtitle from DivXLand. This advantage makes DivXLand easy for students to present the result of the video subtitle with this operating system.

c) Implication

Based on the operating system, Aegisub was better to be installed in many operating systems. Besides, DivXLand Media Subtitler was better to be installed in all types of Windows operating system. Students commonly used Windows operating system in their laptop. Thus, even Aegisub can install in many operating system, DivXLand Media Subtitler was better according to students' need in their operating system.

b. Usage

1) Difficulty

a) Aegisub

(1) Remembering the tools and editing the subtitle

As explained above, Aegisub is the newest subtitling media and it has many tools as the features. Many tools in Aegisub can make students confuse in remembering the function of each tool. Students needed more time to remembering the tools. This problem was occurs when student 5 made the Indonesian subtitle with Aegisub.

Student 5 :"Sulit mbak. Karena lupa letak tools-nya."

The statement of student 5 means that the tools of Aegisub made her difficult to memorize the tools. This case also experienced by the researcher when using Aegisub in the 4th semester. From the researcher's experience, Aegisub has many

tools and menu bar that some of them have the same icon and function.

(2) Change into other tools

In using Aegisub, students experienced slow responding when they want to back to previous tools. The proof was from student 4's experience:

> *Student 4 :"Pas nge-sub kan mbak, salah ketik. Terus pas mau di edit lagi, balikin ke menu sebelumnya lama*."

From the statement of student 4, the student had problem when she wanted to change the tool which she used in her subtitling project before. Aegisub has many tools and it can be the reason of this problem. Thus this media became high in the laptop capacity and the laptop became slowly.

(3) Match the text of subtitle and the time of video

The students had difficulty in matching the script of subtitle and the duration of video with Aegisub. This case was usually happened when user firstly make subtitle in new media they known firstly. This statement supported by Schwarz (2003) that

> *The main problem in subtitling is caused by the differences between the speed and spoken language and the speed in reading; both the speed of the spoken language and the speed in reading require a reduction of the text".*

This case experienced by Student 9 who is used Aegisub and DivXLand Media Subtitler. She got the same problem when used DivXLand Media Subtitler in making subtitle.

Student 9 :"kesulitannya ya itu tadi. Harus menyesuaikan waktu sama masukin teksnya itu kita harus mendengarkan lebih gitu lho. Harus ngepasinnya itu agak susah."

From the statement of student 9, it can be concluded that matching the duration of video and subtitle text or script was the common problem during the process of making subtitle. It happened because the students still new users of this media and the students still amateur in making subtitle.

(4) Windows which is not update not be installed Aegisub

In the feature based on operating system, not all Microsoft Windows can install Aegisub. Aegisub can install at least in Windows 7. Thus it can be concluded that Windows Explorer (XP) which is older than Windows 7 can not be installed Aegisub.

Student 5 :"Gabisa dipasang di laptopku mbak. Jadi aku nge-sub itu pakai lapy orang."

Student 5 :"Mungkin karena windowsnya belum pernah diperbarui mbak."

Thus, operating system and the update of the software were important in installing a media in computer or laptop, especially in new media such as Aegisub.

b) DivXLand Media Subtitler

i. Edit the font and the size of subtitle

Different from Aegisub, DivXLand Media Subtitler has limited tools in making subtitle. Students can easily in remember each tool but they can not edit their subtitle as complete as Aegisub. The limited tool in DivXLand Media Subtitler can be one of difficulty in using this media to make subtitle. Students can not use their creativity when making subtitle in this media. The proof of this problem happened in student 7.

> *Student 6 :"Kekurangannya kurang tambahan buat ngedit-ngedit font sama tempatnya buat ngasih si subtitle itu mbak. Enaknya lebih mudah dari Aegisub mbak."*

Student 6 stated that DivXLand Media Subtitler lack of editing the font of the subtitle. This media only can edit the subtitle slightly. Thus, she can not creatively edit the subtitler as Aegisub. Besides, even DivXLand Media Subtitler was less of tools, student 6 though that this media was easier than Aegisub.

ii. The ways to input the subtitle made students confuse

DivXLand Media Subtitler had two ways in input the script into the media. The first, the students wrote the script in notepad. After complete writting the subtitle in notepad, the subtitle entered into the video project and just set the time. The other

ways, the students can write the script directly in DivXLand. Thus, the students can choose the ways which they want.

Based on two ways in input the subtitle, students who firstly used this media became confuse in practice the way from write in notepad and directly in the media. Write in notepad can fast the matching the time and the script but the problem happened when write in notepad. Writing a script of subtitle in notepad needed some special symbol such as two lines (||) to separate a sentence of subtitle into two lines in the screen. If the symbol des not write down in the notepad, the subtitle can not separate into two lines. This became a problem in the process of subtitling. The problem was connected with Fois (5 :2012) that

> *"One of the reasons behind the hard translational definition of subtitle is the technical degree its writing requires, linked to the conventions that may very according to the distributor (...): each subtitle must have no more than two lines whose length, including space and punctuation, is between thirty-five and forty characters; its visibility on screen, depending on the length of the scene, cannot exceed four second."*

As the rules in making subtitle, the lines of subtitle script did not more than two lines. Thus, students must to pay attention when write the script even in the notepad or directly in the media.

c) Implication

Based on the difficulty of both Aegisub and DivXLand Media Subtitler, DivXLand was more difficult in editing and input the subtitle scritp. This case made Aegisub become easier for students to makes and edit the subtitle script directly in this media.

2) Time

a) Aegisub

In making subtitle using Aegisub, start and end line tools make this media easier for students to set the time. Therefore, making subtitle with Aegisub was also makes subtitle become faster. The text box on Aegisub also makes this media easier for students to write subtitle scripts directly on this media even though the text is long. The proof was from student 4:

> *Student 4 :"Mudah. Karena menutur saya, Aegisub adalah aplikasi yang mudah digunakan dibanding aplikasi yang lain, yang harus melewati beberapa step. Tetapi Aegisub ini dengan step yang tidak terlalu rumit dan banyak, subtitle akan menjadi lebih cepat selesai pengerjaannya."*

From student 4 statement, Aegisub was easy in making subtitle even in some steps. Student 4 became faster making subtitle with Aegisb. This advantages became important for students who basically amateur in subtitling.

b) DivXLand Media Subtitler

In DivXLand Media Subtitle, students needed more time in making subtitle with this media. The proof came from student 9 who used both Aegisub and DivXLand Media Subtitler.

> *Student 9 :"kesulitannya ya itu tadi. Harus menyesuaikan waktu sama masukin teksnya itu kita harus mendengarkan lebih gitu lho. Harus ngepasinnya itu agak susah."*

Student 9 used Aegisub and DivXLand in her daily projects. She stated that matching the time and subtitle is not easy and simple. She had difficulty when using DivXLand Media Subtitler. In the difficulties field above, student 9 felt easier using Aegisub when matching the time and subtitle even though she was also difficult in matcing the time and subtitle with Aegisub. DivXLand Media Subtitler was more difficult than Aegisub.

c) Implication

Based on the time, students were more effective on the time in making subtitle when used Aegisub. The tools in Aegisub helped the students faster in write, edit, and set the time of subtitle. For amateur user like the students, Aegisub was effective in making subtitle in limited time.

c. Subtitle

1) Text

a) Aegisub

Text on Aegisub can be written directly in the text box inside this media. Tex box helped the students as amateur users to write subtitle script easily in every line without having to type them in other media. Students can shorten the time of making subtitle with these advantages.

b) DivXLand Media Subtitler

In the DivXLand Media Subtitler, inputting the subtitle script was done in two different ways. The first was on notepad and the second was directly on DivXLand Media Subtitler. Making these subtitle in two ways were more complicated because students have to pay attention to the subtitle line markers and symbols. If there is an error in a line subtitle script the line can not appear and must be checked again.

c) Implication

Aegisub was easier in write or create the subtitle script directly every line. The way in inputing the text in Aegisub was the strength of this media but which can help students as amateur user easier write the script of subtitle.

2) Edit

a) Aegisub

Aegisub was easy in editing the font and the text of subtitle size. The features such as styles manager and styles font were the advantages in editing the subtitle with Aegisub. Students used the

tools to create the subtitle with more creative. The researcher took statement from student 3 as the proof. The statement as follow:

Student 3 *:"Menggunakan Aegisub menurut saya paling mudah dibanding dengan aplikasi lain. Karena aplikasi ini simple tapi sudah komplit untuk proses pembuatan subtitle."*

Student 3 argued that Aegisub was complete in making subtitle. . The complete tools in Aegisub made students easy and interest during the process of making and editing the subtitle. they can creatively made subtitle as they want.

Besides the advantages in editing with many tools, Aegisub also has weakness from the tools. The weakness came from the students who want to change the tools into another. This media became slow responding and it can take a long time in making subtitle with Aegisub. In using Aegisub, students experienced slow responding when they want to back to previous tools. The proof was from student 4's experience:

Student 4 *:"Pas nge-sub kan mbak, salah ketik. Terus pas mau di edit lagi, balikin ke menu sebelumnya lama*."

From the statement of student 4, the student had problem when she wanted to change the tool which she used in her subtitling project before. Aegisub has many tools and it can be the reason of this problem. Thus this media became high in the laptop capacity and the laptop became slow responding.

b) DivXLand Media Subtitler

In DivXLand Media Subtitler, the students can not edit the subtitle as in Aegisub. DivXLand only provides the featre of making subtitle quickly and professionally without regard to the appearance of the subtitle. Students can not be creative with their subtitle with this media. They can only make subtitle text in accordance with subtitle in general, which is simple.

Besides, DivXLand Media Subtitle did not make students' laptop slowly. It can help students to make Indonesian Subtitle in subtitling class became easier. The proof could be seen on the result of questionnaire which is asked about DivXLand Media Subtitler made students' computer slowly. 85,71% students were disagree with that statement. It means that almost of them were agree that their laptop were fine without any problem in operating this media. Thus, the students did not experienced slow responding on their laptop when used DivXLand Media Subtitler.

c) Implication

From the explanation above, it can be concuded that Aegisub was more suitable in edit the font and size of the subtitle. Students can creatively make and edit subtitle with Aegisub even sometimes made their laptop became slow responding.

3) Ability

a) Aegisub

Aegisub has various features that make it easy for beginners to make subtitle. Students who have never made subtitle can learn asily how to make subtitles with Aegisub. Various tools available in Aegisub help students during the process of making subtitle.

b) DivXLand Media Subtitler

Students also faced difficulty in importing the script of subtitle in DivXLand Media Subtitler because this media has two ways. The first way is creating the script in notepad and then import to DivXLand Media Subtitler. Then, the scritp will mach with duration of the video. The second way is writing the script in DivXLand Media Subtitler. Student 7 and student 9 experienced this problem when using DivXLand Media Subtitler.

> *Student 7 :"DivXLand juga sebenarnya mudah, tetapi karena jarang menggunakan maka dalam proses pembuatan subtitle kadang membutuhkan waktu yang lama."*

Student 7 stated that the ability of using DivXLand Media Subtitler can be a problem in making Indonesian subtitler with this media. Students who are not usually used to using DivXLand Media Subtitler need more time in making subtitle. The ability refered by student 7 was explains briefly by student 9.

> *Student 9 :"Sulit sih enggak. Cuma kalau kita pakai DivXLand itu kita harus mendengarkan lebih*

> *gitu lho. Kalau DivXLand itu kita harus neken. Neken pas mulai omongannya itu muncul biar sesuai, biar sinkron sama tulisannya kita harus neken lama terus kalau missal udah selesai waktunya, terus kita lepas lagi. Nah itu menurut aku biang-buang waktu gitu. Terus kalau misalnya kan bisa ditandai nanti selesainya di menit ini. Itu kan bisa ditandai juga. Nah, menurut aku itu juga ribet gitu lho. Gitu. Misalnya kalau DivXLand itu kan ada dua cara kan tadi masukin teksnya. Kalau misalnya ditandain dulu mulai dari mana terus berakhirya di menit mana itu menurut aku ribet. Jadi aku lebih pilih diteken terus dilepas. Tapi itu juga ribet sih nek menurutku."*

According to student 9, the use of DivXLand Media Subtitler is more complicated and time consuming. The two ways in making subtitle in DivXLand Media Subtitler made her felt difficult. The statement of student 9 means that even though DivXLand Media Subtitler was simple media and has two ways in inputing the subtitle into the application, this actually made it not simple. Besides, this media does not have completed tools which could help the user of this media. It can be conclude that time setting and ways in adding the subtitle were the difficulties and problems in making Indonesian subtitle with DivXLand Media Subtitler.

c) Implication

Based on the ability, DivXLand Media Subtitler was more difficult in using this media if the students do not usually making subtitle with DivXLand Media Subtitler. The students made the

subtitle in two ways and they did not apply it in Aegisub. Thus, the ability can be one of difficulty in DivXLand Media Subtitler.

d. Result of subtitling project

1) Video

a) Aegisub

The resul of subtitling video can be made in standard or high resolution video. The types of the result of subtitling video that made will certainly produce different capacities. Higher subtitle video result increased the memory apacity of the subtitle result. Besides, the subtitle file was not blend with the video file. It means that in one project making subtitle produced two types of files in one folder.

b) DivXLand Media Player

On DivXLand Media Subtitler, the result of subtitling video was not too high as Aegisub or in standard type of video. The capacity of the video result also was not as high as Aegisub. Besides, the subtitle and the video files can be put together. It means that when playing the result of a video subtitle, the subtitle was automatically appears.

c) Implication

Based on the types of the video resolution, Aegisub was better than DivXLand Media Subtitler. The video produced in high types and it made the students' project became interesting when played and

presented in front of the class. Thus, the result of subtitling video from Aegisub can be modified as students' need in learning activity.

2) Media Player

a) Aegisub

The result of subtitling project using Aegisub can not play in all video players. Students faced error in Media Player Classic and GOM Player. Student's MPC can not play the result of video which is subtitled using Aegisub.

Student 2 :"Yang 321 (Media Player Classic) nda bisa."

The problem which is faced by student 2 cased because Media Player Classic is one of old media player in windows. As explained before, Aegisub is a new media in making subtitle. Thus, sometimes the result of this media can not play in old application and old windows.

The other student had error when her GOM player was load in long time when used to play the result of subtitled video. Meanwhile, other students' video player can open the result clearly.

Student 3 :"Bisa, tapi kalau GOM ada sedikit kendala. Jika ukuran terlalu besar agak ngelag."

Different with Media Player Classic, GOM media player was takes a long time if it used to play the subtitling video from Aegisub. Aegisub produce a high capacity video. It became one of the reason

why GOM media player took a long time in playing the result of subtitling video from Aegisub.

Two cases above also faced by the researcher and her friends while playing the result of subtitling video. Some of media player have error in play the video. The different types of laptop, windows, and application caused the error.

b) DivXLand Media Subtitler

In DivXLand Media Subtitler, all video players can open the result of video which has subtitled. It means that all video players in students' laptop supported to play the result of students' project.

Student 6 :"Bisa mbak."

Statement from student 6 means that there was no error when play the subtitling video in all media player. As explained above, DivXLand Media Subtitler was simple and old media. Thus, this media produced a simple subtitling video without high capacity. That were the reason all media players can play the video without any problem.

c) Implication

Based on the use of Media Player, Aegisub was more difficult while play the result of subtitling video in some media player. GOM player and Media Player Classic (MPC) had error in playing the result of subtitling video from Aegisub. This case made the students difficult when play and present their final project of subtitling video.

3) Presentation

a) Aegisub

In presentation, the students who used Aegisub did not have any problems when presented their project with LCD Projector. The researcher took the statement of student 3 as the proof.

Student 3 :"Tidak ada."

Statement from student 3 means that he was not faced any problems in presented his project. Thus, the result of subtitling video from Aegisub can presented clearly in LCD projector.

b) DivXLand Media Subtitler

Students' video result became error when presented with LCD projector. The result was not same as the result which played in laptop. This problem made student's value reduced by the lecturer. Although error happened during presentation, not all of students experience that problem.

Student 9 :"Enggak pernah sih. Enggak pernah ada error. Cuman kadang kan kalau missal kita lagi buat itu kan Cuma dua baris ya nanti hasilnya. Baris di teks itu Cuma dua baris. Tapi, ketika dipasang di LCD di layar LCDnya itu nanti tiga baris. Nah, itu suka ngurangin poin gitu lho. Padahal aslinya kalau di laptop itu Cuma dua baris. Tapi ketika di LCD itu jadi tiga baris. Padahal kalau misalnya subtitle itu gak boleh tiga baris kan. Maksimal dua baris. Nah, itu pernah aku kena kayak minus gitu garagara di LCD it layarnya munculnya subtitlenya tiga baris."

Student 9 faced error in her presentation while played subtitlitng video from DivXLand Media Player. The LCD projector displayed different result of subtitling video on the laptop. The laptop showe two lines of subtitle and the projector showed three lines. This case caused student 9 got a reduction in value from the lecturer. From the researcher experience, there was no error during her presentation with subtitling video from DivXLand Media Subtitler. It can be concluded that the problem can be from the port of the laptop or the error of the projector because other student who used DivXLand Media Subtitler did not have the same experience with student 9.

c) Implication

Based on the presentation of subtitling video, DivXLand Media Subtitler was more difficult in presenting the final project of subtitling video with LCD Projector. This media was older than Aegisub. Thus, sometimes the new LCD Projector can not presenting the subtitling video from DivXLand Media Subtitler well.

B. Discussion

1. Students' perception on using Aegisub in Subtitling

This field presents the research findings that found when the researcher gave questionnaire and did interview to the students. This part related to the students' argument about their experiences when used Aegisub as the media in making English subtitle. The researcher gave the students questionnaire when did observation at A and B class of the sixth semester of the State Islamic Institute of Surakarta.

From the questionnaire, the researcher found that almost all of the students of both A and B class used Aegisub. From 59 students of two classes, 33 students always usually used Aegisub in making Indonesian subtitle. The questionnaire about the application of Aegisub in making Indonesian Subtitle started from number 14 because the questionnaire number 1 until 13 were discuss about the compatibility of using subtitle in learning English. Firstly, the questionnaire number 1 until number 13 used to know students' argument of subtitling which is related to learn English. This questionnaire were plans to use when the researcher wanted to compare Aegisub and DivXLand Media Subtitler in quantitative research but the quantitative of this research changed into qualitative and did not used experiment in it's research.

Finally, this research did not use the 1^{st} until 13^{th} questionnaire. Thus, this field started from questionnaire number 14. The questionnaire and interview produce some findings about students' comprehension as follow:

a. Questionnaire

1) Question number 14

"Aegisub was new application for me."

51, 51% students strongly agree, 42,42% agree, and 3,03% students disagree.

2) Question number 15

"I was interesting to use Aegisub when know about that application."

24, 24% students strongly agree, 63, 63% agree, and 9, 09% disagree.

3) Question number 16

"I was conscious to learn how to make subtitle using Aegisub."

24, 24% students strongly agree, 57,57% agree, and 15,15% disagree.

The result of the 1st, 2nd, and 3rd questionnaire showed that Aegisub was the new application for the students who used it in making Indonesian subtitle. They firstly know Aegisub from Subtitling class. 51,51 % students who strongly agree and 42,42% students showed that most of the students agree with the statement that Aegisub is new application for them. Although Aegisub was new for them, they felt interesting when used it to make subtitle.

It can be conclude that students of English Education Department almost known subtitling firstly in subtitling class. Some of them have known about subtitling before in subtitling class. Eventhought, they were know firstly about subtitling, they were excited to study about making Indonesian subtitling in subtitling class. Students who have known

subtitling before in subtitling class also excited and enjoyed to make subtitling in subtitling class. It means that Subtitling was one of excited study in English Education Department which is liked by the students.

4) Question number 17

"I always use Aegisub when practice in making subtitle."

12,12% students strongly agree, 54,54% students agree, 27,27% students disagree, and 6,06% strongly disagree.

5) Question number 18

"Aegisub was easy to operate when making subtitle process."

21,21% students strongly agree, 57,57% students agree, 15,15% students disagree, and 3,03% strongly disagree.

6) Question number 19

"*Menu bar* on Aegisub was easy to understand."

15,15% strongly agree, 48,48% students agree, 30,3% disagree, and 3,03% strongly disagree.

7) Question number 20

"Process in making subtitle with Aegisub did not waste time."

12,12% students strongly agree, 21,21% students agree, 39,39% students disagree, and 24,24% students strongly disagree.

8) Question number 21

"Compatibility of subtitle's script with the duration of the video matched easier with Aegisub."

9,09% students strongly agree, 60,6% students agree, 18,8% students disagree, and 9,09% students strongly disagree.

9) Question number 22

"Script in making subtitle easier to edit with Aegisub."

9,09% students are strongly agree, 69,69% students agree, 15,15% students disagree, and 3,03% students strongly disagree.

10) Question number 23

"Aegisub more practical to use in making subtitle."

15,15% students are strongly agree, 63,63% students agree, 15,15% students disagree.

11) Question number 24

"I can understand every step in making subtitle with Aegisub."

9,09% students are strongly agree, 57,57% students agree, 30,3% students disagree.

Statement 4 – 11 from the questionnaire showed the implementation when using Aegisub in making Indonesian subtitle. The result shows that more than half of all students usually used Aegisub to make subtitle. the others used another application. 78,78% students argued that Aegisub was easy to operate in using to make subtitle.

Lots of media can be used to make subtitle. In English Education Department, the lecturer of A and B class used lots of media such as Aegisub, DivXLand Media Subtitler, Ulead, Windows Movie Maker, and

Adobe premier. Almost of the student agree that Aegisub is easier in operating to make Indonesian subtitle in their class.

Besides, questionnaire number 19 and 20 showed how students' argument in using Aegisub. Most of them was easy to operate the menu bar or tools in making or editing the subtitle. Besides, some students still confused when used the menu bar. Although they felt easy to use Aegisub, 63,63% students needed a long time when making subtitle using Aegisub. It can waste their time.

The result above means that tools in Aegisub were easy to understand the function. As the researcher's experience, tools in Aegisub have the simple icon which is represented the function of the tools. Nevertheless, each tool not only has one icon but also more than one icon which has almost the same function with the other icon. This can be the reason some students find it difficult to use or memorize each tools in Aegisub. The difficulty in memorize the tools can be one of the reason students needed lots of time in making Indonesian subtitle with Aegisub.

12) Question number 25

"Aegisub is easy to install in the computer."

24,24% students are strongly agree, 54,54% students agree, 9,09% students disagree, 9,09% students strongly disagree.

The result of 25th questionnaire presented that most of students argue that Aegisub was easy in installation. It can be concluded that the students was not face with difficulty when install Aegisub in their laptop. Only

18,18 % students who argued that Aegisub was not easy to install in their laptop or computer.

Installing Aegisub in the laptop was easy because their lecturer gave the example in the class before their practice it. Students who disagree and strongly disagree had difficulties or error during the installation because their laptop was not update in windows of the laptop was not support Aegisub to be installed. This case has explained in the result of interview. Some of the student can not use their own laptop in practice making subtitle. That means the students difficult to practice making Indonesian subtitle because they can not practice it intensively using their laptop and have to wait alternately.

13) Question number 26

"Making subtitle with Aegisub is easier and more effective."

12,12% students strongly agree, 63,63% students agree, 21,21% students disagree.

14) Question number 27

"The lecturer always explained about how to operate Aegisub before practice it."

12,12% students are strongly agree, 42,42% students agree, 39,39% students disagree, 3,03% students strongly disagree.

15) Question number 28

"Aegisub is simpler in practice of making subtitle."

15,15% students are strongly agree, 57,57% students are agree, 24,24% students disagree.

16) Question number 29

"The presentation which I did became easier with using Aegisub."

18,18% students are strongly agree, 57,57% students agree, 18,18% students disagree.

Questionnaire number 26, 27, and 29 presented that half of all students who used Aegisub were easier in making Indonesian subtitle while used Aegisub. 72,72% students was agree that Aegisub is a simple application to make Indonesian subtitle. Students who used Aegisub felt easier to make subtitle firstly with Aegisub even they were not used it before in subtitling class.

It can be concluded that the media for making subtitle affect the ease or failure of students in learning about subtitling in the first time. Most of the students was assumes that simple media can make it easier for them to make subtitle. Besides, almost of all students were firstly learned how to make subtitles directly from their laptop. Thus, the right and easy media can help students learn and recognize subtitling in the classroom.

Besides, questionnaire number 27 explained that 54,54% students was agree that their teacher has explained the steps of making subtitle with Aegiub. That was the reason they felt easier when using Aegisub. The students who felt difficult when using Aegisub caused because they

can not installed Aegisub in their laptop. It also explained in the result of interview.

From questionnaire number 7, it can be concluded that the role of the lecturer in introducing a media for making subtitle is very important in subtitling learning. The right explanation from the lecturer can help students in learn subtitling in the classroom. In addition, their practice at home is also easier because they have received clear and precise direction. Besides, not all laptops supported to install media to make subtitle. Students who experience that problem assumed that it was a difficulty which is faced by them. The lecturer should explain this problem in the introduction of a media in making subtitle so the students did not surprised if they experience it.

17) Question number 30

"Error never happened on Aegisub."

3,30% students are strongly agree, 54,54% students agree, 51,51% students disagree, 15,15% students strongly disagree.

The result of the 30th questionnaire presented that half of all students who used Aegisub agree that Aegisub never has error when used to make subtitle. Besides, half of students argued that error was happened when used to make Aegisub.

Aegisub is a new media in subtitling. Thus, it can be concluded that the old devices will experience a problem if new media is installed in the old laptop or old windows. This is because some software or hardware

did not support the updates which contained in Aegisub as one of the new media. In the interview it was also explains that some students had to borrow their friend's laptop to make subtitles. Thus, to solve or minimize that problems, the lecturer can explains the problems in making subtitle or process of installation of the subtitling media when introduce Aegisub in the first meeting on the introduction of the media.

18) Question number 31

"I can understand every step in making subtitle using Aegisub."

12,12% students are strongly agree, 45,45% students agree, and 36,36% students disagree.

The 31st questionnaire showed that almost all students agree that they understood every step making subtitle with Aegisub. It is also one of the reasons why Aegisub was easier to use in making Indonesian subtitle. Besides, 36,36 % students disagree that they were understand every step making subtitle with Aegisub.

Ease in each step in making subtitle can not be separated from the explanation of the lecturer. The lecturer was explains each step in making subtitle clearly and easily understood. Direct practice in the class can be useful and easy to understand example from the lecturer of Subtitling class in English Education Department. Some students who disagree with questionnaire number 31 can be occurred because they do not pay to much attention to the explanation from the lecturer. Considering that more students agreed that in making subtitle was easy to understand.

b. Interview

The researcher has interviewed 9 students of both A and B class. From 9 students, 6 of them interviewed based on their experience in using Aegisub to make Indonesian Subtitle. The result of interview showed that most of student used Aegisub and this case started from the lecturer advice. Students who used Aegisub in making Indonesian subtitle were student 1, 2, 3, 4, 5, and 8.

Researcher :"Oke dek, kita mulai ya. Apa aplikasi yang kamu gunakan untuk membuat subtitle?"
Student 2 :"Aegisub."
Researcher :"Apakah kamu menggunakan aplikasi itu karena keinginan sendiri atau mengikuti saran dari teman?"
Student 2 :"Soalnya Cuma diajari pake itu mbak."

From the statement of student 2 *"Soalnya Cuma diajari pake itu mbak"* means that the student got a chance to make Indonesian subtitle using Aegisub. The lecturer was only explained her and her group how to use Aegisub.

That statement is different with other student's statement. If student 2 said that she used Aegisub because the lecturer only teach her Aegisub, student 3 used Aegisub because of his friend's advice.

Researcher :"Apa aplikasi yang kamu gunakan untuk membuat subtitle?"
Student 3 :"Aegisub mbak."
Researcher :"Apakah kamu menggunakan aplikasi itu karena keinginan sendiri atau saran dari teman?"
Student 3 :"Saran dari teman."
Researcher :"Sudah pernahkah kamu memakai aplikasi itu sebelum dalam kelas subtitle?"
Student 3 :"Sudah."

From student 3's statement *"saran dari teman"* shows that from his group friend's advice, he and his group used Aegisub and told to the lecturer. Thus, the lecturer let him to used Aegisub. The researcher also interviewed about where they got the driver or master to install Aegisub to make Indonesian subtitle for their job. Some students said that they got the driver from their lecturer and other students said from their friends.

Researcher :"Dari mana kamu mendapat master/driver untuk menginstal aplikasi itu?"
Student 1 :"Dari dosen."

She has the same argument from student 2

Researcher :"Dari mana kamu mendapatkan master/driver untuk menginstal aplikasi itu?"
Student 2 :"Dari dosen kak."

Both student 1 and student 2's statement means that the lecturer gave driver to install Aegisub for the group who used it in making Indonesian subtitle in subtitling class. Besides, other students said that he got the driver from his friend.

Researcher :"Dari mana kamu mendapatkan master/driver untuk menginstal aplikasi itu?"
Student 3 :"Dapat dari teman."

As explained above, student 3 has used Aegisub before in subtitling class. Thus, he has install the media before his lecturer ask him to used Aegisub. He explained that he got the media from his friend. All students who has interviewed said that all master/driver that they used to install Aegisub was not trial or they can use the media forever.

Researcher :"Apakah aplikasi yang diinstal bisa digunakan selamaya atau sementara waktu (trial)?"
Students 2 :"Selamanya."

It can be concluded that driver or master of Aegisub is easy to use for students and others to make subtitle because there everywhere they got the master, the driver/master can used forever or the time of the media in computer is limitless. Besides, there is a student who had problem when installing Aegisub in her laptop.

Researcher :"Apakah ada kesulitan yang terjadi ketika proses instalasi aplikasi tersebut?"
Student 5 :"Ada."
Researcher :"Apa saja kesulitannya?"
Student 5 :"Gabisa dipasang di laptopku mbak. Jadi aku nge-sub itu pakai lapy orang."
Researcher :"Kenapa tidak bisa dipakai di laptopmu dek? Apakah laptopmu keluaran lama atau baru?"
Student 5 :"Mungkin karena windowsnya belum pernah diperbarui mbak."

Laptop of student 5 had problem when installing Aegisub. She can not use Aegisub in her own laptop to make subtitle. She must used her friend's laptop when do her job. She argued that the problem wan on her laptop's windows. She was not update her windows yet.

Before in subtitling class, one of the student has used Aegisub to make song lyric.

Researcher :"Apakah kamu bisa berkreativitas dengan menggunakan aplikasi tersebut?"
Student 3 :"Iya. Dengan aplikasi tersebut saya mencoba member subtitle pada video clip lagu favorit saya."

From student 3's explanation, some students have tried to use media to make subtitle before in subtitling class. They usually made subtitle or lyric in their favorite song for their own creativity. Students who have made subtitling before in subtitling class could help their friends or their group.

Making Indonesian subtitle some times need few times or more. Based on the interview, students felt enjoy to used Aegisub because it did not spent their time too much. As student 1 argue about the time to make Indonesian subtitle.

Researcher :"Apakah membuat subtitle dengan menggunakan aplikas itu membutuhkan waktu yang lama?"
Student :"Tidak."

The answer from student 1 means that she did not need long time to make Indonesian subtitle in her task. Besides, other student has different experience about the time in making Indonesia subtitle, as student 5's experience.

Researcher :"Apakah proses pembuatan subtitle dengan menggunakan aplikasi itu membutuhkan waktu yang lama?"
Student 5 :"Kurang lebih 1 jam-an mbak untuk video berdurasi lebih dari 5 menit buat ngepasin. Susahnya itu mbak."

Matching the time and video could be one of difficulties in making Indonesian subtitle in subtitling class. Student 5 felt that she needed one hour just to match the time with voice of the video.

In implementing Aegisub as media in making Indonesian subtitle, students have the same arguments that making Indonesian subtitle was easy and simple.

Researcher :"Apakah proses editing dengan menggunakan aplikasi itu mudah atau sulit? Jelaskan pendapatmu."
Student 3 :"Menggunakan Aegisub menurut saya paling mudah dibandingkan dengan aplikasi yang lain. Karena, aplikasi ini simple tapi sudah komplit untuk proses pembuatan subtitle."
Student 4 :"Mudah. Karena menutur saya, Aegisub adalah aplikasi yang mudah digunakan dibanding aplikasi yang lain, yang harus melewati beberapa step. Tetapi Aegisub ini dengan step yang tidak terlalu rumit dan banyak, subtitle akan menjadi lebih cepat selesai pengerjaannya."

The answer of student 3 and student 4 shows that they felt enjoy and easy in using Aegisub as media in making subtitle. The tools of Aegisub were easy to understand and use. Besides, they can finish their subtitle faster. Although some students felt easy when using Aegisub in making subtitle, some students had difficulties when using Aegisub.

Researcher :"Apakah proses editing dengan menggunakan aplikasi itu mudah atau sulit? Jelaskan pendapatmu."
Student 5 :"Sulit mbak. Karena lupa letak tools-nya. Hehe…"

Student 5 had difficulty when remembering the tools in editing the subtitle. It means that eventhough Aegisub has many tools that sometimes make student confuse in applying the tool to edit subtitle.

The result of subtitle which is made by the students shows different argument. Most of the students have a good final result of their subtitling.

Reseacher :"Apakah ada error pada hasil video yang kamu subtitling?"
Sudent 2 :"Alhamdulillah tidak ada."
Student 3 :"Tidak ada."

Student 4 :"Tiidak."
Student 5 :"Dua kali gak ada masalah mbak."
Student 6 :"Alhamdulillah tidak ada."

Six students have the same argument about their subtitle result. They were not faced any problem in their subtitle's result. Besides, one student faced an error in her subtitle result.

Reseacher :"Apakah ada error pada hasil video yang kamu subtitling?"
Student 1 :"Ada jika keberatan kapasitas."

It means that if the film or video which will subtitle by the student has a hige memory or capacity, the result of the subtitle will has error. Besides, video player was important aspect when the result has done.

Researcher :"Apakah semua player di laptopmu bisa dipakai untuk memutar video hasil subtitlemu?"
Student 1 :"Iya."

The result of subtitled video from student 1 can open in all video players in her laptop. It means, student 1 was not face difficulty and error with her project's result. Besides, not all students had the same argument with student 1. It was happen with student 2 and student 3.

Researcher :"Apakah semua player di laptopmu bisa dipakai untuk memutar video hasil subtitlemu?"
Student 2 :"Yang 321 (Media Player Classic) nda bisa."
Student 3 :"Bisa, tapi kalau GOM ada sedikit kendala. Jika ukuran terlalu besar agak ngelag."

It can be concluded that problem happened with the result of subtitling project of student 2 and 3. Media Player Classic from student 2' laptop can not play hersubtitled video. In student 3' laptop, GOM will load in long time ("*ngelag"*) if used to play the video which is subtitled

from Aegisub. It means not all video players can play the result of subtitling project from the student.

2. Students' perception on using DivXLand Media Subtitler in Subtitling

This part presents the research findings which are founded when the researcher gave questionnaire after observation and interviewed the A and B students who used DivXland Media Subtitle as media in making Indonesian subtitle. Students' experience and argument about DivXLand Media Subtitles explained here. From 59 students of A and B class, there were 7 students who used DivXLand Media Subtitle in making Indonesian subtitle. The questionnaires for the implementation of DivXLand Media Subtitler stated from number 32. The result of questionnaire and interview as follows:

e. Questionnaire

1) Question number 32

"I never know about DivXLand Media Subtitler before."

14,28% students are strongly agree, 28,57% students agree, 28,57% students disagree.

Questionnaire number 32 shows that almost half of all students were agree that they never been known about DivXLand Media Subtitle before in subtitling class. It means that they never used this media before in subtitling class. Besides, 28,57% students disagree with questionnaire number 32. It means that they have known about DivXLand Media Subtitler before in subtitling class.

Similar to Aegisub, most students did not know about subtitle creation media, for the example was DivXLand Media Subtitler. The students find out firstly about DivXLand Media Subtitler when in the subtitling class. They also just learned about subtitling in subtitling class. Besides, there were some students who have known about this DivXLand Media Subtitler. It can help students easily use the media which is they already know in subtitling class.

2) Question number 33

"I was excited when learn about DivXLand Media Subtitler."

71,42% students are agree and 28,57% students disagree.

3) Question number 34

"Making subtitle with DivXLand Media Subtitler is easier and more effective."

71,24% students are agree and 28,57% students are disagree.

Questionnaire number 33 and 34 presented about the students' feeling when used DivXLand Media Subtitler. Almost all students who used DivXLand Media Subtitler felt exited when learn making subtitle with DivXLand Media Subtitler. This statement supported with 34thquestionnaire that they were easier making subtitle with DivLXand Media Subtitler.

Students' interest in making subtitle with DivXLand Media Subtitler made students easier and enjoy in learning subtitling. This convenience made them more enthusiastic in their creativity with

DivXLand Media Subtitler. Whereas, there were some students who argued that using DivXLand Media Subtitler is easier and more effective. As explained earlier, making subtitle with DivXLand Media Subtitle can be done in two different ways. This case can confuse students who are trying this media for the first time. Thus, explanation from the lecturer and the attention from the students in lecturer's explanation should be important in order to easier the use of DivXLand Media Subtitler.

4) Question number 35

"I prefer to make subtitle using DivXLand Media Subtitler."

42,85% students are agree and 57,14% students are disagree.

Questionnaire number 35 shows that almost of all students who used DivXLand Media Subtitler prefer to not use DivXLand Media Subtitler in making Indonesian subtitle. The reason of this statement will explain in the result of interview.

DivXLand Media Subtitler is an old media for making subtitle. Therefore, this media was not up to date with the development of current creativity of the subtitle and still simple subtitle. The two ways to make subtitle on the DivXLand Media Subtitler also confuse students. Thus, most students who used this media prefer not to use DivXLand Media Subtitler to make subtitle. They prefer to choose easier media to make subtitle.

5) Question number 36

"DivXLand Media Subtitler is easier to use in making subtitle."

57,14% are students agree and 42,85% students are disagree.

The 36th questionnaire presented that 57,14% students was agree that they felt easier making subtitle with DivXLand Media Subtitler.

6) Question number 37

"Time which is used to make subtitle with DivXLand Media Subtitler was shorter."

42,85% students are agree and 57,14% students are disagree.

7) Question number 38

"DivXLand Media Subtitler made my computer slowly."

14,28% students are agree and 85,71% students are disagree.

The result of questionnaire number 37 and 38 showed that students had some difficulties when using DivXLand Media Subtitle. 57, 14% students argue that they needed long time when used DivXLand Media Subtitler to make subtitle. Besides, DivXLand Media Subtitle make their laptop became slowly. Thus, it can be concluded that because of their computer was slowly, they needed lots time to make their subtitle project. It can waste their time so much.

As explained in previous questionnaire, DivXLand Media Subtitler is an old application which of course the method of making subtitle is still simple. Therefore, the simplicity of tools and media makes this media take longer time to make subtitle because it was not undergone renewal. In addition, some students also experienced that their laptop were not slow responding. They were more enjoyable in using this media to make

Indonesian subtitle. In the researcher's experience, not all laptops experienced that DivXLand Media Subtitler made laptop slow responding or slowly. Only e few laptops that have excess data (full memory) or the windows did not compatible with this media that experienced this problem. Thus, before installed DivXLand Media Subtitler, the students can check the windows and their laptop's capacity if students' do not want to experience any problems when using DivXLand Media Subtitler.

8) Question number 39

   "Menu bar in DivXLand Media Subtitler is easy to understand."

   71,42% students are agree and 28,57% students are disagree.

9) Question number 40

   "Presentation which I did became easier with using DivXLand Media Subtitler."

   57,14% students are agree and 42,58% students are disagree.

Questionnaire number 39 shows that tools or menu bar in DivXLand Media Subtitler was easy to use and understand. Students can remember easily the function of the menu bar. The 40th questionnaire presented that 57,14% students were agree that they can presented their project easier.

From questionnaire number 39, simple media likes DivXLand Media Subtitler also has simple tools. There were not many tools found in DivXLand Media Subtitler that make students easier to use the media.

They were also easier to memorize exiting tools and its function. Thus, there were no difficulties experienced by students related to the tools in making Indonesian subtitle. Besides, half of students who used DivXLand Media Subtitler agreed that they can present their video subtitling project easier. It can be concluded that there was no problem where presenting the result of the video subtitled with DivXLand Media Subtitler. Half of the other students who used DivXLand Media Subtitler found difficulties when the presented the video which is subtitled by DivXLand Media Subtitler. The problem faced by a student and it was explained in the result of interview.

10) Question number 41

"Making subtitle with DivXLand Media Subtitler doesn't take up too much of my time."

57,14% students are agree, 28,57% students are disagree and 14,28% students are strongly disagree.

Half of the students who used DivXLand Media Subtitle argued that making subtitle with DivXLand Media Subtitler were take up too much of their time. As explained above that DivXLand Media Subtitler make their laptop slowly. It can be one of the reasons why making subtitle with DivXLand Media Subtitle spent their time.

The Simplicity of this media and the two ways to make subtitle were the reason why making subtitle with DivXLand Media Subtitler

takes a long time for the students who used it. Students tend not to be able to edit subtitle freely but the time needed to make subtitle is also too long. That's why this media was simple but the process of making subtitle was even longer. Besides, sometimes the laptop of the students were become slowly when installed this media. It is also the reason that caused lots of time of making subtitle with this media.

11) Question number 42

"Suitability of the subtitle script with video's duration is easier to match with DivXLand Media Subtitler."

28,57% students are agree and 71,42% students are disagree.

The 42nd questionnaire can be one of difficulties which faced by the students when making Indonesian subtitle with DivXLand Media Subtitle. The result of the 42nd questionnaire showed that 71,42% students were hard to match subtitle's script and duration of the video.

Most students were argue that the timeliness of subtitled video can not easily be matched with DivXLand Media Subtitler. This case caused because DivXLand Media Subtitler was still simple and the time setting were also still simple. Unlike Aegisub which features a clear and complete time setting feature. DivXLand Media Subtitler can only edit subtitle and set time simply.

12) Question number 43

"The script in making subtitle is easier to edit with DivXLand Media Subtitle."

71,42% students are agree and 28,57% students are disagree.

13) Question number 44

"I can understand every step in making subtitle with DivXLand Media Subtitler."

71,42% students are agree and 28,57% students are disagree.

The result of the 43rd and 44th questionnaire showed that students can easier to edit their subtitle with DivXLand Media Subtitle. The fact, DivXLand Media Subtitle has simple menu bar and tools in editing the subtitle. It can be one of the reasons of then students' argument in questionnaire number 44. The simple of menu bar in DivXLand Media Subtitler also make students easy to understand every steps making subtitle with this media.

The result from questionnaire number 12 indicated that most of students were agree that the script can be easily edited with DivXLand Media Subtitler. Students can immediately replace or add words or sentences directly when subverting the script without having to press various tools such Aegisub. This certainly made it easier for students to justify writing errors in their subtitle script. The simplicity of tools in this media was also one of the reasons why justifying subtitle on DivXLand Media Subtitler was easy.

Besides, questionnaire number 13 also showed the same result. Almost of all students were agree that every steps in making subtitle with DivXLand Media Subtitler were easy to understand. The simplicity of

DivXLand Media Subtitler made it easy for students to understand every step in this media. The tools in DivXLand Media Subtitler were not too many and tend to be easy to memorize. Therefore, students were easy to understand and pass on the steps of making subtitle with DivXLand Media Subtitler.

14) Question number 45

"Error never happened in DivXLand Media Subtitler."

42,85% students are agree and 42,85% students are disagree.

15) Question number 49

"DivXLand Media Subtitler has installed in my computer/laptop."

57,14% students are agree, 28,57% students disagree and 14,28% students are strongly disagree.

The result of 45th questionnaire showed that half of the students who used DivXLand Media Subtitler were face error in their DivXLand Media Subtitler. Besides, 57,14% students who used DivXLand Media Subtitler have installed this media into their laptop. The other students were not installs DivXLand Media Subtitler in their laptop even though they used it to make subtitle. This case caused because of sometimes not all types of laptop or windows which are appropriate with DivXLand Media Subtitler.

Questionnaire number 45 indicated about problems or errors in DivXLand Media Subtitler during the use of this media in making Indonesian Subtitle. Some students who are used DivXLand Media

Subtitler experienced errors when using this media while some others did not experience errors. Different types of laptops and windows caused this error. This case has been explained in the result of interview. In addition to the researcher's experience, this problem also happened when the process of making subtitle with DivXLand Media Subtitler on the latest laptop types.

Besides, in questionnaire number 49, not all students who used DivXLand Media Subtitler installed this media in their laptop. Only a half of students who used this media installed DivXLand Media Subtitler on their laptops. While the rest of students failed to install and even did not install on their laptops. As a result, students who did not install DivXLand Media Subtitler on their laptops had to borrow their group friends' laptop to make Indonesian subtitle.

16) Question number 50

"DivXLand Media Subtitler is more practice in making subtitle practice."

42,85% students are agree and 57,14% students are disagree.

17) Question number 51

"I am exciting to learn DivXLand Media Subtitler to make subtitle."

14,28% students are strongly agree and 85,71% students are agree.

18) Question number 52

"I always excited when making subtitle with DivXLand Media Subtitler."

71,42% students are agree and 28,57% students are disagree.

Questionnaire number 50, 51, and 52 were students' feeling after used DivXLand Media Subtitler. In the sixth questionnaire, more than half of all students who used DivXLand Media Subtitler argue that this media in not practice. It means that this media was not simple when used to make subtitle. The result of the 51st questionnaire supported the 50th questionnaire. 85,71% students were agree that they were not exited when learn DivXLand Media Subtitler as their media in making subtitle. Besides, even they were not exited when learn this media, 71,42% students were excited when using DivXLand Media Subtitler in making subtitle. It can be concluded that the firs time learn about DivXLand Media Subtitle was hard. Although it is hard, students can enjoy and exited when usually used this media to make subtitle.

As explained previously, most of the students have never had experience in making Indonesian subtitle. From the data above, it can be concluded that for the first time knowing how to make subtitle were not too interested for the students. This case because the students saw that making subtitle with DivXLand Media Subtitler has two ways that can make then confused. When they practice it, students become interested. It can be concluded that the practice directly with the media for making subtitle such ad DivXLand Media Subtitler can increase students' interest in media and learning subtitling.

19) Question number 53

"DivXLand Media Subtitler often experience error while used to make subtitle."

28,57% students are agree, 57,41% students are disagree and 14,28 students are strongly disagree.

From the 53rd questionnaire, error was occurred when used DivXLand Media subtitle. Only 28, 57% of all students who used DivXLand Media Subtitler as media in making subtitle who have no error in this media when making subtitle. It means that error sometimes happens when using DivXLand Media Subtitle.

From the data above, it can be concluded that students who installed DivXLand Media Subtitler on their laptop and used it to make Indonesian subtitle have some error in using this media. DivXLand Media Subtitler experienced error which could hamper the making of Indonesian subtitle when students practice it. The error which is experienced by the students has been explained in the result of interview. The error that students mean was that the laptop will slowly in responding. Besides, there were some students who were not experience error when using DivXLand Media Subtitler. Thus, sometimes DivXLand Media Subtitler will experience error but this error not to hamper students' practice in making Indonesian subtitle.

b. Interview

The researcher interviewed 3 students based on their experience in using DivXLand Media Subtitler to make Indonesian subtitle. The result of interview shows that students used DivXLand Media Subtitler based on their lecturer advice and their own decision. Student 6,7, and 9 were use DivXLand as media in making Indonesian subtitle. Actually, they also used Aegisub in making Indonesian subtitle in Subtitling class, but the researcher focuses to interview them about their experience when using DivXLand Media Subtitler. In the last session of interview, the researcher asked them to compare DivXLand Media Subtitler and Aegisub based on their experience.

Researcher :"Apa aplikasi yang kamu pakai untuk membuat subtitle?"
Student 5 :"DivXLand sama Aegisub mbak."
Researcher :"Apakah kamu menggunakan kedua aplikasi itu karena keinginan sendiri atau saran dari teman?"
Student 6 :"Dari dosen nyuruh gunain itu mbak."

From the interview above means that student 6 and her group used DivXLand Mendi Subtitler in making Indonesian subtitle. The lecturer gave two media (Aegisub and DivXLand Media Subtitler) to use for them in making two subtitling tasks. Different from student 6, student 7 and his groups used DivXLand Media Subtitle because of their own desire.

Researcher :"Apa aplikasi yang kamu gunakan untuk membuat subtitle?"
Student 7 :"Aegisub dan DivXLand Media Subtitler mbak."
Researcher :"Apakah kamu menggunakan aplikasi itu karena keinginan sendiri atau mengikuti saran dari teman?"

Student 7 :"Keinginan sendiri."

Student 7 and his groups decided to use DivXLand Media Subtitler and Aegisub in making their subtitling's job. Thus, the lecturer let them to use the media. Although both student 6 and student 7 have different statement about lecturer advises and their own desire, they had the same statement about first experience in making DivXLand Media Subtitler.

Researcher :"Sudah pernahkah kamu memakai aplikasi itu sebelum dalam kelas subtitle?"
Student 6&7 :"Belum pernah."

It means that they never use DivXLand Media Subtitler before in Subtitling class and it was the first time they used this media. In installation of DivXLand Media subtitiler, students got the master/driver from their friends. Besides, there were one group who download by them self from the internet.

Researcher :"Dari mana kamu mendapat master/driver untuk menginstal aplikasi tersebut?"
Student 9 :"Aku dapet dari temen. Jadi temen yang download gitu terus aku tinggal install."

Student 9's statemen has similarity with student 7;

Researcher :"Dari mana kamu mendapat master/driver untk menginstal aplikasi itu?"
Student 7 :"Minta teman."

Different from student 7 and student 9, student 6 got the master from downloading in internet.

Researcher :"Dari mana kamu mendapat master/driver untuk menginstal aplikasi itu?"

Student 6 :"Download semua kayane mbak. Di laptop temenku semua."

Although they have different statement, three student have same statement that DivXLand Media subtitler can use by them everytime or not trial.

Researcher :"Apa aplikasi yang diinstal bisa digunakan selamanya atau sementara waktu (trial)?"
Student 6 :"Nggak ada trialnya mbak."
Student 7 :"Selamanya."
Student 9 :"Kayaknya bisa dipake terus deh. Soalnya aku belum pernah make lagi setelah ngedit buat cerita Barbie tadi itu. Belum pernah ngedit pake itu lagi."

Thus, the master/driver installation of DivXLand Media Subtitler can use clearly eventhough the students got it from downloading in internet. It means that in installing DivXLand was easy. They argued that they were not faces any problem when installing DivXLand Media Subtitler.

Researcher :"Apakah ada kesulitan yang terjadi ketika proses instalasi aplikasi tersebut?"
Student 9 :"Nggak sih. Nggak ada kesulitan. Diajarin sekali langsung bisa."

In implementing DivXLand Media subtitler as media in making Indonesian subtitle, students needed long time.

Researcher :"Apakah proses pembuatan subtitle dengan menggunakan aplikasi itu membutuhkan waktu yang lama?"
Student 9 :"Iya. Pake waktu yang lama."
Researcher :"Apakah proses editing dengan menggunakan aplikasi itu mudah atau sulit? Jelaskan pendapatmu."
Student :"Sulit sih enggak. Cuma kalau kita pakai DivXLand itu kita harus mendengarkan lebih gitu lho. Kalau DivXLand itu kita harus neken, neken pas mulai omongannya itu muncul biar sesuai, biar sinkron sama tulisannya kita harus neken lama terus kalau misal udah selesai waktunya terus kita lepas lagi. Nah itu menurut aku buang-buang

waktu gitu. Terus kalau misalnya kan bisa ditandai juga. Misalnya mulai dari menit ke ini kita tandain nanti selesainya di menit ini. Itu kan bisa ditandai juga nah menurut aku itu juga ribet gitu lho. Gitu, misalnya kalau DivXLand itu ka nada dua cara kan tadi masukin teksnya kalau misalnya ditandain dulu mulai dari mana terus berakhirnya di menit mana itu menurut aku ribet jadi aku lebih pilih diteken terus dilepas tapi itu juga ribet sih nek menurutku."

Student 9 had arguement that making subtitle with DivXLand Media Subtitle needed a long time. She explained the steps of making Indonesian subtitle process with DivXLand Media Subtitle based in her experience. In her explanation, she faced two kinds of steps if she used DivXLand as her media. She was chooses the easiest steps that will not make her confuse when using DivXLand. Beside, other argument from student 7 also has the same explanation.

Researcher *:"Apakah proses pembuatan subtitle dengan menggunakan aplikasi itu membutuhkan waktu yang lama?"*

Student 7 *:"Tergantung durasi film. Semakin lama durasi filmnya semakin lama pula proses pembuatan subtitle."*

Researcher *:"Jadi, jenis aplikasi tidak mempengaruhi lama waktunya ya dek?"*

Student 7 *:"Faktor kebiasaan juga berpengaruh dalam pembuatan subtitle. Apabila seringnya menggunakan Aegisub maka semakin mudah. Disamping itu menggunakan DivXLand Media Subtitler sebenarnya bisa, tetapi karena jarang menggunakan maka juga berpengaruh pada lamanya pembuatan subtitle."*

From the explanation of student 7, it can be conclude that students' ability in using media to make subtitle can influence time in making Indonesian subtitle. Student who usually used Aegisub in the first job in making subtitle will face difficulties when using DivXLand Media

Subtitler in the second or third jod. Besides, Student who usually used DivXLand Media Subtitler will face difficulties when using Aegiub. Besides, duration of the film or video which will be subtitled can be one of the reason thet making subtitle with DivXLand Media Subtitler needed long time. Thus, duration of the video and students' ability influenced with the implementation of DivXland Media Subtitler media in making Indonesian subtitle.

Students who used DivXLand Media Subtitler also faced difficulties. Most of them had the same experience with the difficulties.

Researcher	*:"Apa saja kesulitan-kesulitan yang kamu hadapi ketika menggunakan kedua aplikasi tersebut?"*
Student 7	*:"Dalam proses pencocokkan timing."*
Student 9	*:"Kesulitannya ya itu tadi. Harus menyesuaikan waktu sama masukin teksnya itu kita harus mendengarkan lebih gitu lho. Harus ngepasinnya itu agak susah.*
Student 6	*:"Menyamakan omongan dengan subtitle yang dimasukkan.*

All of three students argued that timing in synchronizing the text and the video was difficult. They must heard recur the voice or sound in the video and the time of the video.

The result of the video which is subtitled by the students showed a good result for their jobs. All of video player in their laptop can play the video or film which has subtitled by them.

Researcher	*:"Apakah ada error pada hasil video yang kamu subtitling?"*
Student 9	*:"Enggak pernah sih. Enggak pernah ada error. Cuman kadang kan kalau missal kita lagi buat itu kan Cuma dua baris ya nanti hasilnya. Baris di teks itu Cuma dua baris tapi ketika dipasang di LCD di*

layar LCD nya itu nanti tiga baris.Nah itu suka mengurangi point gitu lho.Padahal aslinya kalau di laptop itu Cuma dua baris tapi ketika di LCD itu jadi tiga baris. Padahal kalau misalnya subtitle itu gak boleh tiga baris kan. Maksimal dua baris. Nah, itu, pernah aku kena kayak minus gitu gara-gara di LCD itu layarnya munculnya subtitlenya tiga baris."

Researcher :"Apakah semua player di laptopmu bisa dipakai untuk memutar video hasil subitltemu?"

Student 9 :"Bisa. Punyaku bisa semua karena aku pakainya VLC, Media Player, sama satu lagi aku lupa."

It can be concluded that the resul of subtitling video with DivXLand Media Subtitle was not error but it the laptop connected with LCD and projector, the video has some error in timing of the video and the script. Nevertheless, if the laptop did not connect with projector, all video players in students' laptop can play the video without error or problem. Thus, the problem was not in the video but in connecting with projector.

The connection of the laptop and the LCD projector could be important in presenting the result of subtitling video. Students' grade when present the result of subtitling video were also influenced by the good or bad results of presentation in the class. LCD and laptop that were not connects properly can disrupt the subtitle during presentation. From the case of student 9, the problem was not on the subtitles but in the connection of the laptop and the LCD projector. Thus, before presenting the result of subtitling video, students can used the laptop which has use to do presentation or can check on the port of LCD.

3. Comparative of Aegisub and DivXLand Media Subtitler based on Students experience

In comparing both Aegisub and DivXLand Media Subtitler, the researcher got data from student who used both Aegisub and DivXLand Media Subtitler to make subtitle in their daily project. Students who used both Aegisub and DivXLad Media Subtitle directly can compare both media based on their experiences. They used Aegisub and DivXLand Media Subtitler in their two daily projects from the instruction of their lecturer. From the two students, they commonly prefer to choose Aegisub than DivXLand Media Subtitler. The researcher took two arguments from student 7 and 9.

Researcher *:"Bagaimana pendapatmu setelah memakai kedua aplikasi tersebut? Yang Aegisub bagaimana dan yang DivXLand Media Subtitle bagaimana dek?"*

Student 7 *:"Dalam menggunakan Aegisub mudah digunakan. Dalam proses timing tergantung kejelian kita dalam pemcocokannya. DivXLand juga sebenarnya mudah, tetapi karena jarang menggunakan maka dalam proses pembuatan subtitle kadang membutuhkan waktu lumayan lama."*

From student 7, Aegisub and DivXLand Media Subtitler were easy in using to make subtitle. Although both media were same, student 7 had difficulty because he was rare using DivXLand Media Subtitler as his subtitling media. Thus, he needed more time when using DivXLand Media Subtitler in making Subtitle.

Researcher *:"Berikan pendapatmu tentang perbandingan antara DivXLand Media Subtitle dan Aegisub sesuai dengan pengalamanmu."*

Student 9 *:"Sebenernya DivXLand sama Aegisub itu sama ya. Kita ngetik terus habis itu nandain kita mulainya di mana dan berakhir di mana gitu biar sinkron.Tapi kalau menurut aku tu lebih enak Aegisub dari tampilannya gitu mbak.Tampilan kalau di DivXLand tu kayaknya jadul banget.Ya gimana ya, enggak nyenengin gitu.Tapi kalau di Aegisub itu jelas gitu lho. Kita mau mulainya di mana, berakhirnya di mana, terus dengerin suaranya gimana itu tu lebih jelas gitu kalau menurut aku. Tampilannya juga lebih enak di Aegisub.Kalau misalnya salah-salah juga benerinnya lebih enak.Ya mungkin karena aku lebih terbiasa pake Aegisub aja kali ya. Soalnya kalau yang DivXLand itu aku ngeditnya Cuma sedikit, cuma film lima menitan kalau enggak salah jadi kan teksnya Cuma sedikit. Kalau yang Aegisub itu aku ngedit, ngisi filnya itu tu teksnya sekitar sejaman kayaknya. Jadi lebih banyak Aegisub gitu aku masukin subtitle.Jadi aku lebih terbiasa pakai Aegisub.Lebih enak pakai Aegisub.Gitu.Aku belajar autodidaknya juga lewat Aegisub. Kalau yang DivXLand itu aku diajarin, ngeliat temenku. Jadinya, aku lebih suka Aegisub.Gitu dari tampilannya.Terus, tampilan terus ininya lebih jelas Aegisub.Gitu."*

In student 9's argument, Aegisub and DivXLand Media Subtitler were the same media in using to make subtitle. Besides, student 9 preferred Aegisub than DivXLand Media Subtitler. She had some reasons based on her statement. The first reason, Aegisub had better look than DivXLand. Besides, time setting in Aegisub was clearer than DivXLand Media Subtitler. She often used Aegisub to make subtitle than DivXLand Media Subtitler. Thus, she needed more time to make subtitle with DivXLand Media Subtitler because she was not usually used it.

Besides, all students which interviewed by the researcher was not know about hardsub and fansub. When researcher asked about kinds of

subtitle of their project, all students needed explanation about hardsub and fansub. For the example of as follows:

Researcher	*:"Jenis subtitle apa yang kamu buat ketika menggunakan aplikasi itu? Hardsub atau fansub?*
Student 2	*:"Nda paham mbak."*
Researcher	*:" Gini dek, kalau Fansub itu biasanya subtitle yang dibuat oleh orang-orang awam dek di internet seperti film-film bajakan dan bahasanya bisa santai dek. Kalau hardsub itu subtilenya lebih tertata bahasanya dek.Biasanya digunakan pada film-film original atau asli dek dengan bahasa yang sopan dan tertata."*

From the students' answer, the researcher known that the lecturer wasnot explained clearly about fansub and hardsub. It can be the reason why the students needed more explanation about hardsub and fansub. It was different with the researcher's subtitling class. The lecturer of the researcher's subtitling class explained hardsub and fansub before practice making Indonesian subtitle. The project of Indonesian subtitle also divided into some categories. The categories were such as subtitle with hardsub, fansub and deaf-hearing subtitling. This categories were teaches in the researcher's class. From the researcher's experience, the lecturer of Subtitling class was teach those categories in subtitling class. The students can understand and practice it during in subtitling class. This method will effective to teach kind of subtitling for the students.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents conclusion and suggestion of the research conducted by the researcher about comparative of Aegisub and DivXLand Media Subtitler in making Indonesian Subtitler at the Sixth Semester of The State Islamic Institute of Surakarta in academic year 2017/2018.

a. Conclusion

Based on the discussion in previous chapter above, the researcher draws the conclusions from this research as follows:

1. Aegisub and DivXLand Media Subtitler were new media for the students. They have not known about those media before in Subtitling class. Besides, only two students who know subtitling media before in Subtitling class. Students who are not usually used Aegisub will have difficulty when using DivXLand Media Subtitler. The lecturer didn't explain all subtitling media to all of students. Thus, some students needed to ask their friend about the manner in using the media.
2. Students' perception on Aegisub showed that 57,57% students agreed this media can be motivated students to learn about subtitling. Besides, 45,45% students agreed that the tools in Aegisub can be understood easily. Aegisub was interesting in learning subtitling for students as the beginner in subtitling.
3. Students' perception on DivXLand Media Subtitler showed that from seven students who used this media 71,42% students were excited in learning

subtitling. Besides, the lecturer did not explain about this media to all students that made them did not able in using this media. Students' perceptive can be concluded that this media was not appropriate for students as beginners in subtitling.

4. In application, both Aegisub and DivXLand Media Subtitler have different features that became the strength of each media. The differences were on the tools of both media. Based on the features of both media, Aegisub was more effective to use for students in subtitling class.Aegisub has a lot of tools which can be used by the students to edit their subtitle project as they want. Besides, DivXLand Media Subtitler was older than Aegisub. Thus, this media's tools were as lot as Aegisub. Students can not edit their subtitle as creative as Aegisub. Based on the application of the media, Aegisub was better than DivXLand Media Subtitler in the aspect of features and user-friendly.
5. Aegisub was appropriate for students and amateur user. This media was easy in the use to make subtitle for the beginners in the first time. Besides, DivXLand Media Subtitler was appropriate for professional users who is usually made subtitle. The features of this media was easier the user to make subtitle fast without any editing on the text of subtitle.
6. Time setting was the most problem faced by the students in using Aegisub and DivXLand Media Subtitler. Students spent long time when match the script and duration of the video. Based on time setting, Aegisub was better in matching the subtitle and the duration of the video.

7. The result of subtitling video from Aegisub can set in standard or high capacity and resolution. The subtitle file was not in the same file with the video. Besides, DivXLand Media Subtitler only produced standard video subtitling. The subtitle file and the video can be grouped in one file.
8. The challenge of using Aegiub is not all video players can play the result of the video which has subtitiled by the students. Besides, windows which are not updated can not install Aegisub in their laptop. In DivXLand Media Subtitler, challenge is on the result of video subtitle project. Sometimes, the video will error in the script when presented in LCD projector. The subtitle will miss match with the video and it can subtract students' value.
9. The students were still not clear about the definition and differences of hardsub and fansub. Thus, they can not know the appropriate media in making subtitle for professional users or amateur users.

b. Implication

In this field, the researcher showed the implication from both Aegisub and DivXLand Media Subtitle in making Indonesian Subtitle. The researcher implied that Aegisub was more suitable media to make Indonesian Subtitle. Besides, Aegisub could be one of media for considering the lecturer and the students in English Education Department of the State Islamic Institute of Surakarta. Indeed, Aegisub was more complete in tools and time setting than DivXLand Media Subtitler. Although Aegisub has many tools than DivXLand Media Subtitler, the tools of Aegisub were more useful to help students easily made and edited the subtitler.

From the discussion and implication above, the effect of this research is to clarify which is better media in making subtitle for collage students especially English Education Department students. The clarifying of Aegisub and DivXLand Media Subtitler could help students understanding easily when use both media to make subtitle. Besides, the lecturer will know about previous students' perception about Aegisub and DivXLand Media Subtitler. Thus, some mistakes or constraints during subtitling class could minimize. The students in English Education Department in The State Islamic Institute of Surakarta should to make use of it more.

c. Suggestion

In the end of this chapter, the researcher gives some suggestion for English lecturer, students, school, and other researcher. The researcher hopes this suggestion will useful in the future.

3. For English Lecturer

The lecturer should give more explanation about all media in making subtitle especially Aegisub and DivXLand Media Subtitler. Besides, all of students should be taught with the same media in the same time. Thus, the students will have ability in using some subtitle media. Moreover, the quality of subtitling writing language must be considered by the lecturer when correcting students' subtitling video. It will also provide knowledge to students about the procedures for writing a good and correct subtitle. Besides, the lecturer also should give more explanation about differences of

hardsub and fansub. Hopefully, it will make Subtitle lesson easier for the students.

4. For the Students

Students should learn more about all media in making subtitle especially Aegisub and DivXLand Media Subtitle. The result of subtitling video must be given a good language and in accordance with the rules for writing the correct subtitle. Students can learn trough various media such as the internet and books. In addition, students can request an explanation to the lecturer about the result of a good subtitle.

5. For the Institute

The institute should give new LCD Projector for students' presentation. Students' subtitle result will present well if the LCD Projector can compatible with all laptop and all media inside the laptop.

6. For other researcher

This research just analyze comparative about Aegisub and DivXLand Media Subtitler. The researcher in future study can analyze deeper about all media in making subtitle more than this research. Thus, the researcher hopes that there will be other researcher who concern on subtitling learning process.

Besides, the result of this study was not yet in and includes the quality of the subtitling result and subtitling language. Further explanation and analysis of the language of the Indonesian subtitle that are in accordance

with the correct rules for writing subtitles can further enhance in this research.

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APPENDIX 1

FIELD NOTE

A. First Pre-Observation

Date : April, 2nd 2018

Time : 10.20-12.00 a.m

Place : PPG 2.4

This meeting is the time group of Miss Ummi and her group presented her final project of subtitling class. First of all, the lecturer was greeting all of students. Then, Miss Ummi and her group came in front of the class. The presentation divided into two ways. The fist presentation was showing the final project or movie which has subtitled by the group. Miss Ummi was greeting her friends and explained the movie before played it. The movie was romance in the titled "Me before you". When the movie played to the audience, all of the students were attention to the movie. In the second presentation, Miss Ummi and her group explained one by one about their project with brief presentation.

After the presentation finished, the lecturer let the audience to comment about the project. There are some students who commented about the timing of subtitling project by Miss Ummi's group. After all presentation and comment session was finish, the lecturer let the researcher to gave the questionnaire to the students.

B. Second Pre-Observation

Date : April, 9th 2018

Time : 07.30-13.00 p.m.

Place : A 3.1

Firstly, the lecturer was greeting the students and. This is the time of the students presented their final project. Before the presentation begun, the lecturer explained about the rules of presentation. Students ware pay attention with the lecturer explanation. The researcher asked the students who have finished their project to present their final project. Finnaly, Mr. Adam's group was ready to present their final project. Firstly, the group showed the movie. After presented the movie, the group explained about their project briefly. Then, comment session was given to all audience. There is a student who commented that the timming was missing with the movie.

In the last session, the lecturer let the researcher to give questionnaire to the students. Then, the students filled the questionnaire quietly.

APPENDIX 2

QUESTIONNAIRE

ANGKET TANGGAPAN MAHASISWA TERHADAP PENGGUNAAN MEDIA DALAM PEMBUATAN SUBTITLE

Mata Kuliah : Subtitling

Kelas/ semester : A, B/ 6

Hari/tanggal :

Petunjuk :

1. Pada kuisioner ini terdapat 60 pertanyaan. Pertimbangkan baik-baik setiap pertanyaan dalam kaitannya dengan materi pembelajaran yang baru saja selesai kamu pelajari, dan tentukan kebenarannya.
2. Berilah jawaban sejujur-jujurnya yang sesuai dengan pilihanmu.
3. Ikuti petunjuk dengan benar dan pahami pertanyaan sebelum menjawab. Terima kasih.

Keterangan Pilihan Jawaban:

SS : Sangant Setuju TS : Tidak Setuju

S : Setuju STS : Sangat Tidak Setuju

No.	Pertanyaan	Pilihan Jawaban			
		SS	S	TS	STS
1.	*Subtitling* itu mudah dipelajari				
2.	Belajar *Subtitling* membuat saya menyukai Bahasa Inggris				
3.	Pembelajaran dengan praktik langsung seperti *Subtitling* membuat saya lebih mudah memahami pembelajaran				

4.	Aplikasi-aplikasi *Subtitling* mudah diperoleh				
5.	Praktik pembuatan *subtitle* tidak membuat saya bingung				
6.	Saya selalu fokus ketika praktik membuat *subtitle*				
7.	Saya lebih kreatif ketika bisa praktik secara langsung				
8.	Membuat *subtitle* tidak menyita waktu saya				
9.	Tidak ada kendala ketika saya praktik membuat *subtitle*				
10.	Saya bersemangat ketika diberi tugas membuat *subtitle*				
11.	Kelas *Subtitling* adalah kelas yang menyenangkan				
12.	Praktit pembuatan *subtitle* di kelas *Subtitling* tidak membuat saya bingung.				
13.	Sebelum masuk kelas *Subtitling*, saya tidak pernah membuat *subtitle*				
14.	Saya tidak tahu mengenai aplikasi-aplikasi pembuat *subtitle* sebelumnya				
15.	Aegisub adalah aplikasi yang baru bagi saya				
16.	Saya tertarik mencoba menggunkan Aegisub ketika mengenal aplikasi tersebut				
17.	Saya selalu menggunakan Aegisub saat praktik membuat *subtitle*.				
18.	Aegisub mudah dioperasikan ketika proses pembuatan *subtitle*.				
19.	Saya memahami setiap langkah dalam pembuatan *subtitle* dengan aplikasi Aegisub				
20.	Aplikasi *Aegisub* mudah dalam penginstallan di komputer.				

21.	Dosen selalu menjelaskan terlebih dahulu cara pengoperasian *Aegisub* sebelum praktik.				
22.	Tidak pernah terjadi *error* pada aplikasi Aegisub.				
23.	Saya belum pernah mengetahui aplikasi DivXLand Media Subtitler sebelumnya.				
24.	Saya bersemangat ketika mempelajari DivXLand Media Subtitler				
25.	Saya lebih suka membuat *subtitle* dengan DivXLan Media Subtitler.				
26.	DivXLand Media Subtitler lebih mudah dalam pengunaannya untuk membuat *subtitle*.				
27.	DivXLand Media Subtitler membuat komputer saya lambat.				
28.	Saya tidak suka praktik dalam membuat *subtitle*.				
29.	Presentasi yang saya lakukan menjadi lebih mudah dengan penggunaan media DivXLand Media Subtitler.				
30.	Membuat *subtitle* dengan DivXLand Media Subtitler tidak terlalu menyita waktu saya				
31.	Menerjemahkan Bahasa Inggris ke Bahasa Indonesia dalam pembuatan *subtitling* membuat saya lebih mudah menghafal kosa kata Bahasa Inggris.				
32.	Mata Kuliah *subtitling* tidak membosankan.				
33.	Guru menerangkanb dengan jelas tentang penggunaan aplikasi-aplikasi pembuatan *subtitling* sebelum pemberian tugas.				
34.	DivXLand Media Subtitler sudah terinstall di computer/laptop saya.				

35.	DivXLand Media Subtitler lebih praktis dalam praktik membuat *subtitle*				
36.	Saya senang bisa mempelajari aplikasi DivXLand Media Subtitler untuk membuat *subtitle*				
37.	Saya selalu bersemangat saat membuat Subtitling dengan DivXLand Media Subtitler.				
38.	DivXLand Media Subtitler sering mengalami *error* saat digunakan dalam membuat *subtitle*.				
39.	Aegisub memiliki berbagai menu yang membuat saya lebih kreatif.				
40.	Saya selalu menggunakan aplikasi pembuatan *subtitling* yang sama.				
41.	Saya tidak tertarik membuat subtitling dengan Aegisub.				
42.	Guru selalu memberikan saran dalam pemilihan aplikasi ketika memberikan tugas membuat s*ubtitle*.				
43.	*Subtitling* bermanfaat bagi mahasiswa Pendidikan Bahasa Inggris.				
44.	Saya selalu senang ketika praktik di kelas subtitling.				
45.	Waktu yang diberikan untuk membuat *subtitle* sangat panjang.				
46.	Presentasi dalam kelas *subtitling* selalu menyenangkan dan mudah dipahami.				
47.	Kosa kata Bahasa Inggris saya menjadi lebih baik saat mengikuti kelas *Subtitling*				
48.	Saya dapat mengetahui berbagai kosa kata Bahasa Inggris dalam membuat *subtitle*.				

49.	Membuat *subtitle* dapat dilakukan kapanpun dan di manapun.				
50.	Pemilihan aplikasi pembuat *subtitle* berpengaruh terhadap hasil kerja saya.				
51.	*Subtitling* membuat saya lebih memahami karakteristik setiap orang dalam berbahasa.				
52.	Saya menggunakan aplikasi selain Aegisub dan DivXLand Media Subtitler untuk membuat *subtitle*.				
53.	Aegisub dan DivXLand Media Subtitler membuat saya bingung dalam penggunaannya.				
54.	Mata Kuliah *Subtitling* membuat saya mengenal bebrabagai aplikasi pembuatan *subtitle* yang sebelumya tidak saya ketahui.				
55.	Tugas membuat *subtitle* membuat saya lebih kreatif dalam belajar.				
56.	Guru selalu memberikan tugas pembuatan *Subtitle* dengan tema yang sama.				
57.	Kelas *Subtitling* membuat saya lebih memahami media pembelajaran				
58.	Media dalam pembuatan *subtitle* efektif untuk mempelajari bahasa inggris				
59.	Saya memahami praktik pembuatan *subtitle* karena menggunakan media yang mudah dipahami				
60.	Kelas *Subtitling* membuat saya lebih rajin dalam belajar				

ANGKET APLIKASI YANG DIGUNAKAN OLEH MAHASISWA DALAM PEMBUATAN SUBTITLE

Nama :

NIM :

No. Hp :

Aplikasi yang sering digunakan	o Aegisub o DivXLand Media Subtitler o Aplikasi lain (……...)
Aplikasi yang belum pernah digunakan	o Aegisub o DivXLand Media Subtitler o Aplikasi lain (……...)

APPENDIX 3

RESULT OF QUESNTIONNAIRE

A. Result of the first questionnaire of the first and second indicator

1. Students' comprehension in subtitling class

The researcher distributed questionnaire to the students about students' comprehension in subtitling class. The questionnaire explained in the number items 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 47, 48, 55, 57, 59, 60.

1) Question number 1

"Subtitling is easy to learn"

10% students strongly agree, 72% students agree, 16% students disagree, and 2% students strongly disagree.

2) Question number 2

"Learning subtitling makes me like English"

12% students strongly agree, 88% students agree, and 2%students disagree.

3) Question number 3

"Learning activity with direct practice such as subtitling makes me easier in understanding the lesson"

26% strongly agree, and 82% agree.

4) Question number 4

"Subtitling applications are easy to obtain"

4% strongly agree, 42% agree, 52% disagree, and 4% strongly disagree.

5) Question number 5

   "Practice in making subtitle does not make me confuse"

   6% students strongly agree, 54% agree, 30% disagree, and 12% strongly disagree.

6) Question number 6

   "I always focus when practice of making subtitle"

   12% students strongly agree, 64% students agree, and 26% students disagree.

7) Question number 7

   "I can be more creative when practice directly"

   9% students strongly agree, 70% students agree, and 14% students disagree.

8) Question number 8

   "Making subtitle is not taking my time"

   6% students strongly agree, 24% students agree, 44% students disagree, and 26% strongly disagree.

9) Question number 9

   "There is no obstacle when I practiced in making subtitle"

   8% students agree, 68% students disagree, and 26% students strongly disagree.

10) Question number 10

    "I was excited when given a task of making subtitle"

2% students strongly agree, 64% students agree, 30% students disagree, and 2% students strongly disagree.

11) Question number 11

"Subtitling class is an interesting class"

16% students strongly agree, 72% students agree, and 18% students disagree.

12) Question number 12

Practice of making subtitle in subtitling class did not confused me"

8% students strongly agree, 58% students agree, 38% students disagree, and 6% students strongly disagree.

13) Question number 13

"Before came to subtitling class, I never made subtitle"

30% students strongly agree, 46% agree, 16% students disagree, and 8% students strongly disagree.

14) Question number 47

"The lecturer explained clearly about the subtitle creator's applications before gave the task"

12% students strongly agree, 56% students agree, 22% students disagree, and 10% students strongly disagree.

15) Question number 55

"I always used the same application when made subtitle"

14% students strongly agree, 38% students agree, 42% students disagree, and 4% students strongly disagree.

16) Question number 57

"The lecturer always gave suggestion in choosing the application when gave subtitle task"

24% students strongly agree, 56% students agree, 10% students disagree, and 8% students strongly disagree.

17) Question number 59

"I always happy when practice in Subtitling class"

22% students strongly agree, 68% students agree, and 10% students disagree.

18) Question number 60

"Time that given to make subtitle was long"

16% students strongly agree, 38% students agree, 28% students disagree, and 20% students strongly disagree.

a. The capability of using Subtitling in learning English

The researcher distributed the questionnaire to know the capability of using Subtitling in Learning English. The questionnaire was explained in the number items 46 and 58.

1) Question number 46

"Translating English into Indonesian in making subtitling makes me easier in memorize English vocabulary"

10% students strongly agree, 58% students agree, 18% students disagree, and 4% students strongly disagree.

2) Question number 58

"Subtitling is useful for English Education students"

50% students strongly agree, 44% students agree, and 6% students strongly disagree.

The result from questionnaire shows that most of the students make subtitle in the first time in subtitling class. The difficulties of the application which is used by them effected on their enjoyable in subtitling class and making subtitling. Besides they were argued that making subtitle helped them in learning English. Moreover, they can learn in translating English into Indonesian

1. Result of the third and forth indicator

The third and forth indicators based on the students which is used Aegisub and DivXLand Media Subtitler or used both of those application in making Indonesian subtitle.

a. Students' comprehension in using Aegisub as media in making Indonesian Subtitle. There are 33 students who used Aegisub in making Indonesian subtitle.

1) Question number 14

"Aegisub was new application for me."

51, 51% students strongly agree, 42,42% agree, and 3,03% students disagree.

2) Question number 15

"I was interesting to use Aegisub when know about that application."

24, 24% students strongly agree, 63, 63% agree, and 9, 09% disagree.

3) Question number 16

"I was conscious to learn how to make subtitle using Aegisub."

24, 24% students strongly agree, 57,57% agree, and 15,15% disagree.

4) Question number 17

"I always use Aegisub when practice in making subtitle."

12,12% students strongly agree, 54,54% students agree, 27,27% students disagree, and 6,06% strongly disagree.

5) Question number 18

"Aegisub was easy to operate when making subtitle process."

21,21% students strongly agree, 57,57% students agree, 15,15% students disagree, and 3,03% strongly disagree.

6) Question number 19

"*Menu bar* on Aegisub was easy to understand."

15,15% strongly agree, 48,48% students agree, 30,3% disagree, and 3,03% strongly disagree.

7) Question number 20

"Process in making subtitle with Aegisub did not waste time."

12,12% students strongly agree, 21,21% students agree, 39,39% students disagree, and 24,24% students strongly disagree.

8) Question number 21

"Compatibility of subtitle's script with the duration of the video matched easier with Aegisub."

9,09% students strongly agree, 60,6% students agree, 18,8% students disagree, and 9,09% students strongly disagree.

9) Question number 22

"Script in making subtitle easier to edit with Aegisub."

9,09% students are strongly agree, 69,69% students agree, 15,15% students disagree, and 3,03% students strongly disagree.

10) Question number 23

"Aegisub more practical to use in making subtitle."

15,15% students are strongly agree, 63,63% students agree, 15,15% students disagree.

11) Question number 24

"I can understand every step in making subtitle with Aegisub."

9,09% students are strongly agree, 57,57% students agree, 30,3% students disagree.

12) Question number 25

"Aegisub is easy to install in the computer."

24,24% students are strongly agree, 54,54% students agree, 9,09% students disagree, 9,09% students strongly disagree.

13) Question number 26

"Making subtitle with Aegisub is easier and more effective."

12,12% students strongly agree, 63,63% students agree, 21,21% students disagree.

14) Question number 27

"The lecturer always explained about how to operate Aegisub before practice it."

12,12% students are strongly agree, 42,42% students agree, 39,39% students disagree, 3,03% students strongly disagree.

15) Question number 28

"Aegisub is simpler in practice of making subtitle."

15,15% students are strongly agree, 57,57% students are agree, 24,24% students disagree.

16) Question number 29

"The presentation which I did became easier with using Aegisub."

18,18% students are strongly agree, 57,57% students agree, 18,18% students disagree.

17) Question number 30

"Error never happened on Aegisub."

3,30% students are strongly agree, 54,54% students agree, 51,51% students disagree, 15,15% students strongly disagree.

18) Question number 31

"I can understand every step in making subtitle using Aegisub."

12,12% students are strongly agree, 45,45% students agree, and 36,36% students disagree.

b. Students' comprehension in using DivXLand Media Subtitle as media in making Indonesian Subtitle. There are 7 students' who used DivXLand Media Subtitler in making Indonesian subtitle.

1) Question number 32

"I never know about DIvXLand Media Subtitler before."

14,28% students are strongly agree, 28,57% students agree, 28,57% students disagree.

2) Question number 33

"I was excited when learn about DivXLand Media Subtitler."

71,42% students are agree and 28,57% students disagree.

3) Question number 34

"Making subtitle with DivXLand Media Subtitler is easier and more effective."

71,24% students are agree and 28,57% students are disagree.

4) Question number 35

"I prefer to make subtitle using DivXLand Media Subtitler."

42,85% students are agree and 57,14% students are disagree.

5) Question number 36

"DivXLand Media Subtitler is easier to use in making subtitle."

57,14% are students agree and 42,85% students are disagree.

6) Question number 37

"Time which is used to make subtitle with DivXLand Media Subtitler was shorter."

42,85% students are agree and 57,14% students are disagree.

7) Question number 38

"DivXLand Media Subtitler made my computer slowly."

14,28% students are agree and 85,71% students are disagree.

8) Question number 39

"Menu bar in DivXLand Media Subtitler is easy to understand."

71,42% students are agree and 28,57% students are disagree.

9) Question number 40

"Presentation which I did became easier with using DivXLand Media Subtitler."

57,14% students are agree and 42,58% students are disagree.

10) Question number 41

"Making subtitle with DivXLand Media Subtitler doesn't take up too much of my time."

57,14% students are agree, 28,57% students are disagree and 14,28% students are strongly disagree.

11) Question number 42

"Suitability of the subtitle script with video's duration is easier to match with DivXLand Media Subtitler."

28,57% students are agree and 71,42% students are disagree.

12) Question number 43

"The script in making subtitle is easier to edit with DivXLand Media Subtitle."

71,42% students are agree and 28,57% students are disagree.

13) Question number 44

"I can understand every step in making subtitle with DivXLand Media Subtitler."

71,42% students are agree and 28,57% students are disagree.

14) Question number 45

"Error never happened in DivXLand Media Subtitler."

42,85% students are agree and 42,85% students are disagree.

15) Question number 49

"DivXLand Media Subtitler has installed in my computer/laptop."

57,14% students are agree, 28,57% students disagree and 14,28% students are strongly disagree.

16) Question number 50

"DivXLand Media Subtitler is more practice in making subtitle practice."

42,85% students are agree and 57,14% students are disagree.

17) Question number 51

"I am exciting to learn DivXLand Media Subtitler to make subtitle."

14,28% students are strongly agree and 85,71% students are agree.

18) Question number 52

"I always excited when making subtitle with DivXLand Media Subtitler."

71,42% students are agree and 28,57% students are disagree.

19) Question number 53

"DivXLand Media Subtitler often experience error while used to make subtitle."

28,57% students are agree, 57,41% students are disagree and 14,28 students are strongly disagree.

4. Result of the second questionnaire

a. Students' name of A Class and the application used in making Indonesian subtitle:

No.	Name	Application		
		Aegisub	DivXLand Media Subtitler	Other
1.	Murtafi'	√	-	-
2.	Azizah	√	-	Notepad
3.	Anisa	√	-	-
4.	Yusi	√	-	-
5.	Lisa	√	-	-
6.	Nurwidayati	√	-	-
7.	Atatin	√	-	Corel Video

				Studio
8.	Retno	√	-	-
9.	Fathanatul	√	-	-
10.	Yudi	√	-	-
11.	Rulli	√	√	-
12.	Kurnia	√	-	-
13.	Medy	√	-	Corel Video Studio
14.	Dina	√	-	-
15.	Fiki	√	-	-
16.	Hilda	-	√	-
17.	Dewita	√	√	-
18.	Nada	-	√	-
19.	Soniya	√	-	Corel Video Studio
20.	Tika	√	-	-
21.	Rezza	√	√	-

b. Students' name of B Class and the application used in making Indonesian subtitle:

No.	Name	Application		
		Aegisub	DivXLand Media Subtitler	Other
1.	Rani	√	√	Windows Media Player
2.	Erni	√	-	Corel Video Studio
3.	Kharisma	√	-	-
4.	Izna	√	-	-
5.	Dihan	√	-	-
6.	Safitri	√	-	Ulead, Adobe Premiere
7.	Unfiani	√	-	-
8.	Louis	√	-	-
9.	Eliana	√	√	-
10.	Ariska	√	-	-
11.	Novia	√	-	-
12.	Yunia	√	√	-
13.	Irlan	-	√	-
14.	Maramin	√	-	-
15.	Parasmita	√	-	-
16.	Ummi R	√	-	-

17.	Aditya	√	-	-
18.	Muzaidah	√	-	-
19.	Rini	√	-	-
20.	Octafia	√	-	-
21.	Medina	√	-	-
22.	Lisa	√	-	-
23.	Yulia	√	-	Windows Movie Maker
24.	Prayoga	-	-	Windows Movie Maker
25.	Rizka	-	-	Corel Video Studio
26.	Farah	-	-	Subtitle Workshop
27.	Adam	-	-	Audacity
28.	Edi			
29.	Pandu	√	-	-

APPENDIX 4

INTERVIEW SHEETS

The question in interview made based on the indicators of comparing both applications Aegisub and DivXLand Media Subtitler. The Indicators of comparing both applications are implementation, difficulty and the result of subtitle and the kind of subtitle. The Question can be seen as follows?

1. Apa Aplikasi yang kamu gunakan untuk membuat *subtitle*?
2. Apakah kamu menggunakan aplikasi itu karena kainginan sendiri atau mengikuti saran dari teman?
3. Sudah pernahkah kamu memkai aplikasi itu sebelum dalam kelas *Subtitle*?
4. Apa jenis *subtitle* yang kamu buat ketika mengunakan aplikasi itu?
5. Dari mana kamu mendapatkan *master* atau *driver* untuk menginstal aplikasi tersebut?
6. Apakah ada kesulitan yang terjadi ketika proses instalasi applikasi tersebut?
7. Apakah aplikasi yang diinstal bisa digunakan selamanya atau sementara waktu (*trial*)?
8. Apakah proses pembuatan *subtitle* dengan menggunakan aplikasi itu membutuhkan waktu yang lama?
9. Apakah proses *editing* dengan menggunakan aplikasi itu mudah atau sulit?
10. Apakah kamu bisa berkreativitas dengan menggunakan aplikasi tersebut?
11. Apa saja kesulitan yang kamu hadapi ketika menggunakan aplikasi itu?
12. Bagaimana cara kamu mengatasi kesulitan-kesulitan tersebut?
13. Apakah ada orang lain selain anggota kelompokmu yang membantu proses pembuatan subtitle dengan menggunakan aplikasi tersebut?
14. Apakah hasil dari *subtitle* yang dibuat dengan aplikasi itu bisa sesuai harapanmu?
15. Apakah ketepatan waktu video dan *subtitle* pada pekerjaanmu bisa sesuai (akurat)?
16. Apakah ada *error* pada hasil video yang kamu *subtitling*?

17. Jenis subtitle apa yang kamu buat ketika menggunakan aplikasi itu?

APPENDIX 6

RESULT OF INTERVIEW

A. Name : Tri Yulia

Class : B

Media : Aegisub

Researcher :"Assalamualaikum, maaf dek bisa wawancara sekarang?"

Student :"Bisa mbak."

Researcher :"Apa aplikasi yang kamu gunakan untuk membuat subtitle?"

Student :"Movie maker dan Aegisub mbak."

Researcher :"Oke dek, kita bahas yang Aegisub ya."

Student :"Siap mbak."

Researcher :"Apakah kamu menggunakan aplikasi itu karena keinginan sendiri atau mengikuti saran dari teman?"

Student :"Saran dari dosen."

Researcher :"Sudah pernahkan kamu memakai aplikasi itu sebelum dalam kelas subtitle?"

Student :"Belum."

Researcher :"Apa genre film yang kamu subtitling dengan aplikasi itu?"

Student :"Film comedy dan Romance."

Researcher :"Dari mana kamu mendapatkan *master/driver* untuk menginstal aplikasi itu?"

Student :"Dari dosen."

Researcher :"Apakah ada kesulitan yang terjadi ketika proses instalasi aplikasi tersebut?"

Student :"Tidak ada mbak."

Researcher :"Apakah aplikasi yang diinstal bisa digunakan selamanya atau sementara waktu (*trial*)?"

Student :"Selamanya."

Researcher :"Apakah proses pembuatan subtitle dengan menggunakan aplikasi itu membutuhkan waktu yang lama?"

Student :"Tidak."

Researcher :"Apakah proses editing dengan menggunakan aplikasi itu mudah atau sulit? Jelaskan pendapatmu."

Student :"Mudah, karena *icon* di aplikasi tersebut mudah dipahami untuk dipelajari."

Researcher :"Apakah kamu bisa berkreativitas dengan menggunakan aplikasi tersebut?"

Student :"Bisa mbak."

Researcher :"Apa saja kesulitan-kesulitan yang kamu hadapi ketika menggunakan aplikasi tersebut?"

Student :" Tidak bisa menyesuaikan antara suara dan subtitle."

Researcher :"Bagaimana cara kamu mengatasi kesulitan tersebut?"

Student :"Mengulangi terus."

Researcher :"Apakah ada orang lain selain anggota kelompokmu yang membantu proses pembuatan subtitle dengan menggunakan aplikasi tersebut?"

Student :"Tidak ada."

Researcher :"Apakah hasil dari subtitle yang dibuat dengan aplikasi itu bisa sesuai harapanmu?"

Student :"Iya sedikit."

Researcher :"Apakah ketepatan waktu video dan subtitle pada pekerjaanmu bisa sesuai (akurat)?"

Student :"Kadang."

Reseacher :"Apakah ada *error* pada hasil video yang kamu subtitling?"

Student :"Ada jika keberatan kapasitas."

Researcher :"Apakah semua player di laptopmu bisa dipakai untuk memutar video hasil subtitlemu?"

Student :"Iya."

Researcher :"Jenis subtitle apa yang kamu buat ketika menggunakan aplikasi itu? Hardsub atau Fansub?"

Student :"Belum jelas ini mbak, jelaskan wkwkwkw."

Researcher :"Gini dek, maksudnya kamu buat fansub atau hardsub dek? Fansub itu biasanya subtitle yang dibuat oleh orang-orang awam dek di internet seperti film-film bajakan dan bahasanya bisa santai dek. Kalau hardsub itu subtilenya lebih tertata

bahasanya dek.Biasanya digunakan pada film-film original atau asli dek dengan bahasa yang sopan dan tertata."

Student :"Fansub mbak, biar gaul."

Researcher :"Bagaimana pendapatmu setelah memakai aplikasi itu?"

Student :"Dapat menggunakan sesuai dengan tugas kuliah."

Researcher :"Oke dek. Alhamdulillah, pertanyaannya sudah selesai.Terima kasih dek."

Student :"oke mbak, sama-sama."

B. Name : Kharisma

Class : B

Media : Aegisub

Researcher :"Assalamualaikum. Maaf dek, bisa wawancara sekarang?"

Student :"Waalaikumsalam, bisa mbak."

Researcher :"Oke dek, kita mulai ya. Apa aplikasi yang kamu gunakan untuk membuat subtitle?"

Student :"Aegisub."

Researcher :"Apakah kamu menggunakan aplikasi itu karena keinginan sendiri atau mengikuti saran dari teman?"

Student :"Soalnya Cuma diajari pake itu mbak."

Researcher :"Sudah pernahkah kamu memakai aplikasi itu sebelum dalam kelas subtitle?"

Student :"Belum."

Researcher :"Apa genre film yang kamu subtitling dengan aplikasi itu?"

Student :"Action = Wonder Woman."

Researcher :"Dari mana kamu mendapat *master/driver* untuk menginstal aplikasi itu?"

Student :"Instal sendiri."

Researcher :"Kamu download sendiri *driver*-nya atau dapet dari teman atau dari dosen dek?"

Student :"Dari dosen kak."

Researcher :"Apakah ada kesulitan yang terjadi ketika proses instalasi aplikasi tersebut?"

Student :"Tidak ada."

Researcher :"Apakah aplikasi yang diinstal bisa digunakan selamanya atau sementara waktu (*trial*)?"

Student :"Selamanya."

Researcher :"Apakah proses pembuatan subtitle dengan menggunakan aplikasi itu membutuhkan waktu yang lama?"

Student :"Iya."

Researcher :"Berapa dek waktunya kira-kira?"

Student :"30 menit film = 3 jam mbak."

Researcher :"Oke dek. Apakah proses editing dengn menggunakan aplikasi itu mudah atau sulit? Jelaskan pendapatmu."

Student :"Cukup mudah karena di Aegisub semua fiturnya lengkap."

Researcher :"Apakah kamu bisa berkreativitas dengan menggunakan aplikasi tersebut?"

Student :"Tidak."

Researcher :"Kenapa dek kok nggak bisa?"

Student :"Karena buat sub sederhana sudah menghabiskan banyak waktu."

Researcher :"Apa saja kesulitan-kesulitan yang kamu hadapi ketika menggunakan aplikasi tersebut?"

Student :"Menyesuaikan omongan dengan sub."

Researcher :"Bagaimana cara kamu mengatasi kesulitan-kesulitan tersebut?"

Student :"Ya pokoknya gitu mbak."

Researcher :"Hehe… disesuaikan gitu ya dek sampai pas."

Student :"Iyaaaps."

Researcher :"Apakah ada orang lain selain anggota keompokmu yang membantu proses pembuatan subtitle dengan menggunakan aplikasi tersebut?"

Student :"Tak ada."

Researcher :"Apakah hasil dari subtitle yang dibuat dengan aplikasi itu bisa sesuai harapanmu?"

Student :"Lumayan."

Researcher :"Apakah ketepatan waktu video dan subtitle pada pekerjaanmu bisa sesuai (akurat)?"

Student :"95% akurat."

Researcher :"Apakah ada *error* pada hasil video yang kamu subtitling?"

Student :"Alhamdulillah tidak ada."

Researcher :"Apakah semua player pada laptopmu bisa dipakai untuk memutar video hasil subtitlemu?"

Student :"Yang 321 (Media Player Classic) nda bisa."

Researcher :" Jenis subtitle apa yang kamu buat ketika menggunakan aplikasi itu? Hardsub atau fansub?

Student :"Nda paham mbak."

Researcher :"Gini dek, kalau Fansub itu biasanya subtitle yang dibuat oleh orang-orang awam dek di internet seperti film-film bajakan dan bahasanya bisa santai dek. Kalau hardsub itu subtilenya lebih tertata bahasanya dek.Biasanya digunakan pada film-film original atau asli dek dengan bahasa yang sopan dan tertata."

Student :"Hardsub."

Researcher :"Bagaimana pendapatmu setelah memakai aplikasi itu?"

Student :"Biasa aja sih."

Researcher :"Hehe….Kasih komen dek pa apa gitu."

Student :"Jadi bisa ngesub sendiri mbak. Hehehe."

Researcher :"Hehe..iya dek, terima kasih atas waktunya dek."

C. Name : Yudi

Class :A

Media : Aegisub

Researcher :"Assalamualaikum. Maaf dek, bisa wawancara sekarang?"

Student :" Waalaikumsalam. Iya, bisa mbak."

Researcher :"Apa aplikasi yang kamu gunakan untuk membuat subtitle?"

Student :"Aegisub mbak."

Researcher :"Apakah kamu menggunakan aplikasi itu karena keinginan sendiri atau mengikuti saran dari teman?"

Student :"Saran dari teman."

Researcher :"Sudah pernahkah kamu memakai aplikasi itu sebelum dalam kelas subtitle?"

Student :"Sudah."

Researcher :"Apa genre film yang kamu subtitle dengan aplikasi itu?"

Student :"Romance, action, animation."

Researcher :"Dari mana kamu mendapatkan *master/driver* untuk menginstal aplikasi itu?"

Student :"Dapat dari teman."

Researcher :" Apakah ada kesulitan yang terjadi ketika proses intalasi aplikasi tersebut?"

Student :"Tidak ada."

Researcher :"Apakah aplikasi yang diinstal bisa digunakan selamanya atau sementara waktu (*trial*)?"

Student :"Selamanya."

Researcher :"Apakah proses pembuatan subtitle dengan menggunakan aplikasi itu membutuhkan waktu yang lama?"

Student :"Sedang."

Researcher :"Kira-kira kamu menyelesaikan video berapa jam dek?"

Student :"*Full* film 1,5 jam mbak."

Researcher :"Itu yag buat tugas di Makul subtitling dek?"

Student :"Iya mbak. Waktu itu filmnya *The Avengers*."

Researcher :"Apakah proses editing dengan menggunakan aplikasi itu mudah atau sulit? Jelaskan pendapatmu."

Student :"Menggunakan Aegisub menurut saya paling mudah dibandingkan dengan aplikasi yang lain. Karena, aplikasi ini *simple* tapi sudah komplit untuk proses pembuatan subtitle."

Researcher :"Apakah kamu bisa berkreativitas dengan menggunakan aplikasi tersebut?"

Student :"Iya. Dengan aplikasi tersebut saya mencoba member subtitle pada video *clip* lagu favorit saya."

Researcher :"Apa saja kesulitan-kesulitan yang kamu hadapi ketika menggunakan aplikasi tersebut?"

Student :"Kesulitannya biasanya saat menyamakan subtitle dengan ucapan dari tokoh."

Researcher :" Bagaimana cara kamu mengatasi kesulitan-kesulitan tersebut?"

Student :"Mendengarkan secara berulang waktu tokoh berbicara dengan mengatur waktu subtitle ditampilkan secara manual."

Researcher :"Apakah ada orang lain selain anggota kelompokmu yang membantu proses pembuatan subtitle dengan menggunakan aplikasi tersebut?"

Student :"Tidak ada mbak."

Researcher ."Apakah hasil dari subtitle yang dibuat dengan aplikasi ituu bisa sesuai harapanmu?"

Student :"Sesuai dengan harapan dan memuaskan."

Researcher :"Apakah ketepatan waktu video dan subtitle pada pekerjaanmu bisa sesuai (akurat)?"

Student :"Bisa, tapi tidak sekali jadi (harus diulangi/diedit saat input subtitle)."

Researcher :"Apakah ada *error* pada hasil video yang kamu subititle?"

Student :"Tidak ada."

Researcher :"Apakah semua *player* di laptopmu bisa dipakai untuk memutar video hasil subtitlemu?"

Student :"Bisa, tapi kalau *GOM* ada sedikit kendala. Jika ukuran terlalu besar agak ngelag."

Researcher :"Jenis subtitle apa yang kamu buat ketika menggunakan aplikasi itu? Hardsub atau Fansub?"

Student :"Hardsub. Belum pernah mencoba yang Fansub."

Researcher :"Bagaimana pendapatmu setelah memakai aplikasi itu?"

Student :"Aplikasi tersebut sangat membantu, *simple*, pengoperasiannya mudah dan untuk mendapatkan master juga mudah."

Researcher :"Alhamdulillah…. Terima kasih dek atas waktunya."

Student :"Iya mbak. Sama-sama mbak."

D. Name : Medina

Class : B

Media : Aegisub

Researcher :"Assalamualaikum. Maaf dek, bisa wawancara sekarang?"

Student :"Bisa mbak."

Researcher :"Apa aplikasi yang kamu gunakan untuk membuat subtitle?"

Student :"Aegisub mbak."

Researcher :"Apakah kamu menggunakan aplikasi itu karena keinginan sendiri atau mengikuti saran dari teman?"

Student :" Keinginan sendiri."

Researcher :"Sudah pernahkah kamu memakai aplikasi itu sebelum dalam kelas subtitle?"

Student :"Belum."

Researcher :"Apa genre film yang kamu subtitling dengan aplikasi itu?"

Student :"Action."

Researcher :"Dari mana kamu mendapat *master/driver* untuk menginstal aplikasi itu?"

Student :"Dosen."

Researcher :"Apakah ada kesulitan yang terjadi ketika proses instalasi aplikasi tersebut?"

Student :"Tidak."

Researcher :"Apakah aplikasi yang diinstal bisa digunakan selamanya atau sementara?"

Student :"Selamanya."

Researcher :"Apakah proses pembuatan subtitle dengan menggunakan aplikasi itu membutuhkan waktu yang lama?"

Student :"Tidak."

Researcher :"Apakah proses editing dengan menggunakan aplikasi itu mudah atau sulit?Jelaskan pendapatmu."

Student :"Mudah. Karena menutur saya, Aegisub adalah aplikasi yang mudah digunakan dibanding aplikasi yang lain, yang harus melewati beberapa step. Tetapi Aegisub ini dengan step yang tidak terlalu rumit dan banyak, subtitle akan menjadi lebih cepat selesai pengerjaannya."

Researcher :"Apakah kamu bisa berkreativitas dengan menggunakan aplikasi tersebut?"

Student :"Sejauh ini yang saya tau, Aegisub hanya bisa digunakan untuk membuat sub, mbak."

Researcher :"Apakah subtitle yang kamu buat bisa diesit atau dirubah dengan aplikasi itu?"

Student :"Bisa mbak."

Researcher :" Apa saja kesulitan-kesulitan yang kamu hadapi ketika menggunakan aplikasi tersebut?"

Student :"Pas nge-sub kan mbak, salah ketik. Terus pas mau di edit lagi, balikin ke menu sebelumnya lama."

Researcher :"Owalah… Jadi agak lemot gitu ya dek?"

Student :"Kadang sih mbak. Tapi emang gampangnya tuh gak perlu banyak *step*."

Researcher :"Bagaimana cara kamu mengatasi kesulitan-kesulitan tersebut?"

Student :"Minta bantuan teman."

Researcher :"Apakah hasil dari subtitle yang dibuat dengan aplikasi itu bisa sesuai harapanmu?"

Student :"Ya."

Researcher :"Apakah ketepatan waktu video dan subititle pada pekerjaanmu bisa sesuai (akurat)?"

Student :"Ya."

Researcher :"Apakah ada *error* pada hasil video yang kamu subtitling?"

Student :"Tiidak."

Researcher :"Apakah semua player di laptopmu bisa dipakai untuk memutar video hasil subtitlemu?"

Student :"Bisa mbak."

Researcher :"Jenis subtitle apa yang kamu buat ketika menggunakan aplikasi itu? Hardsub atau Fansub?"

Student :"Fansub sih kayaknya mbak."

Researcher :"Bagaimana pendapatmu setelah memakai aplikasi itu?"

Student :"Mudah digunakan untuk pemula dan nggak ribet."

Researcher :"Ahamdulillah. Terima kasih dek.Pertanyaannya sudah selesai."

Student :"Iya mbak. Sama-sama.hehe…"

E. Name : Izna

Class : B

Media : Aegisub

Researcher :"Assalamuaaikum. Maaf dek.Bisa dimulai sekarang?"

Student :"Waalaikumsalam. Bisa mbak."

Researcher :"Apa aplikasi yang kamu gunakan untuk membuat subtitle?"

Student :"Lali mbak. Opo ya???Enek pilihan e gak mbak?"

Researcher :"Hehe...Aegisub/DivXLand Media Subtitler/Ulead/Movie Maker atau yang lain dek?"

Student :"Aegisub mbak."

Researcher :"Apakah kamu menggunakan aplikasi itu karena keinginan sendiri atau mengikuti saran dari teman?"

Student :"Keinginan sendiri mbak. Coba-coba."

Researcher :"Sudah pernahkah kamu memakai aplikasi itu sebelum dalam kelas subtitle?"

Student :"Belum."

Researcher :"Apa genre film yang kamu subtitling dengan aplikasi itu?"

Student :"Horror."

Researcher :"Dari mana kamu mendapat *master/driver* untuk menginstal aplikasi itu?"

Student :"Dosen pengajar mbak."

Researcher :"Apakah ada kesulitan yang terjadi ketika proses instalasi aplikasi tersebut?"

Student :"Ada."

Researcher :"Apa saja kesulitannya?"

Student :"Gabisa dipasang di laptopku mbak. Jadi aku nge-sub itu pakai *lapy* orang."

Researcher :"Kenapa tidak bisa dipakai di laptopmu dek? Apakah laptopmu keluaran lama atau baru?"

Student :"Mungkin karena windowsnya belum pernah diperbarui mbak."

Researcher :"Begitu ya dek. Lalu, apakah aplikasi yang diinstak bisa digunakan selamanya atau sementara waktu (*trial*)?"

Student :"Bisa digunakan selamanya kayaknya mbak."

Researcher :"Apakah proses pembuatan subtitle dengan menggunakan aplikasi itu membutuhkan waktu yang lama?"

Student :'Kurang lebih 1 jam-an mbak untuk video berdurasi lebih dari 5 menit buat ngepasin. Hehe… susahnya itu mbak."

Researcher :"Apakah proses editing dengan menggunakan aplikasi itu mudah atau sulit? Jelaskan pendapatmu."

Student :"Sulit mbak. Karena lupa letak *tools*-nya. Hehe…"

Researcher :"Apakah kamu bisa berkreativitas dengan menggunakan aplikasi tersebut?"

Student :"Bisa."

Researcher :"Contohnya apa dek?"

Student :"Ya, aku jadi bisa nge-sub itu mbak. Hehe."

Researcher :"Ok dek. Apa saja kesulitan yang kamu hadapi ketika menggunakan aplikasi tersebut?"

Student :" Sulit ngepasin subtitle dengan percakapanya mbak."

Researcher :"Bagaimana cara kamu mengatasi kesulitan-kesulitan tersebut?"

Student :"Istirahat sejenak untuk berfikir mbak."

Researcher :"Hehe… *Refreshing* dulu berarti dek. Apakah ada orang lain selain anggota kelompokmu yang membantu proses pembuatan subtitle dengan menggunakan aplikasi tersebut?"

Student :"Waktu kelompokan, semua anggota kelompok membantu kok mbak."

Researcher :"Selain anggota kelompok ada apa tidak dek?"

Student :"Ga ada mbak."

Researcher :"Apakah hasil dari subtitle yang dibuat dengan aplikasi itu bisa sesuai harapanmu?"

Student :"Alhamdulillah. Dua kali nge-sub sesuai harapan mbak."

Researcher :"Apakah ketepatan waktu video subtitle pada pekerjaanmu bisa sesuai (akurat)?"

Student :"Bisa mbak."

Researcher :"Apakah ada *error* pada hasil video yang kamu subtitling?"

Student :"Dua kali gak ada masalah mbak."

Researcher :"Apakah semua player di laptopmu bisa dipakai untuk memutar video hasil subtitlemu?"

Student :"Nggak mbak. Selain *GOM* bisa semua mbak."

Researcher :"Jenis subtitle apa yang kamu buat ketika menggunakan aplikasi itu?" Hardsub atau Fansub?"

Student :"Hardsub itu kek gimana mbak, fansub jg kek gimana?"

Researcher :"Kalo Fansub itu biasanya subtitle yang dibuat oleh orang-orang awam dek di internet seperti film-film bajakan dan bahasanya bisa santai dek. Kalau hardsub itu subtilenya lebih tertata bahasanya dek.Biasanya digunakan pada film-film original atau asli dek dengan bahasa yang sopan dan tertata."

Student :"Fansub mbak."

Researcher :"Bagaimana pendapatmu setelah memakai aplikasi itu?"

Student :"Buat aku, sangat membantu mbak. Juga nggak terlalu rumit untuk pemula kayak aku. Hehe…."

Researcher :"Alhamdulilah…Selesai dek pertanyaannya. Terima kasih atas waktunya dek."

Student :"Alhamdulillah mbak. Sama-sama."

F. Name : Dewita

Class : A

Media : DivXLand and Aegisub

Researcher :"Assalamualaikum dek. Kita mulai wawancaranya ya dek."

Student :"Waalaikumsalam. Boleh mbak."

Researcher :"Apa aplikasi yang kamu pakai untuk membuat subtitle?"

Student :"DivXLand sama Aegisub."

Researcher :"Apakah kamu menggunakan kedua aplikasi itu karena keinginan sendiri atau saran dari teman?"

Student :"Dari dosen nyuruh gunain itu mbak."

Researcher :"Sudah pernahkah kamu memakai aplikasi itu sebelum dalam kelas subtitle?"

Student :"Belum pernah."

Researcher :"Apa genre film yang kamu subtitling dengan aplikasi itu?"

Student :"Kalo yang DivXLand Children mbak. Kalo yang Aegisub Action."

Researcher :"Dari mana kamu mendapat *master/driver* untuk menginstal aplikasi itu?"

Student :"Download semua kayane mbak. Di laptopnya temenku semua."

Researcher :"Apa ada kesulitan yang terjadi ketika proses instalasi aplikasi tersebut?"

Student :"Tidak."

Researcher :"Apa aplikasi yag diinstal bisa digunakan selamanya atau sementara waktu (trial)?

Student :"Nggak ada trialnya mbak."

Researcher :"Yang *download* siapa dek *master*-nya?"

Student :"Temen aku semua."

Researcher :"Apakah proses pembuatan subtitle dengan menggunakan aplikasi itu membutuhkan waktu yang lama?"

Student :"Lumayan mbak."

Researcher :"Kira-kira berapa lama dek waku penyelesaiannya?"

Student :"Dulu 15 menit ki semalem lah baru selesai."

Researcher :"Apakah proses editing dengan menggunakan aplikasi itu mudah atau sulit? Jelaskan pendapatmu."

Student :"Lumayan mudah. Yang sulit ngepaske waktunya antara jedanya."

Researcher :"Apakah kamu bisa berkereaivitas dengan menggunakan aplikasi tersebut."

Student :"Bisa ngedit juga kalo dari aplikasi itu mbak. Jadi bisa buat kreativitas."

Researcher :"Apa saja kesulitan-kesulitan yang kamu hadapi ketika menggunakan aplikasi tersebut?"

Student :"Menyamakan omongan dengan subtitle yang dimasukkan."

Researcher :"Bagaimana cara kamu mengatasi kesulitan-kesulitan tersebut?"

Student :"Didengarkan dengan *headset*. Untuk ngepaskan suar dengan subtitle."

Researcher :"Apakah ada orang lain selain anggota kelompokmu yang membantu proses pembuatan subtitle dengan menggunakan aplikasi tersebut?'

Student :"Ada mbak."

Researcher :"Siapa dek?"

Student :"Anggota kelompok lain yang juga pakai DivXLand mbak. Saling share info gitu."

Researcher :"Apakah hasil dari subtitle yang dibuat dengan aplikasi itu bisa sesuai harapanmu?"

Student :"Alhamdulillah. Sudah lumayan lah."

Researcher :"Apakah ketepatan waktu video dan subtitle pada pekerjaanmu bisa sesuai (akurat)?"

Student :"80% akurat."

Researcher :"Apakah ada error pada hasil video yang kamu subtitling?"

Student :"Kemarin sih kayaknya enggak mbak. Cuma telat-telat gitu subtitlenya."

Researcher :"Owalah. Berarti pas di-*play* lancar-lancar aja ya videonya? "

Student :"Iya mbak. Lancar."

Researcher :"Apakah semua player di laptopmu bisa dipakai untuk memutar video hasil subtitlemu?"

Student :"Bisa mbak."

Researcher :"Jenis subtitle apa yang kamu buat ketika menggunakan apliksi tersebut? Harsub atau Fansub?"

Student :"Bedanya apa mbak?"

Researcher :"Kalo Fansub itu biasanya subtitle yang dibuat oleh orang-orang awam dek di internet seperti film-film bajakan dan bahasanya bisa santai dek. Kalau hardsub itu subtilenya lebih tertata bahasanya dek.Biasanya digunakan pada film-film original atau asli dek dengan bahasa yang sopan dan tertata."

Student :"Fansub sih mbak."

Researcher :"Bagaimana pendapatmu setelah memakai aplikasi tersebut?"

Student :"Membantu tugas, memudahkan, sama menarik. Hehe."

Researcher :"Coba komen soal kekurangan atau kelebihannya DivXLand dek?"

Student :"Kekurangannya kurang tambahan buat ngedit-ngedit *font* sama tempatnya buat ngasih si subtitle itu. Enaknya lebih mudah dari pada Aegisub mbak."

Researcher :"Oke dek. Alhamdulillah. Selesai dek. Terima kasih atas waktunya dek."

Student :" Iya mbak. Sama-sama."

G. Name : Rulli

Class : A

Media : Aegisub and DivXLand Media Subtitler

Researcher :"Assalamualaikum. Maaf dek, bisa mulai sekarang?"

Student :"Waalaikumsalam. Bisa."

Researcher :"Apa aplikasi yang kamu gunakan untuk membuat subtitle?"

Student :"Aegisub dan DivXLand Media Subtitler mbak."

Researcher :"Apakah kamu menggunakan aplikasi itu karena keinginan sendiri atau mengikuti saran dari teman?"

Student :"Keinginan sendiri."

Researcher :"Sudah pernahkah kamu memakai aplikasi itu sebelum dalam kelas subtitle?"

Student :"Belum pernah, baru pertama kali saat kelas subtitle."

Researcher :"Apa genre film yang kamu subtitling dengan aplikasi itu?"

Student :"Action dan comedi."

Researcher :"Dari mana kamu mendapat *master/driver* untuk menginstal aplikasi itu?"

Student :"Minta teman dan kadang *download."*

Researcher :"Yang download yang aplikasi apa dek?"

Student :"Aegisub."

Researcher :"Apakah ada kesulitan yang terjadi ketika proses instalasi kedua aplikasi tersebut?"

Student :"Tidak ada kendala."

Researcher :"Apakah aplikasi yang diinstal bisa digunakan selamanya atau sementara waktu?"

Student :"Selamanya."

Researcher :"Apakah proses pembuatan subtitle dengan mengunakan kedua aplikasi itu membutuhkan waktu yang lama? Ataukah ada perbedaan?"

Student :"Tergantung durasi film. Semakin lama durasi filmnya semakin lama pula proses pembatan subtitle."

Researcher :"Jadi jenis aplikasi tidak mempengaruhi lama waktunya ya dek?"

Student :"Faktor kebiasaan juga berpengaruh dalam pembuatan subtitle. Apabila seringnya menggunakan Aegisub maka semakin mudah. Disamping itu, menggunakan DivXLand Media Subtitle sebenarnya bisa, tetapi karena jarang menggunakan maka juga berpengaruh pada lamanya pembuatan subtitle."

Researcher :"Apakah proses editing dengan menggunakan aplikasi itu mudah atau sulit? Jelaskan pendapatmu."

Student :"Mudah, seperti yang aku jelaskan sebelumnya mbak bahwa factor kebiasaan berpengaruh dalam proses editing."

Researcher :"Apakah kamu bisa berkreativitas dengan menggunakan aplikasi tersebut?"

Student :"Sedikit-sedikit. Contohnya kreatif dalam jenis *font* huruf."

Researcher :"Perbedaannya apa dek kalau dari segi kreatifitas di 2 aplikasi itu menurut kamu?"

Student :"Menurut pendapatku tidak ada perbedaan yang signifikan."

Researcher :"Apa saja kesulitan-kesulitan yang kamu hadapi ketika menggunakan kedua aplikasi tersebut?"

Student :"Dalam proses pencocokkan timing."

Researcher :"Bagaimana cara kamu mengatasi kesulitan-kesulitan itu?"

Student :"Diulang-ulang sampai menemukan timing yang pas dan tepat."

Researcher :"Apakah ada orang lain selain anggota kelompokmu yang membantu proses pembuatan subtitle denga menggunakan aplikasi tersebut?"

Student :"Tidak ada."

Researcher :"Apakah hasil dari subtitle yang dibuat dengan kedua aplikasi tersebut bisa sesuai harapanmu?"

Student :"Sudah sesuai harapan karena diekrjakan dengan sungguh-sungguh."

Researcher :"Apakah ketepatan waktu video dan subtitle pada pekerjaanmu bisa sesuai (akurat)?"

Student :"Kadang ketepatan waktunya belum akuratm. Kadang ketika video diputar, subtitlenya masih belum pas."

Researcher :"Apakah ada *error* pada hasil video yang kamu subtitle?"

Student :"Sejauh ini belum pernah."

Researcher :"Apakah semua *player* di laptopmu bisa dipakai untuk memutar video hasil subtitlemu?"

Student :"Bisa."

Researcher :"Jenis subtitle apa yang kamu buat ketika menggunakan aplikasi tersebut? Hardsub atau Fansub?"

Student :"Softsub, subtitle dan video terpisah tidak satu file."

Researcher :"Bukan itu dek maksudnya. Kalo Fansub itu biasanya subtitle yang dibuat oleh orang-orang awam dek di internet seperti film-film bajakan dan bahasanya bisa santai dek. Kalau hardsub itu subtilenya lebih tertata bahasanya dek.Biasanya digunakan pada film-film original atau asli dek dengan bahasa yang sopan dan tertata."

Student :"Biasanya Hardsub."

Researcher :"Bagaimana pendapatmu setelah memakai kedua aplikasi tersebut? Yang Aegisub bagaimana dan yang DivXLand Media Subtitle bagaimana dek?"

Student :"Dalam menggunakan Aegisub mudah digunakan. Dalam proses timing tergantung kejelian kita dalam pemcocokannya. DivXLand juga sebenarnya mudah, tetapi karena jarang menggunakan maka dalam proses pembuatan subtitle kadang membutuhkan waktu lumayan lama."

Researcher :"Oke dek. Sudah selesai.Terima kasih waktunya dek."

Student :"Iya mbak. Sama-sama."

H. Name : Ummi R

Class : B

Media : Aegisub

Researcher :"Assalamualaikum. Dek, bisa wawancara sekarang?"

Student :"Oh, iya mbak."

Researcher :"Apa aplikasi yang kamu buat untuk membuat subtitle?"

Student :"Aplikasi yang saya gunakan untuk membuat subtitle adalah Aegisub."

Researcher :"Apakah kamu menggunakan aplikasi itu karena keinginan sendiri atau mengikuti saran dari teman?"

Student :"Saya menggunakan aplikasi itu karena saran dari dosen."

Researcher :"Sudah pernahkan kamu memakai aplikasi itu sebeum dalam kelas subtitle?"

Student :"Sebelumnya saya belum pernah menggunakan aplikasi Aegisub sebelum kelas subtitle."

Researcher :"Apa genre film yang kamu subtitling dengan aplikasi itu?"

Student :"Genre film yang saya subtitling dengan aplikasi Aegisub adalah genre anak-anak dan *action*."

Researcher :"Dari mana kamu mendapat *master/driver* untuk menginstal aplikasi itu?"

Student :"Saya mendapat *driver/master* untuk menginsta aplikasi itu dari teman saya."

Researcher :"Apakah ada kesulitan yang terjadi ketika proses instalasi aplikasi tersebut?"

Student :"Tidak ada kesulitan dalam proses install aplikasi tersebut."

Researcher :"Apakah aplikasi yang diinstal bisa digunakan selamanya atau sementara waktu (*trial*)?"

Student :"Aplikasi yang digunakan bisa digunakan selamanya."

Researcher :"Apakah proses pembuatan subtitle dengan menggunakan aplikasi itu membutuhkan waktu yang lama?"

Student :"Pembuatan subtitle dengan menggunakan aplikasi Aegisub membutuhkan waktu yang lama karena mengepaskan durasi waktu dengan kata-kata yang akan disubtitle."

Researcher :"Apakah proses editing dengan menggunakan aplikasi itu mudah atau sulit? Jelaskan pendapatmu."

Student :"Proses editing dengan menggunakan aplikasi tergolong mudah karena dapat dipahami dengan gampang."

Researcher :"Apakah kamu bisa berkreativitas dengan menggunakan aplikasi tersebut?"

Student :"Ya, saya bisa berkreativitas dengan menggunakan aplikasi Aegisub."

Researcher :"Apa saja kesulitan-kesulitan yang kamu hadapi ketika menggunakan aplikasi tersebut?"

Student :"Kesulitan-kesulitan yang saya hadapi selama menggunakan yaitu kadang aplikasinya nge-*hang* terus laptopnya masti sendiri."

Researcher :"Bagaimana cara kamu mengatasi kesulitan-kesulitan tersebut?"

Student :"Cara mengatasi kesulitan tersebut jika saat mengerjakan pekerjaan yang udah dikerjain itu di-*save* dulu terus baru dilanjutin. Jadi nanti kalau misalnya nge-*hang* lagi, pekerjaanya udah kesimpen."

Researcher :"Apakah ada orang lain selain anggota kelompokmu yang membantu yang membantu proses pembuatan subtitle dengan menggunakan aplikasi tersebut?"

Student :"Iya. Ada yang membantu."

Researcher :"Apakah hasil dari subtitle yang dibuat dengan aplikasi itu bisa sesuai harapanmu?"

Student :"Iya, sesuai harapan. Karena bisa diutak-atik sesuai keinginan kita."

Researcher :"Apakah ketepatan waktu video dan subtitle pada pekerjaanmu bisa sesuai (akurat)?"

Student :"Ketepatan waktu dan video bisa sesuai alias akurat."

Researcher :"Apakah ada *error* pada hasil video yang kamu subtitling?"

Student :"Alhamdulillah tidak ada."

Researcher :"Apakah semua player di laptopmu bisa dipakai untuk memutar video hasil subitltemu?"

Student :"Iya, bisa."

Researcher :"Jenis subtitle apa yang kamu buat ketika menggunakan aplikasi itu? Hardsub atau fansub?"

Student :"Hardsub fansub i apa mbak?"

Researcher :"Kalo Fansub itu biasanya subtitle yang dibuat oleh orang-orang awam dek di internet seperti film-film bajakan dan bahasanya bisa santai dek. Kalau hardsub itu subtilenya lebih tertata bahasanya dek.Biasanya digunakan pada film-film original atau asli dek dengan bahasa yang sopan dan tertata."

Student :"Jenis subtitle yang saya buat ketika menggunakan aplikasi ialah fansub."

Researcher :"Bagaimana pendapatmu setelah memakai aplikasi itu?"

Student :"Pendapat saya setelah memakai aplikasi itu sangat menyenangkan dan gampang dioperasikan. Kalau saya sendiri sedang membuat subtitle kadang saya sampai lupa waktu karena saking asiknya bikin subtitle."

Researcher :"Selesai dek. Makasih banya ya dek."

Student :"Iya. Sama-sama mbak."

I. Name : Rezza

Class : A

Media : DivXLand Media Subtitler

Researcher :"Assalamualaikum. Dek, bisa wawancara sekarang?"

Student :"Oke mbak. Bismillah."

Researcher :"Apa aplikasi yang kamu buat untuk membuat subtitle?"

Student :"DivXLand mbak."

Researcher :"Apakah kamu menggunakan aplikasi itu karena keinginan sendiri atau mengikuti saran dari teman?"

Student :"Ikut saran dari dosen. Tugas dari dosen suruh pake aplikasi itu gitu."

Researcher :"Sudah pernahkan kamu memakai aplikasi itu sebeum dalam kelas subtitle?"

Student :"Belum. Aku belum pernah make aplikasi itu sebelum kelas subtitle."

Researcher :"Apa genre film yang kamu subtitling dengan aplikasi itu?"

Student :"Pas pake DivXLand itu aku subtitlenya ceritanya soal anak-anak kalau ndak salah. Cerita anak-anak berarti aku *for children* film Barbie."

Researcher :"Dari mana kamu mendapat *master/driver* untuk menginstal aplikasi itu?"

Student :"Aku dapet dari temen. Jadi temen yang *download* gitu terus aku tinggal instal."

Researcher :"Apakah ada kesulitan yang terjadi ketika proses instalasi aplikasi tersebut?"

Student :"Nggak sih. Nggak ada kesulitan.Diajarin sekali langsung bisa."

Researcher :"Apakah aplikasi yang diinstal bisa digunakan selamanya atau sementara waktu (*trial*)?"

Student :"Kayaknya bisa dipake terus deh. Soalnya aku belum pernah make lagi setelah ngedit buat cerita Barbie tadi itu. Belum pernah ngedit pake itu lagi."

Researcher :"Apakah proses pembuatan subtitle dengan menggunakan aplikasi itu membutuhkan waktu yang lama?"

Student :"Iya. Pake waktu yang lama."

Researcher :"Apakah proses editing dengan menggunakan aplikasi itu mudah atau sulit? Jelaskan pendapatmu."

Student :"Sulit sih enggak. Cuma kalau kita pakai DivXLand itu kita harus mendengarkan lebih gitu lho. Kalau DivXLand itu kita harus neken, neken pas mulai omongannya itu muncul biar sesuai, biar sinkron sama tulisannya kita harus neken lama terus kalau misal udah selesai waktunya terus kita lepas lagi. Nah itu menurut aku buang-buang waktu gitu. Terus kalau misalnya kan bisa ditandai juga. Misalnya mulai dari menit ke ini kita tandain nanti selesainya di menit ini. Itu kan bisa ditandai juga nah menurut aku itu juga ribet gitu lho. Gitu, misalnya kalau DivXLand itu ka nada dua cara kan tadi masukin teksnya kalau misalnya ditandain dulu mulai dari mana terus berakhirnya di menit mana itu menurut aku ribet jadi aku lebih pilih diteken terus dilepas tapi itu juga ribet sih nek menurutku."

Researcher :"Apakah kamu bisa berkreativitas dengan menggunakan aplikasi tersebut?"

Student :"Sedikit sih kayaknya itu ngasih teks-teks terus dikasih… em..apa ya. Sedikit sih kayaknya berkreativitasnya."

Researcher :"Apa saja kesulitan-kesulitan yang kamu hadapi ketika menggunakan aplikasi tersebut?"

Student :"Kesulitannya ya itu tadi. Harus menyesuaikan waktu sama masukin teksnya itu kita harus mendengarkan lebih gitu lho. Harus ngepasinnya itu agak susah.

Researcher :"Bagaimana cara kamu mengatasi kesulitan-kesulitan tersebut?"

Student :"Mengatasi kesulitan-kesulitannya ya harus lebih teliti lagi sih ketika waktunya mulai sama teksnya harus dimasukin itu kita harus teliti lagi. Jadi, harus pake *headset* lah. Pokoknya harus lebih detail."

Researcher :"Apakah ada orang lain selain anggota kelompokmu yang membantu yang membantu proses pembuatan subtitle dengan menggunakan aplikasi tersebut?"

Student :"Iya itu pertama itu aku diajarin sama anggota kelompok aku juga. Jadi pertama dia yang buat dulu terus dia ngajarin aku cara-caranya terus baru aku bisa make aplikasi itu.

Researcher :"Apakah hasil dari subtitle yang dibuat dengan aplikasi itu bisa sesuai harapanmu?"

Student :"Ya sesuai. Soalnya kalau subtitle kan juga ada standarnya sendiri kan kita harus pakai ukurannya seberapa terus fontnya pakai font apa itu kan udah ada standarnya. Jadi ya, menurut aku sih ya sesuai harapan."

Researcher :"Apakah ketepatan waktu video dan subtitle pada pekerjaanmu bisa sesuai (akurat)?"

Student :"Tergantung dari keakuratan kita mendengar suara itu tadi. Mendengar kapan harus teks itu dimasukkan biar sinkron sama video."

Researcher :"Apakah ada *error* pada hasil video yang kamu subtitling?"

Student :"Enggak pernah sih. Enggak pernah ada *error*. Cuman kadang kan kalau missal kita lagi buat itu kan Cuma dua baris ya nanti hasilnya. Baris di teks itu Cuma dua baris tapi ketika dipasang di *LCD* di layar *LCD* nya itu nanti tiga baris.Nah itu suka mengurangi point gitu lho. Padahal aslinya kalau di laptop itu cuma dua baris tapi ketika di *LCD* itu jadi tiga baris. Padahal kalau misalnya subtitle itu gak boleh tiga baris kan. Maksimal dua baris.Nah, itu, pernah aku kena kayak *minus* gitu gara-gara di *LCD* itu layarnya munculnya subtitlenya tiga baris."

Researcher :"Apakah semua player di laptopmu bisa dipakai untuk memutar video hasil subitltemu?"

Student :"Bisa. Punyaku bisa semua karena aku pakainya VLC, Media Player, sama satu lagi aku lupa."

Researcher :"Jenis subtitle apa yang kamu buat ketika menggunakan aplikasi itu? Hardsub atau fansub?"

Student :"Duh yang ini aku nggak ngerti ni mbak."

Researcher :"Bagaimana pendapatmu setelah memakai aplikasi itu?"

Student :"Setelah memakai aplikasi itu, menurut aku ribet terus aku dikasih tau aplikasi Aegisub, aku pilih Aegisub. Kayak gitu."

Researcher :"Berikan pendapatmu tentang perbandingan antara DivXLand Media Subtitle dan Aegisub sesuai dengan pengalamanmu."

Student :"Sebenernya DivXLand sama Aegisub itu sama ya. Kita ngetik terus habis itu nandain kita mulainya di mana dan berakhir di mana gitu biar sinkron. Tapi kalau menurut aku tu lebih enak Aegisub dari tampilannya gitu mbak. Tampilan kalau di DivXLand tu kayaknya jadul banget.Ya gimana ya, enggak nyenengin gitu. Tapi kalau di Aegisub itu jelas gitu lho. Kita mau mulainya di mana, berakhirnya di mana, terus dengerin suaranya gimana itu tu lebih jelas gitu kalau menurut aku. Tampilannya juga lebih enak di Aegisub. Kalau misalnya salah-salah juga benerinnya lebih enak. Ya mungkin karena aku lebih terbiasa pake Aegisub aja kali ya. Soalnya kalau yang DivXLand itu aku ngeditnya Cuma sedikit, cuma film lima menitan kalau enggak salah jadi kan teksnya Cuma sedikit. Kalau yang Aegisub itu aku ngedit, ngisi filnya itu tu teksnya sekitar sejaman kayaknya. Jadi lebih banyak Aegisub gitu aku masukin subtitle. Jadi aku lebih terbiasa pakai Aegisub. Lebih enak pakai Aegisub. Gitu. Aku belajar autodidaknya juga lawat Aegisub. Kalau yang DivXLand itu

aku diajarin, ngeliat temenku. Jadinya, aku lebih suka Aegisub. Gitu dari tampilannya. Terus, tampilan terus ininya lebih jelas Aegisub. Gitu."

APPENDIX 6

DOCUMENTATION

Figure 1

Group's presentation in A class of Subtitling class

Figure 2

Students of A class fill the questionnaire

Figure 3

The researcher gave questionnaire in A class of subtiling class

Figure 4

Movie which has subtitled by the students during the presentation in B class

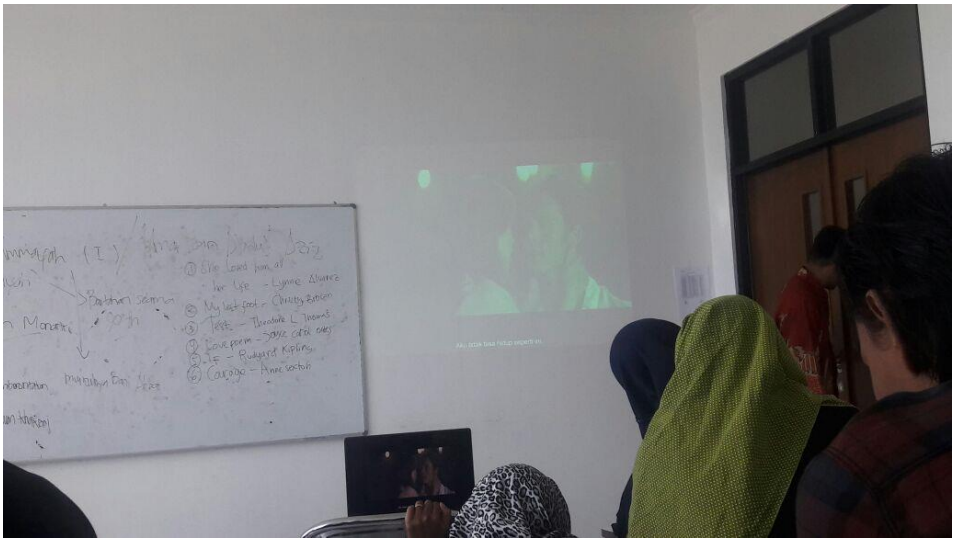

Figure 5

Students' presentation of B class in subtitling class

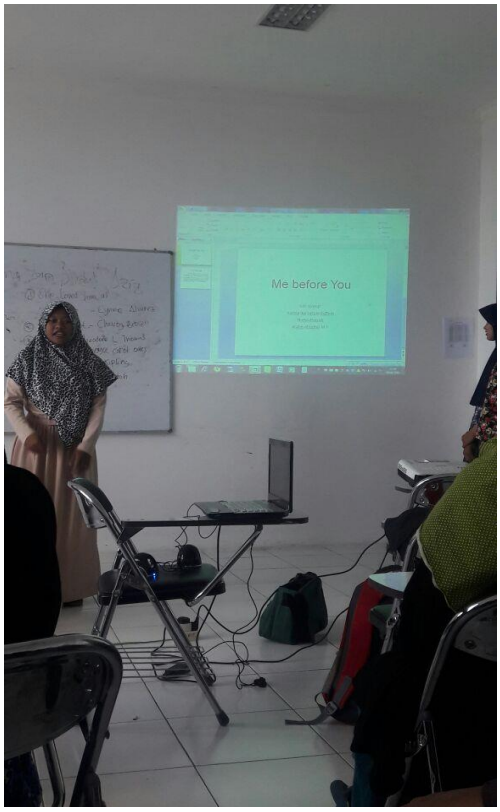

Figure 6

The researcher gave questionnaire to all students in subtitling class

Figure 7

Students of B class fill the questionnaire in Subtitling class