

**STUDENTS' EFFORT IN CREATING SUBTITLING PRODUCT OF  
SIXTH SEMESTER ENGLISH LANGUAGE EDUCATION  
IAIN SURAKARTA  
THESIS**

Submitted as a Partial Requirements

For the Degree of Undergraduate in English Language Education



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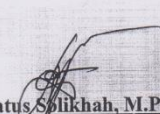
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Has already fulfilled the requirement to be presented before The  
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*Wassalamu'alaikumWr. Wb.*

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## RATIFICATION

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## **DEDICATION**

This thesis is dedicated to:

1. My beloved parent: Mr. Sunardi and Mrs. Misinem
2. My beloved brothers and sister: Haryono, Mauria Tania, Agus alim

## **MOTTO**

“Allah does not put a task on a person beyond his ability.”

(Qs. Al-Baqarah: 286)

“With difficulty is surely ease”, “difficulty is surely ease.”

(Qs. Al-Insyirah: 5-6)

# PRONOUNCEMENT

## PRONOUNCEMENT

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I hereby sincerely state that the thesis titled "Students' Effort in Creating Subtitling Product of Sixth Semester English Language Education IAIN Surakarta." is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

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

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Alhamdulillahirrabil'alamin, all praise to Allah SWT, for all blessings and mercies given to the researcher so that he could finish the thesis entitled "*Students' Effort in Creating Subtitling Product of Sixth Semester English Language Education IAIN Surakarta*". Peace is upon prophet Muhammad SAW, the great leader and good inspiration of world revolution.

The researcher is sure that this thesis would not be completed without the supports, and suggests from several sides. Thus, the researcher would like to express his deepest thanks to all of those who had helped, supported, and suggested him in the process of writing of the thesis. This goes to:

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The researcher realizes that the 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, 29 Agustus 2019

The Researcher,

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## ABSTRACT

Misdini Palasworo. 2019. *Students' Effort in Creating Subtitling Product of Sixth Semester English Language Education IAIN Surakarta*. Thesis, English Language Education, Cultures and Languages Faculty.

Advisor : Dr. Imroatus Solikhah, M. Pd

Key words : Students' Effort, Creating subtitle, Difficulties

The objective of this research are analysis on students' effort and difficulties in creating subtitling product. Effort is time and energy that escalate by the students in meeting the formal education requirements established by their teacher and school (Carbonaro, 2014: 28). The objectives of this research were to find out: 1) Students' effort in creating subtitling product; and 2) The difficulties faced by the students in creating subtitling product.

The method used in this research was a descriptive qualitative research. The research does in February 2018-July 2019. The subject of the research was 57 students from subtitling class of English Language Education, 22 students of subtitling class A and 37 students of subtitling class B. The instrument to collect the data were questionnaire, observation, interview and document. The researcher analyzed the data by using descriptive qualitative research. The trustworthiness of the research was methodological collecting the data triangulation.

From the result, the researcher found the answer of the research problem. *First*, in class A, the students' effort got outstanding, very good of behavior, very good, good and fair of diligent, outstanding, very good, and fair of engagement and outstanding, very good and good of persistence. In class B, the student got outstanding, very good of behavior, outstanding, very good, good and fair of diligent, outstanding, very good of engagement and outstanding, very good and good of persistence. *Second*, there are some difficulties that faced by the students during creating subtitling product. In class A, the researcher found there are spatial and temporal parameter as the technical difficulties and diction as the linguistic difficulties. In class B, the researcher, there are spatial and temporal parameter as the technical difficulties and diction as the linguistic difficulties.

In conclusion. *First*, the students' effort in class A got outstanding, very good of behavior, very good, good and fair of diligent, outstanding, very good, and fair of engagement and outstanding, very good and good of persistence. the student in class B got outstanding, very good of behavior, outstanding, very good, good and fair of diligent, outstanding, very good, of engagement and outstanding, very good and good of persistence. *Second*, the difficulties face by student of class A are technical and linguistic difficulties. the difficulties face by student of class B are technical and linguistic difficulties. Suggestion to the students, after conduct this research, the researcher hope that it will inspiring the student to be more gave the effort on their teaching learning process.

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# CHAPTER I

## INTRODUCTION

### A. Background of Study

There are many aspects that influence the student success or fails in their teaching learning process. The most critical components for success concentrate on attitudes of ability and effort (Schmid, 2015). Siegle (2010: 92) state that effort and ability are the major causes in students' report. Effort is time and energy that escalate by the students in meeting the formal education requirements established by their teacher and school. (Carbonaro, 2014: 28).

Students' efforts are related to many aspects such as students' beliefs, attitude, motivation, self-efficacy and achievement. Student in different tracks may hold different beliefs and attitude about their own chances of academic success (Carbonaro, 2005; Li, 2012). Students who believe they can succeed and expect to succeed in school will try harder because they belief distinct pay off to their efforts. In addition, students who do not believe that academic success are unlikely to try hard in school because they view such efforts as a waste of time. While beliefs raise effort, effort may alter students' beliefs in response to teachers' praise and higher grades (Carbonaro, 2005: 31).

Carbonaro (2005: 28) state that motivation and self-efficacy are clearly related to effort because they explain why some students exert more effort than do others. The students' effort has positive relation and influence

students' achievement (Carbonaro, 2005; Nagy, 2016; Pass, 2013; Rich, 2003; Siegle, 2010; Schmid, 2015). Support their argument Stewart (2007, 180; 2008, 181) state that student effort as it relates to increased school involvement, school attachment, and school commitment.

If teachers knew about the individual effort levels of students, they could find reasons why effort during a specific lesson is not invested. If the short questionnaire about effort would be used more frequently in a class, the teacher might discover patterns for example of topics, teaching styles or for example, class-levels why students are not willing to invest their effort. If patterns were known in relation to what provokes a majority of students to invest only rather low effort, for example, lessons, topics, teachers, teaching styles, these lessons, and so forth, could be improved accordingly, leading to more involvement in the classroom and thus helping to better retain information in the long term (schmid : 2015).

The engagement of students with the learning content is multimodal. The learning content often is presented in a way that students can connect it to their everyday life (Schmid : 2015). When students realize the connection between their learning and real world issues that matter to them, their motivation rises, and so does their learning. Students' experiences in school are different from their lives outside school. Bridging this gap the teacher must combine education and entertainment, or use of the latest technological devices. Learning tasks should be authentic, personalized, experiential, designed and learner-driven, and enable the creation of content and innovative ideas by learners. Scott (2015: 10) More active learning, more

relevant curricula, more real world learning and better-trained teachers will improve the quality of education overall and increase student engagement.

The partnership for 21st century skills gives point at creativity, translation as the tools to communicate international world, and technology. Advanced economies compete by producing innovative products and services at the global technology using the most advanced methods, High-income countries have a high capacity for innovation and their strategies are global in scope, which requires a workforce with the skills to translate and offerings to international marketplaces (Kozma, 2008: 7).

Technological and communication development began from prehistoric times where humans made rocky drawing, made signals and made sound-emitting tools to communicate. In modern times began in 1455 with the appearance of first printing press. In 1830, the emergence of first computer was building with a very large size. Then in 1837 the emergence of the first telegram and in 1877 come a telephone. Technology continued to develop rapidly with the advent of calculators and in 1939 digital electronic computers emerged. In 1973-1990 the start of the development of the internet has now become the most important thing in everyday life (Syafitri, 2018)

It was not long after the invention of film that efforts were first made to convey the dialogue of the actors to the audience. Started with intertitles: texts, drawn or printed on paper, filmed and placed between sequences of the film. They were first seen in 1903 as epic, descriptive titles in Edwin S. Porter's *Uncle Tom's Cabin*. The titles were from 1909 on called sub-titles,



as they were used in the same way as subtitles in for instance a newspaper. Early, but rarely, the subtitles were placed in the moving image, for instance as in Porter's *College Chums* (1907) or the French films *Judex* (1916) or *Mireille* (1922). (Ivarsson: 1998)

In fact, the very first “subtitles” in the modern sense saw the light of day already during the silent film era. In 1909 M. N. Topp registered a patent for a “device for the rapid showing of titles for moving pictures other than those on the film strip” (Ivarsson: 1998). With this method the projectionist, using a kind of slide projector, showed the subtitles on the screen below the intertitles.

However, "the first attested showing of a sound film with subtitles was when *The Jazz Singer* (originally released in the US in October 1927) opened in Paris, on January 26, 1929, with subtitles in French. Later that year, Italy followed suit, and on August 17, 1929, another Al Jolson film, *The Singing Fool*, opened in Copenhagen, fitted with Danish subtitles." (Gottlieb: 2010)

Matkivska (2004: 38) state that we live in the social influenced greatly by the media. With the appearance of new technology there appeared also new form of international and intercultural communication which led to new form of translation. Cinematography, as a part of the Media, has become one of the most widely-spread and influential forms of art. The translation of cinematographically products is called audiovisual translation. Audiovisual translation is certainly a form of translation.

However there are some special characteristics that make them different from the translation of a written text.

Mujagic (2012: 35) explain when we are translating a book; the original source language is completely replaced with the target language. The text is transferred from one language to another. Different with audiovisual translation, when a video is being translated the situation is quite different. First, the message of the video is conveyed by various messages such as image, acting, sound and language. It is obvious that not all of them can be replaced. When a video is dubbed only the visual component stay completely the same while the auditory component is completely changed. On the other hand, when a video is subtitled both auditory and visual components remain the actual translation is just added to the original work. Subtitling is different from other types of translations in several pways.

Today development and interaction with audiovisual content is greater than before. Modern life is unimagable without internet, television, cinema, home video, etc. The globalization process has resulted in a fast spread of audiovisual media distribution. people have witnessed many changes in technology. For example, we listened to music either on the radio, anxiously waiting for our favourite song all day or we would buy cassettes. To support this phenomenon, many universities in Indonesia begin to facilitate their student to learn translation, but only a few university give facilitate their student learn about audiovisual translation.

The researcher did pre research in four universities at 21<sup>th</sup> March 2019. Two from private university and two from state university, There are Sebelas Maret University (UNS), The State Islamic Instituted of Surakarta (IAIN), Muhammadiyah University of Surakarta (UMS) and Veteran Bangun Nusantara University (UNIVET). The researcher used random interview to get the data from students of seven semesters English Language Education in academic year 2018/2019. From the pre research, in UNIVET the student got Translation I 2 SKS in fifth semester, Translation II 2 SKS in sixth semester. The students from UNS got Translation 2 SKS in fifth semester. The student from UMS got Translation I 2 SKS in fifth semester and translation II 2 SKS in six semester. The student from IAIN got Translation in Text Book 2 SKS and Document Translation 2 SKS in fifth semester, Interpreting 4 SKS and Subtitling 4 SKS in sixth semester.

The researcher concludes there is no audiovisual translation subject study in English Language Education academic year 2018/2019 of Sebelas Maret University, Muhammadiyah University of Surakarta and Veteran Bangun Nusantara University. One of university that facilitates students to learn audiovisual translation is IAIN Surakarta in subtitling subject study. It is located at Jl.Pandawa, Pucangan, Kartasura, Sukaharjo, and Central Java.

In English Language Education, Cultures and Languages Faculty of IAIN Surakarta, in fifth semester those are Translation on Text Book 2 SKS, Document Translation 2 SKS. In sixth semester there are Interpreting 4 SKS, Subtitling 4 SKS. In seventh semester there are Research on Translation 4 SKS, and Translation Entrepreneurship 4 SKS. IAIN

Surakarta gave the facilities to the student if they want learn more about translation and they want to continue the study.

In subtitling subject, the students in class A and class B have different lecture. From the interview, miss lilik and miss Ikke had a same background of study, they used karametoglo as the standard for made subtitling. They using eagisub as a tool to make subtitling.

In class A, the lecture is Miss Lilik. From the interview he never made subtitling because haven't time to entered the subtitle to eagisub, but she made many products in translation. From observation, first meeting is about translation theory, second is theory type of translation, third is introduction of software AVT, fourth is eagisub practice, fifth is theory standard of composing subtitle, sixth until seventh is practice make subtitle in the form of short movie. the result of the product can upload in YouTube by the students' channel.

The lecture gave the theory, tool and example to made subtitle. The student chooses the member of group and get the genre of the short movie by mixing and chooses the movie base on their choice. From first short movie, the student presented their result. the second short movie with the same group, they got the different genre and presented the result.

In class B the lecture is miss Ikke, from the interview, she ever joint with some commercial profile and get the job to translate the transcript of the video profile and sometime made subtitling in music video as the media in learning process. From the observation, first meeting is history of subtitling, invisible subtitler, second is subtitle constraints, dubbing vs

subtitling, third is subtitling standards and theory how to compos with eagisub, fourth is composing subtitle and practice composing Music Video, fifth is theory make subtitle, sixth until seventh is practice use video from channel YouTube Dr. Binocs. The result of product will collate in one CD and collected to institute. The product didn't upload in YouTube because the video has copyright and the student must change the format to make the subtitle adhere with the video.

Student from B class made a subtitle to the Music Vidoe (MV) from YouTube. The group consist of 2 until 3 people and the students chooses their member of group and the MV. second, they made subtitle from channel YouTube Dr. bicons. the video chooses by mixing consist of 5 video with the title Floods, Hurricane, Earthquake, Drought, and Volcano. The member of group chooses by the lecture consist of 2 until 3 people. The result presented in front of class in sixth until seventh meeting. The group which presented the result in sixth meeting present the product of subtitle and the group in seventh meeting presented the product with situation the video as the media in teaching learning process because they were watched the video with subtitle from another group with the same title in sixth meeting.

Audiovisual translation can help student in English Language Education to complete their skill that can use in teaching learning process. Cintas (2008: 16) argue subtitled video materials as teaching aids can bring any benefits in the learning process of a second or foreign language. In line, Nely (2015: 201) state that Subtitles in any language are a wonderful way to let people enjoy films from other cultures and countries, but for language

learners, subtitles might offer a new path to language learning and comprehension.

The researcher has found another previous study that is relevant with the research study and strengthens the researcher reason to choose subtitling topic. First previous research is thesis entitled “Effects of captions and subtitles on the listening process: Insights from EFL learners’ listening strategies” by Hosogoshi. The major findings obtained from the present study include (1) the degree of use of imagery and summarization strategies was significantly higher in the subtitle group, and (2) most of the listening strategies relevant to each listening process showed more inter correlation in the no-text and the caption groups than in the subtitle group throughout the listening process. In line, Sokoli (2006) state that there is several advantages use subtitled audiovisual material, such as: provides simultaneous exposure to spoken language, printed text and visual information all conveying the same message. it promotes content and vocabulary learning even in relatively inexperienced learners. subtitles may bridge the gap between reading and listening skills.

Sokoli (2006) argue students of translation which attending subtitling gained skills and language awareness that reflected it in their performance in other activities. It is believed that this is due to the junction of two elements – translation and audiovisuals – that have been accepted as assets to language learning in general and to the fact that subtitling calls for a variety of skills that can be improved through well staged activities covering the different steps of the subtitling process. Orero (2004: 86) state

that the definition of subtitling is product from different language of verbal message, in the shape one or more line of written text, presented in a screen with original verbal message. Subtitling is translation product that delivers by the message of the video.

Subtitling is a way of translating what is being said in an audiovisual text, with two characteristic features. Orero (2004: 230) explain the first, there is a change of medium, from the oral to the written form. Second, the oral message of the source audiovisual text is also present in the translated product. 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 version. For the reasons above, the researcher do a research about students' effort making subtitling on the research title "Students' Effort in Creating Subtitling Product of Sixth Semester English Language Education Iain Surakarta"

## **B. Limitation of The Problem**

In this study, the researcher describes the students' effort in creating subtitling product of subtitling class, English Language Education, IAIN Surakarta. Here, the researcher discuss about what are the students' effort and also difficulties faces by the student. There are two classes of subtitling class.

### **C. Problem Formulation**

Based on the discussion above, the problem formulation of this research are:

1. How are the students' effort of creating subtitling product in 6A and 6B subtitling class, English Language Education, IAIN Surakarta?
2. What are the difficulties faced by the student when creating subtitling product in 6A and 6B subtitling class, English Language Education, IAIN Surakarta?

### **D. The Object of The Study**

The purposes of writing this research are:

1. To know the students' effort of creating subtitling product in 6A and 6B subtitling class, English Language Education, IAIN Surakarta
2. To know the difficulties faced by the student when creating subtitling product in 6A and 6B subtitling class, English Language Education, IAIN Surakarta

### **E. The Benefits of The Study**

The researcher expects that this research can give benefits, both theoretical and practical benefit

1. Theoretical benefit
  - a. Give enrichment reference about students' effort
  - b. Give enrichment references about measure students' effort



- c. The product of subtitling can use to upgrade new vocabulary and get the advantage to use it as media in teaching learning process.
- d. Other researchers will get and make it to be references to do research which uses same topic in students' effort and subtitling product
- e. The theory of subtitling accordingly can be one of the tools that used for language acquisition.

## 2. Practical benefit

### a. Other Researcher

To improve knowledge for either teacher or student, the researcher hopes that this research will give contribution for the development education.

### b. Author

The author can get the large knowledge and experience about the students' effort.

## **F. Definition of Keywords**

In order to avoid misinterpretation about the use of terms; it is important for the researcher to give the suitable meaning of the key terms.

Some terms are defined as follows:

### 1. Students' effort

Carbonaro (2014: 28) says that effort is time and energy that escalate by the students in meeting the formal education requirements established by their teacher and school.

## 2. Subtitling

Subtitling can be defined as condensing translations of original dialogue, which appear as lines of text usually positioned towards the bottom of the screen. Subtitling is the most common among all translation activities (Gilbert, 2009:91).

## 3. Difficulties in subtitling

Sugeng (2005) argues further that movie translator also gets difficulties because of limited time appearance and limited layout.

## **CHAPTER II**

### **REVIEW OF THE RELATED LITERATURE**

#### **A. Theoretical Description**

##### **1. Students' Effort**

Students' effort is one of the importance aspects in teaching learning process to decided success or fail of the student achievement. Carbonaro (2014: 28) says that effort is time and energy that escalate by the students in meeting the formal education requirements established by their teacher and school. It is goal specific and different students may exert the same level of effort in meeting some goals but different levels of effort in meeting others. Li (2012: 160) state that in the current study of Carbonaro, effort refers to the amount of effort that students expend in his research methods and statistics course. Schmid(2015) state that Effort can be defined as a strong thing or determined attempt to achieve something, for example, to achieve understanding the content of the lesson.

The students' effort invests into their learning attempts are a crucial element of the learning process could be the motivate onto learn. Dickey (2012: 79) argue Student effort is recognized as an important input in education production function. Although effort is essential in the theoretical modeling of education production, the direct treatment of effort has been limited both theoretically and empirically. Carbonaro (2005: 33) state that Students' effort may vary across their classes because of differences in either intrinsic or extrinsic motivation. Students is preferring

or valuing one academic subject over another. From both these opinions it can be concluded that effort is time and energy that escalate by the students to complete the task from school and teacher influence by many factors. From those statements about the researcher conclude student effort is the time and energy to complete education requirements established with different levels in each student.

## **2. Measure Students' Effort**

Carbonaro (2005: 28) states that effort represented as behaviors like attending class and time spent on homework. In his research to measure effort was created using three items from the 8<sup>th</sup> grade and 10<sup>th</sup> grade reports from teachers. While the scale includes an item that is a subjective report of effort, it also uses two items that are based on students' behaviors: attentiveness and turning in homework. Turning in homework is an indicator of procedural effort, and attentiveness is a measure of intellectual effort. Ideally, separate measures for each of the three types of effort—rule-oriented, procedural, and intellectual—could be included in the analyses, but the three available measures in NELS are best suited to be combined in a scale, to maximize the reliability and validity of the effort measure. He used score 0 = no, 1 = yes for 8<sup>th</sup> grade and 0 = never, 1 = rarely, 2 = some of the time, 3 = most of the time, 4 = all of the time for 10<sup>th</sup> grade.

Konsky (2015: 1) states that prior to 2004, anecdotal evidence gave a statement that some students were spending far too much time on an assignment of relatively small scope. The goal of his study was to measure

the effort expended by students. Students were required to log time associated with all assignment activities, following a procedure based on the Personal Software Process (PSP)SM in Humphrey (2000). The goals were to determine how students spent time working on the assignment, to evaluate students spent time on activities not related to the stated learning outcomes. He used strongly agree, agree, neutral, disagree, strongly disagree to scoring effort.

Rich (2003: 6) argue he used all variables to measure effort on records that he kept on each student in every semester. These measures of effort, which affected course grades, were available to all students to verify at any time during the semester. Because students were able to verify their grades, their verification ensured the accuracy of his measures.

a. Homework

He give point to the student by make them coming to the blackboard to write their solutions to the homework problems. They then explain their answers to the class. When students discuss their homework solutions, they receive full credit towards their homework grade as long as they have attempted a problem. There is no penalty for getting an incorrect answer. As a result, homework points earned in his class primarily reflect effort, rather than understanding.

b. Absences

The Total Absences variable is the number of days a student missed class during a semester. Excused Absences is the number of

days a student was absent but excused according to university policy for medical reasons or for university-sanctioned activities.

c. Participation

The variable Participation measures each student's participation in class discussions. He assigned participation points to students who made comments, asked questions, or answered questions during class. The number of points assigned to those who made comments depended on his perception of the quality of the comment.

Pass (2013: 44) argue that quality of student effort is defined as how much voluntary behavior or personal investment a student makes for their education. It has been examined as how often students carry out learning activities, such as taking notes during class. Scale anchors for student effort (frequency of activity) were 1- never, 4 often, 7 very often. Wirt (2001: 36) state that the effort students put into their studies affects their performance and their access to and success at the next level. Indicators of student effort include how often students are absent from school, how interested they are in their schoolwork, whether they try to do their best, whether they complete their assignments, and how much time they spend on homework and other activities such as work or watching television.

Nagy (2016: 168) argue the effort tracking pilot originally had four criteria, each of which had a 5-point scale. Using four separate criteria and averaging effort scores across subjects ensured anomalies any individual in reporting and encouraged a better spread of data (particularly with a 5-point scale).

**Table 2.1: Rubric criteria effort (Nagy, 2016)**

Criteria	Scale				
	(5) Outstanding	(4) Very Good	(3) Good	(2) Fair	(1) Unsatisfactory
Behaviour	Always conducts themselves appropriately in class, which helps maximise productivity and supports a safe and engaging learning environment for others.	Regularly strives to conduct themselves in an appropriate manner	Mostly strives to conduct themselves in an appropriate manner.	Occasionally strives to conduct themselves in an appropriate manner.	Rarely strives to conduct themselves in an appropriate manner.
Diligence	Is extremely conscientious, consistently puts much effort and care into both class and homework	Regularly shows that effort and care is put into both class and homework	Mostly shows that effort and care is put into both class and homework.	Occasionally shows that effort and care is put into both class and homework.	Rarely shows that effort and care is put into both class and homework.

Criteria	Scale				
	(5) Outstanding	(4) Very Good	(3) Good	(2) Fair	(1) Unsatisfactory
Engagement	Always proactively strives for a high level of personal focus and involvement in class.	Regularly strives for personal focus and involvement in class.	Mostly strives for personal focus and involvement in class.	Occasionally strives for personal focus and involvement in class.	Rarely strives for personal focus and involvement in class.
Persistence	Always demonstrates the necessary perseverance in order to develop deep interest and creativity in their learning both in and out of school.	Regularly demonstrates the necessary perseverance in order to develop interest and creativity in their learning both in and out of school.	Mostly demonstrates the necessary perseverance in order to develop interest, some creativity in their learning both in and out of school.	Occasionally demonstrates perseverance in order to develop some interest in their learning both in and out of school.	Rarely demonstrates perseverance in order to develop interest in their learning both in and out of school.



Behavior: appropriate conduct and positive attitude that is conducive to learning, both for self and peers. Diligence: Due care applied in all learning situations and appropriate completion of set work. Engagement: The focus and active participation demonstrated by a student to maximize their learning potential. Persistence: the resilience, motivation and determination demonstrated by a student leading them to take pride in, and responsibility for their learning.

Stewart (2008: 74) state that student effort was measured by the following three variables:

- a. School attachment. The students indicated the extent to which they care about and have positive feelings for school. The seven item scale used to measure school attachment included the following items: “My teachers are interested in students,” “Most of my teachers care about me,” “My teachers praise my effort,” “In class I often feel ‘put down’ by my teachers” (reverse-scored), “In school I often feel ‘put down’ by other students” (reverse-scored), “There is real school spirit,” and “Discipline is fair.” The response format for the items ranged along a 4 point continuum from 1 (strongly disagree) to 4 (strongly agree). The items were summed to create an index of school attachment. The values range from 7 to 28, with higher values indicating higher levels of attachment to school.
- b. School involvement. The students were asked whether they participated in a specified activity during the current school year. An index of school involvement was created from the summed total of the

students' affirmative responses to 16 school activities. An example of the questions is "Do you participate in band, student government, sports, service clubs, honor clubs, etc.?" The response format for the items was binary (1 = did not participate and 2 = participate). Scores on the composite index range from 16 to 32, with higher values representing more involvement.

- c. School commitment. The students were asked to indicate their commitment to education on a scale ranging from 1 (strongly disagree) to 4 (strongly agree). A four-item scale used to measure this construct included the following: "I get a feeling of satisfaction from doing what I'm supposed to do in class," "I think the subjects I'm taking are interesting and challenging," "Education is important for getting a job later," and "It is important to work hard for good grades." The items were summed to create an index of school commitment. The values range from 4 to 16, with higher values representing greater commitment.

From those statements about students' effort measure by many aspects such as behavior, diligence, engagement, persistence, attending class, time spent on homework, turning homework, school commitment and another activity to support. The researcher tends with the theory from Nagy because he used specific criteria to measure effort that covers all activity.

### 3. **Attributing Effort**

Siegle (2010: 94) state that there are two attribute of effort:

a. **Success**

If students with a fixed theory of intelligence are required to put forth a lot of effort for a given task, they perceive that they do not have the ability even if they succeed, resulting in lower self-efficacy. Even on very challenging tasks, many students believe they should not have to exert effort if they possess ability. They question their ability and competence when they must exert more effort

b. **Failure**

Attributing failure to effort gives students the control to improve the next time. Failure can be especially motivating for those students who hold a malleable incremental intelligence theory because they believe they can increase their intelligence by working through a problem. They engage in positive self-monitoring and instruction to work through a challenge. They may not see failure as a reflection of their intelligence; rather, they may see it as an opportunity for growth. When the tasks become more challenging, they do not try, because this provides an excuse that does not involve altering their perceptions of their ability levels.

#### 4. Type of Effort

Carbonaro (2005: 28) state there are three different types of effort such as rule oriented, procedural, and intellectual.

1. Rule oriented effort entails students' compliance with basic rules and norms required by the school, such as showing up for class regularly and refraining from misbehavior.
2. Procedural effort requires students to try to meet the demands set forth by a teacher in a particular class, including completing required assignments, turning in assignments on time, and participating in class discussions. Procedural effort places higher demands than rule-oriented effort: Two students who attend class regularly are equal in terms of rule-oriented effort, but one student may exert more procedural effort by turning in homework assignments more consistently than the other student.
3. Two students exert the same amount of procedural effort if they both submit the same number of homework assignments, but if Student A devotes more time and thought to answering all the questions in the assignment correctly while Student B is simply concerned with handing in the assignment regardless of quality, Student A expends more intellectual effort than does Student B.

## 5. Definition of Audiovisual Translation

Chaume (2003: 106) define that Audiovisual translation is a mode of translation characterized by the transfer of audiovisual text either Interlingua or intralingua. Audiovisual texts provide (translatable) information through two channels of communication that simultaneously conveys codified meanings using different sign systems: the acoustic channel, through which acoustic vibrations are transpired and received as words, paralinguistic information, soundtrack and special effects. Matkivska (2004: 38) state that audiovisual translation is generally a translation of verbal component on the video. The main specific feature is the synchronization of verbal and nonverbal components.

Transfer of multimodal and multimedia speech to another language and culture, such as dialogue, monologue, and comment (Gambier 2013: 45). Karamitroglou (2000) state AVT is a communicative mode in which the acoustic channel and the visual channel are used simultaneously. It could therefore be seen as any language and cultural transfer which aims at translating the original dialogues of any acoustic or visual product. From those statements, it can be realized that audiovisual translation is translation mode that served in audiovisual media which connected with all aspect in the video deliver in two channel communication that is verbal and nonverbal.

## 6. Kind of Audiovisual Translation

Nely (2015: 201) argue audiovisual translation generally encompasses subtitling, dubbing and voice-over. Same with Nely (Liu, 2014: 1103) state that subtitling is one of the two most common modes of audiovisual translation, with the other being dubbing. (Matkivska, 2014: 39) State that Scholars approximately distinguish ten kinds of audiovisual translation. It can be united into two larger subgroups: revoicing and subtitling. Revoicing is the term which is used to denote audiovisual methods of translation with the aim of complete or partial cover of the text of the original product by the new text of the target language. Thus, revoicing can be subdivided into the following types: voice-over or half-dubbing, narration, audio description, free commentary and dubbing.

Baranauskienė (2008: 14) state that types of audiovisual translation are subtitling, dubbing and voice-over. Chaume (2012: 5) divides the audiovisual translation types into:

- a. Revoicing types: dubbing, partial dubbing, voice-over, free commentary, simultaneous (and consecutive) interpreting, audio description, audio subtitling, and fan dubbing.
- b. Subtitling covers: conventional subtitling, intertitling, respeaking (live subtitling), surtitling, subtitling for the deaf and hard of hearing, and fan subbing.
- c. New genres: videogames, instructional videos and webinars, commercials and infomercials, webtoons, and comic books and scanlations.

From those statement above, the researcher state that kind of audiovisual translation are subtitling and revoicing such as dubbing and voice over.

## 7. Definition of Subtitling

To illustrate the different translation types, Gottlieb (2010: 210) presents figure that shows two opposite translation types, interpreting and literary translation. Interpreting takes place from speech to speech and literary translation takes place from written to written mode. Subtitling is placed in the middle since it moves from speech to writing as illustrated by means of diagonal arrow from the top left to the bottom right corner. Furthermore, Perego (2003) argues that subtitling involves a so-called double transferas it features translation from spoken to oral mode and from SL to TL.

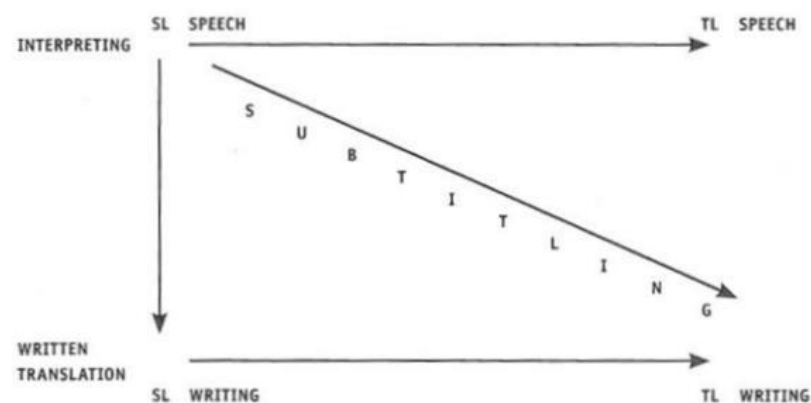


Figure 1 Gottlieb's visualisation of subtitling as diagonal translation

In line with the figure, Micola (2016: 5) state subtitling consists of supplying a translation of the spoken source language dialogue into the target language in the form of synchronized captions, usually at the bottom of the screen, while the sound is in the original. Cintas (2013: 274) argue

Subtitling may be described as a translation practice that consists of rendering in writing, usually at the bottom of the screen, the translation into a target language of the original dialogue exchanges uttered by different speakers, as well as other verbal information that appears written on screen such as letters, banners, inserts.

Another description, Pérez (2014: 16-17) state Subtitles are snippets of written text superimposed on visual footage that convey a target language version of the source speech. The purposes of translation have to be delivered in synchrony with the corresponding fragment of spoken language. Chaume (2003: 112) state subtitling is consists of incorporating a written text (subtitles) in the target language on the screen where an original version film is shown, such that the subtitles coincide approximately with the screen actors' dialogues. Based on some of the above opinion, it can be affirmed that subtitling is translation product that serve in bottom of screen of audiovisual media with the original sound.

## **8. Subtitling Process**

### **a. Process**

Orero (2004: 10) state there are two steps in process of subtitling. First step, the subtitle file is read by a native speaker without watching the video. This allows for easier identification of Incoherence and mistakes in spellings or punctuation in the subtitles. The second step in the verification stage is simulation. Here the film



or program is screened with the completed subtitles to check for any errors overlooked during the previous stages.

Aulavuori (2008: 19) state that the process can be undergone as follows: The subtitler receives a video file of the program and a manuscript, watches the program, and translates and prepares the subtitles. Then the subtitles are cued. After this, subtitles are reviewed and corrected. Another ways subtitling can also be done so that one subtitler watches the program, reads the manuscript, and prepares the subtitles, but does not do the cueing phase. He or she sends the subtitles as a text file by e-mail to a second subtitler, who transfers the subtitles to the subtitling software. Then the second subtitler does the cueing phase of the subtitling process, watching the program. In other words: the first subtitler produces the subtitles, and the second subtitler does the cueing process, making the needed alterations. Orrego (2014) argue the process of subtitling are:

- 1) Processing of the audiovisual material: visual and verbal input
- 2) Comprehension of the original and the production of the target text might be affected by the audio channel
- 3) Source text transcription
- 4) Specialized software
- 5) Documentation processes: consultation of dictionaries, websites

Agit (2018) state the process of subtitling consists of the following phases:

- 1) Spotting: Identifying the entrance and exit times of the subtitles synchronized with the audio, calculating the minimum and maximum duration times and considering the changes in camera shot and scene.
- 2) Translation (adaptation): Translation from the original, adapting it and adjusting it to characters permitted according to the duration of the subtitle.
- 3) Simulation: Representation of the translated subtitles with the image and the audio to check that they meet all of the criteria and that they can be read in a natural way. Correction of errors and readjustment of the text.

Luyken (1991: 49), subtitles are prepared as follows: Registration of program information, verification of dialogue list (or transcription), production of a time-coded working copy, cueing, adaptation or translation or subtitle composition, insertion onto a working copy or a master copy, review, correction, approval, and transmission. This method can be called the pre-cueing method. From those statements subtitling process consist of several steps: first, get the file subtitle from source language and translate it into target language by watching the movie or video, after that convert the subtitle in specific software and watching again to get the synchronization of text and original sound. The researcher tends with

the theory from Aulavuori because process in subtitling according to him done by 2 people so as to reduce the possibility of error and irregularities in making subtitle.

b. Method

Base on Orero (2004: 10) there four method to make subtitling:

1) Method 1: Pre-translation – Adaptation – Spotting

The subtitle adjuster can adapt the translation into subtitles, checking meaning and summarizing where necessary. If the text has been processed, it is then imported into the subtitling program and the time code at which a subtitle begins and ends for each subtitle is captured, before verification method

2) Method 2: Pre-translation – Spotting – Adaptation

The subtitle first captures the time code at which a subtitle begins and ends for each subtitle, thus identifying the subtitle units and later adapting the translated text to fit, uses subtitling software or in a text document which is later imported. For this reason, the spotting stage will tend to be much faster when using this method.

3) Method 3: Adaptation – Spotting – Translation

The subtitles are created and spotted in the original language, and then translated into each language. There are two main alternatives. The text of the original language subtitles can be reduced to respect reading speed considerations or the text can be cut into subtitle units containing the entire text spoken. After the subtitles have been transcribed or adapted and spotted, they are

exported to a text document containing the TC-in and TC-out, the duration of the subtitle, the text to be translated, and if appropriate, the maximum number of characters.

#### 4) Method 4: Translation/Adaptation – Spotting

In this method, the job of the translator and the subtitle is combined. Translation and adaptation is performed simultaneously before spotting or the translator first spots then translates and adapts.

#### c. Tools

There are many company make the software to easy the subtitle convert in video. Christine (2018) argues there are six software's that easiest to uses by training subtitle:

- 1) Subtitle edit
- 2) Visual subsync
- 3) Subtitle workshop
- 4) Subtitle creator
- 5) Aegisub advanced subtitle editor
- 6) DivXLand media subtitle
- 7) VideoPad

## 9. The Subtitling Standardization

Base on Karamitroglou (1997) Standardisation of Subtitling Practices in Europe:

### a. Spatial parameter / layout

- 1) Position on the screen: Subtitles should be positioned at the lower part of the screen
- 2) Number of lines: A maximum of two lines of subtitles should be presented at a time.
- 3) Text positioning: The subtitled text should be presented centered on its allocated line(s).

### b. Temporal parameter / duration

- 1) Duration of a full two-line subtitle (maximum duration): The reading speed of the “average” viewers (aged between 14-65, from an upper-middle socio-educational class) for a text of average complexity (a combination of formal and informal language) has been proven to range between 150-180 words per minute.
- 2) Duration of a full single-line subtitle (maximum duration): Although pure mathematics would lead us to the conclusion that for a full single-line subtitle of 7-8 words the necessary maximum duration time would be around 3 seconds.
- 3) Duration of a single-word subtitle (minimum duration): The minimum duration of a single-word subtitle is at least 1 1/2 seconds

c. Punctuation and letter case

- 1) “Sequence dots” (or “ending triple dots”) {...}: Three dots should be used right after the last character of a subtitle (no space character inserted), when the subtitled sentence is not finished on one subtitle and has to continue over the consecutive subtitle.
- 2) “Linking dots” (or “starting triple dots”) {...}: Three dots should be used right before the first character of a subtitle (no space character inserted, the first character non-capitalised), when this subtitle carries the follow-up text of the previous uncompleted sentence.
- 3) Full stops {.}: The full stop, or period, should be used right after the last character of a subtitle (no space character inserted) to indicate the end of the subtitled sentence.

d. Target text editing

- 1) From a single-line to a two-line subtitle: It is better to segment a long single-line subtitle into a two-line subtitle, distributing the words on each line.
- 2) Segmentation at the highest nodes: Subtitled text should appear segmented at the highest syntactic nodes possible. This means that each subtitle flash should ideally contain one complete sentence.
- 3) Segmentation and line length: The upper line and the lower line of a two-line subtitle should be proportionally as equal in length as possible, since the viewers’ eye is more accustomed to reading text in a rectangular rather than a triangular format.

In line with Karamitroglou beside use of technology, there are a few other aspects to consider for a form of standardization of the audiovisual translation:

- a. Intertextuality. A translator of an audiovisual text where the line is used or adapted has to deploy the fixed equivalent technique. Intertextuality is also used in advertising where associations play a significant role in communicating with the target audience and that is why the message is often untranslated, only implied.
- b. Cultural barriers. Cultural untranslatability is possible in any kind of translation, including the one hereby discussed upon.
- c. Audiovisual transfer of humour. To translate humour may become a problem and it is somewhat necessarily limited.

Carroll (1998) Subtitle spotting and translation:

- a. Subtitlers must always work with a copy of the production and, if possible, a dialogue list and glossary of atypical words and special references.
- b. Translation quality must be high with due consideration of all idiomatic and cultural nuances.
- c. Simple syntactic units should be used
- d. When it is necessary to condense dialogue, the text must be coherent.
- e. Subtitle text must be distributed from line to line and page to page in sense blocks and grammatical units.
- f. The language should be grammatically correct since subtitles serve as a model for literacy.

- g. Obvious repetition of names and common comprehensible phrases need not always be subtitled.
- h. The in and out times of subtitles must follow the speech rhythm of the dialogue, taking cuts and sound bridges into consideration.
- i. Language distribution within and over subtitles must consider cuts and sound bridges; the subtitles must underline surprise or suspense and in no way undermine it.
- j. The duration of all subtitles within a production must adhere to a regular viewer reading rhythm.

Liu Decided subtitle to be two different parameters, linguistic and technical.

#### a. Linguistic Parameter

Linguistic parameter is one immediately thinks of language, as it is the most distinctive feature in this group, which will become the starting point of traditional classification. in addition to a number of other types.

##### 1. Interlingual subtitling

Interlingual subtitling literally is the subtitling between two languages. It is a transfer from a source language SL to TL.

##### 2. Intralingual subtitling

intralingual subtitling is the subtitling within the same language. It concerns the relationship between the same source and target languages. This type is mainly targeted at the following groups of people:



a) The deaf and hard of hearing

Deaf and hard of hearing, this process involves not only turning the actors' dialogues into written speech, but also keeping all the paratextual information vital for plot development and scene-setting, which is inaccessible to deaf people if merely from the soundtrack, like telephones ringing, knocks on the door, etc.

b) Language learners

Language learners constitute another group targeted by intralingual subtitling. This group encompasses foreign students along with other minorities such as immigrants, refugees, or those with literacy problems, who intend to improve their language skills by watching television programmes and making use of their audio and visual input

c) Dialects

As for those suited for intralingual subtitling, one group often goes unnoticed: the audience having problems with dialects. Subtitling dialects, which is quite common now, should be added to the list.

3. Other linguistic parameters

Subtitling divided into traditional subtitling and simultaneous subtitling, the former including subtitling in complete sentences, reduced sentences and bilingual sentences.

b. Technical Parameter

Technical parameter is another important yardstick of classifying subtitles. From a technical perspective, there is usually a dichotomy between open subtitles and closed subtitles

1. Open subtitles

Open subtitles are subtitles that constitute part of the original film or broadcast and cannot be removed from the screen

2. Closed subtitles

Closed subtitles, They are usually encoded in the transmission signal, broadcast separately, and then selected by those viewers on a remote-control unit with a teletext television set and a decoder.

3. Other technical parameters

This dichotomy between open and closed subtitles does not rule out the possibility of other technology-related types, for instance, there are teletext subtitling, subtitling live or in real time, subtitling for opera, theatrical works, conferences, etc., which employ special technologies.

## **10. The Subtitling Difficulties**

When people come to translate the texts and moreover adapting the dialogues into subtitles, the translator faces great difficulties. Hastuti (2015: 62) all types of translation have their challenges difficulties. Translating a movie is not an easy work. Despite the availability of a

translated version of specific terminology, the translation needs to be adapted to the rules of AVT as well. This necessity could make it hard to remain faithful to the original meaning of the text (Zottola 2017: 251).

Bogucki (2002) argue that the former is imposed on the subtitles by the visual context of the film, and space and time factors. In practice, the visual context dictates that the verbal component is limited to what is not shown on screen, to minimize redundancy; in terms of quality, space and time restrictions may have a detrimental effect.

Haryanto (2005) said in translating a movie, the translator usually get difficulty in language and culture. Language difficulty refers to the culture difficulty: the lack of knowledge and experience that the translator has related to the culture habits done by the source language society. Idioms difficulties: where they should choose the appropriate diction. It is difficult to translate an idiom because the limitedness equivalent meaning between source language and target language. Then, the next problem is related to humor teasing allusion and pragmatics meaning. Sometimes, the translator doesn't realize that the text which he translates contain the implicit humor teasing allusion or the translator doesn't find the appropriate equivalent meaning in target language because the meaning of the humor related to the source language culture. While the difficulty in pragmatics meaning means the difficulty in finding the appropriate equivalent related to the actor's relation in composing dialogue especially when the dialogues use certain dialect.

The requirement for synchrony between the components imposes certain time and space constraints, which make a literal, word-for-word translation impossible. The student is liberated from the requirement for faithfulness and forced to focus on the core of the utterances heard. Moreover, in the case of audiovisual translation, the visual context is explicit and needs to be taken into consideration when translating (Sokoli : 2006).

There are two large groups difficulties in subtitling such as technical and linguistic (Beuchert, 2017; Bogucki, 2002; Chaume 2013; Matkivska. 2014; Orero, 2004; Wongseree, 2015; Zottola, 2017) state that the technical constraints and rules of thumb to create good subtitles that the viewers will not notice. The example of technical constraints is word constraints spatial and temporal constraints are interdependent and as such subject to overlaps. Since human beings speak and hear faster than they read, subtitles cannot include the entire oral ST. Consequently, subtitling equals text reduction. Cintas (2009: 22-26) state there are several subtitling constraints such as:

a. Technical constraints

The technical spatial and temporal constraints of audiovisual programmes relate directly to the format of subtitles.

1) Space

In the limited space allowed for a subtitle there is no room for long explanations. Two lines of text are usually the norm, and the

number of characters per line depends on a number of factors. Since readability of the text is of paramount importance.

## 2) Time

The length of a subtitle is directly related to its on-air time. Accurate in and out timing is very important and the text in the subtitles should always be in balance with the appropriate reading time setting. No matter how perfect a subtitle is in terms of format and content, it will always fail to be successful if viewers do not have enough time to read it.

## 3) Presentation.

Subtitles can take up to 20% of screen space. Important factors for their legibility are the size of the characters, their position on screen, as well as the technology used for the projection of subtitles such as in the cinema, TV broadcast, etc.,

### b. Textual constraints

In subtitling, language transfer operates across two modes, from speech to writing, from the soundtrack to the written subtitles. This shift of mode creates a number of processing and cohesion issues that make it difficult to maintain the filmic illusion in the target product.

#### 1) Oral–aural processing

Since in subtitling both source and target texts are present simultaneously, the viewer of a subtitled programme has at least two different types of information on which to concentrate: the action on the screen, and the translation of the dialogue, that is the

subtitles. This adds to the verbal information that might appear in the original programme in the form of inserts and which the viewers have to process through the visual channel, making it more difficult for them to relax and enjoy the programme. The situation becomes more difficult when the timing of the subtitles is not satisfactorily done. When a subtitle is continued over a shot change, for example, the viewer may think that it is a new subtitle and re-read it, losing precious viewing time. Also, the temporal succession of subtitles is quite different from the linear succession of sentences in a book; it does not allow the eye to move backwards or forwards to clarify misunderstandings, recapitulate the basic facts or see what will happen next.

## 2) Textuality issues

Because of the limited space generally available for subtitles, certain elements of the soundtrack have to be omitted, and the obvious solution is to do away with redundant elements of speech. Redundancy helps participants in a conversation grasp its intended meaning more easily and its elimination from film dialogue may, therefore, weaken cohesion in the subtitled text.

## 3) Change in mode

The shift of mode from speech to writing presents the subtitler with yet more challenges. Characteristics of spontaneous speech, such as slips of the tongue, pauses, false starts, unfinished sentences,

ungrammatical constructions, etc., are difficult to reproduce in writing.

c. Linguistic constraints

The space and time constraints inherent in the subtitling process usually enhance traditional translation challenges, such as grammar and word order, as well as problems related to cross-cultural shifts. With an average 30% to 40% expansion rate when translating from English into most other European languages, reduction is obviously the most important strategy in subtitling.

Matkivska (2014: 42-43) state that characters represent the nucleus of the most genres of cinematographical products. The first constrain is names of the characters. In some cases, they have their meaning which comprises information about characters or their life. Translators need to find the way to convey that additional meaning into the target language or the pragmatic effect can be partially lost

Another constraint is that very often creators of films, especially animated cartoons, “colour” the characters with different kinds of dialects, accents and slang to make them brighter, funnier and closer to ordinary people. They don’t represent perfect language standards but due to their language deviations grab attention of the target audience. From those statements above the researcher argue in general the technical and linguistic are the kind of difficulties that will faces by the student even make subtitling.

## 11. The Quality of Subtitling Product

Bittner (2011) state that the quality of the subtitle is measured not against the standard of the target language but against the textual and contextual idiosyncrasies of the dialogue. Pedersen (2017) state that quality as elusive an idea. Quality means very many different things depending on perceptions. To translation management, the concept is often associated with processes, work flows and deadlines. To professionals, quality is often a balancing act between input and efficiency. To academics, it is often a question of equivalence and language use. The FAR model is generic, but is meant to be localized by including the appropriate norms. The model is tripartite:

- a. Part assesses functional equivalence.
- b. Part assesses acceptability: grammaticality, idiomatic etc.
- c. Part assesses readability: technical aspects, such as reading speed, the use of italics and subtitling punctuation and so on.

The FAR model is based on error analysis, and each error is given a penalty point, which means that each subtitled version gets a score that makes it is possible to compare the quality of subtitles from different films.

Burliani (2016) used inaccuracy to analysis the quality of subtitling by comparing the meaning of the original utterances and their Indonesian subtitles of “The King’s Speech” Movie (2010). It is found that the types of mistakes that mostly occurred in the Indonesian subtitles of the movie were ambiguity and omission mistakes. To avoid



these mistakes, the context of the original utterance must be considered. Perege (2010) state that the criteria of good quality subtitling are the subtitle was not disturbing the viewer to watching the subtitle, picture and sound. Participants should not be seriously hindered by the quality of subtitle segmentation, given that reading subtitles is a partly automatic activity that requires low effort. Ill-segmented subtitles could significantly hinder information processing slowing down reading, and causing a significant decrease of performance in text recognition

Nababan (2003: 63) said that there are three aspects for good quality should fulfill: accuracy, acceptability, and readability.

a. Accuracy

Accuracy is a term used in evaluating whether the translation to refer to the text of the source language and the target language text has been worth it or not.

1) Accurate

The meaning of words, technical terms, phrases, clauses, sentences or the source language accurately transferred into the target language absolutely no distortion of meaning.

2) Less Accurate

Most of the meaning of words, technical terms, phrases, clauses, sentences the source language has been transferred accurate into the target language. However, there is meaning eliminated, which interfere with the integrity of the message.

### 3) Inaccurate

The meaning of the word, a technical term, phrase, clause, and sentence or source language inaccurately transferred into the target language or omitted (deleted). The subtitler used the wrong words or unfamiliar word to be applied in subtitling result. It was completely different from the meaning of that utterance.

### b. Acceptability

The concept of acceptance is very important because even if a translation is accurate in terms of content or the message, the translations will be rejected by the target audience if the mode of expression contrary to the rules, norms and culture of the target language.

#### 1) Acceptable

Feels natural; the technical term commonly used and familiar to the reader; phrases, clauses and sentences that are used are in accordance with the rules of Indonesian.

#### 2) Less Acceptable

In general, already feels natural; but there is little problem with the use of technical terms or grammatical errors occurred slightly.

### 3) Unacceptable

Not natural or feels like the work of translation; technical terms used are not commonly used and familiar to the reader; phrases, clauses and sentences that are used do not conform to the rules of Indonesian.

### c. Readability

In the context, the term readability it essentially concerns not only the source language readability but also the target language readability.

#### 1) High Readability level

Words, technical terms, phrases, clauses, sentences or text can easily be understood by the reader.

#### 2) Moderate readability level

The translation can be understood by the reader; but there are certain parts that should be read more than once to understand the translation.

#### 3) Low readability level

Translation is difficult to be understood by the reader.

From those statements about the quality of subtitling product can measure by using FAR method, the inaccurate of the subtitle, acceptability and readability. The researcher tends to Nababan because FAR method and another method from another expert can cover using his theory and he give more specific criteria.

## **B. Previous Study**

The related study or the previous study is the result of researcher either not published or published in a form of a book, a journal, or scientific magazine (Suprayogo, 2003: 136-137). In conducting this research, the researcher searched, collected and read some related references thesis and journal from another researchers. It was because the researcher realized that relevant study was able to help her in doing this research. It can be able to give positive contributions for her analysis also. Nonetheless, there was the difference way found in the reference thesis and journal, but in any case there was the similar with the researcher's thesis.

These are some previous research related to this study first is journal international by Zachary G. C. Kornhauser & Jessalynn K. James in title "The Relationship between Effort and Performance on a Low-Stakes Exam across High School and College Freshmen". This journal aimed to determine (a) if effort on a low-stakes exam is consistent across both high school and college freshmen, (b) if the relationship between effort and performance is consistent across high school and college freshmen, and (c) if effort on a low-stakes exam is dependent on the type of task students are presented with. This research used qualitative method. The results indicate that high school students expended more effort than did college students on a low-stakes assessment, and that effort were higher for essay-based items than multiple-choice items for both high school and college students.

Second is journal international by Hanna Eklöf from Department of Applied Educational Science, Umeå University, Sweden with title "Student

Motivation and Effort in the Swedish TIMSS Advanced Field Study”. The purpose of the study aimed to test a 9-item test-taking motivation scale that could be used in large-scale, low-stakes assessment contexts. The scale was assumed to measure motivation, invested effort and perceived importance in the assessment situation. Secondly, the study aimed to describe student reported effort, motivation to do their best and perceived importance of the TIMSS Advanced field-test. The scale was administered to a Swedish sample (n = 163) participating in the TIMSS Advanced 2008 field-test. The results from the Swedish TIMSS Advanced field-test might be biased by a lack of motivation and effort among students. Preliminary findings from the subsequent Swedish TIMSS Advanced 2008. Main Study also reveal a modest level of motivation and effort among the students, and a significant relation between reported level of effort and achievement on the test.

Third is journal international by Brian R. von Kinsky, Jim Ivins, Mike Robey from Curtin University of Technology in title “Using PSP to Evaluate Student Effort in Achieving Learning Outcomes in a Software Engineering Assignment”. The goal of this study was to measure the effort expended by students during a major assignment in a third year software engineering subject. The purpose was to evaluate whether students were expending effort on activities not related to the stated learning outcomes, and to determine whether the assessment pattern and assignment scope were appropriate. The principal learning outcome was the ability to model system state using the Unified Modelling Language, Ward and Mellor Data Flow

Diagrams, and Z. Another outcome was the ability to show that system models expressed in these notations were valid and consistent. Students kept Personal Software Process (PSP) SM logs to record effort expended on all assignment activities. Student opinions regarding learning outcome attainment and the accuracy of PSP data were evaluated using an anonymous questionnaire. A total of 148 students reported spending an average of 24.9 hours working on the assignment and achieved an average mark of 62.6%. Bachelor of Engineering (Software Engineering) students generally achieved a better mark, while expending less effort than Bachelor of Science students studying Computer Science or Information Technology. Surprisingly, however, there was no correlation between effort and mark. Excessive time recorded in the PSP logs of some students, the large standard deviation ( $s = 12.6$  hours), and the large number of outliers in the data suggest that many students either did not take the PSP seriously, or did not use time efficiently and were distracted by factors unrelated to the intended learning outcomes. Other potentially more efficient modes of assessment and feedback are discussed.

Fourth is journal international by Mohammad Ahmad Thawabteh from Al-Quds University in title “Linguistic, Cultural and Technical Problems in English-Arabic Subtitling”. The paper is designed to shed light on the intricacies of English-Arabic subtitling. The data comprises a video clip of an interview with Mr.Galloway conducted by the Sky News TV station. The sample of the study consists of twenty MA translation students enrolled in the second semester of the academic year 2008/2009 at Al-Quds

University. The paper reveals that subtitling students are faced with several linguistic, cultural and technical problems which may jeopardise communication, thought to be crucial for target audience. The study concludes with some pedagogical implications that will hopefully help subtitling students deal with the problems in question.

Fifth is thesis in the title "Subtitling Analysis of Hansel and Gretel: Witch Hunter", by Triasmi Anggraeni. The purposes of this research are: (1) to describe the subtitling strategies used by the subtitler of Hansel and Gretel witch hunter movie by Jack and the Wilee, and (2) to describe the subtitling quality of Hansel and Gretel witch hunter movie by Jack and the Wilee. The data are analyzed based on the theories of subtitling strategies and subtitling quality. This research is descriptive qualitative research. The results of this research show that there are 748 data. The researcher finds nine strategies are: (1) 226 data to transfer, (2) 20 data to expansion, (3) 156 data to paraphrase, (4) 11 data to condensation, (5) 8 data to decimation, (6) 62 data to imitation strategy, (7) 3 data to transcription strategy, (8) 372 data to deletion strategy, (9) 7 data to resignation. There is no dislocation strategy. There are three aspects for good quality that subtitling should fulfill: accuracy, acceptability, and readability: (1) 599 data or 80 % accurately, (2) 67 data or 9 % less accurately, (3) 82 data or 11 % inaccurately, (4) 622 data or 83.2 % acceptability, (5) 67 data or 9 % less acceptability, (6) 59 data or 7.8 % unacceptability, (7) 631 data or 84.3 % high readability level, (8) 56 data or 7.5 % moderate readability level, and (9) 61 data or 8.2 % low readability level.

From those previous studies there are similarity and differences part of this research. The differences are this research describes student's effort and difficulties faces by the student in creating subtitling product in IAIN Surakarta. The similarities are used same method to collecting the data, used representative activities to describe effort of student and difficulties.



## **CHAPTER III**

### **RESEARCH METODOLOGY**

#### **A. Research Design**

In this research, the researcher uses a descriptive qualitative approach. Research that uses information that is explained in narrative form, the existing data cannot be expressed in terms of numbers but form an explanation that describes the condition, processes, and specific events (Subagyo, 1991: 94). In another term Merriam (1998: 5) defines the qualitative research as an umbrella concept covering several forms of inquiry that help us understanding and explain the meaning of social phenomena with as little distortion of the natural setting as possible. Qualitative research is concerned with developing explanations of social phenomena (Handcock, 2009: 7).

Denzin (2005: 3) state that qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them. In other words, qualitative research attempts to broaden or deepen our understanding of how things came to be the way they are in our social world. In this study, the researcher wants to explore how students' effort to do something and what their problem in creating subtitling product.

## B. The Data and Source of Data

The researcher collected the data from two kinds of sources as follow:

### 1. Data

In this research, the data is description of students' effort in creating subtitling product of the result middle semester test subtitling class A and B in academic years 2018/2019.

### 2. Source of the data

#### a. Informant

The subject are the informants were determined the students' effort and difficulties to create subtitling product in English department of IAIN Surakarta. The informants are 57 students of subtitling class, 22 students from class A and 35 students from class B. the lecture of subtitling subject, Miss Lilik the lecture of class A and Miss Ikke the lecture of class B. The students choose because they rich of information so they can give complete information and affordable in the sense that it can be found and willing to share information with researcher.

#### a. Document

The document of the data in this research are *Rencana Pembelajaran Semester (RPS)* of subtitling class, student score of subtitling class, 4 short movie from class A and 17 video Dr.binocs from class B as product of subtitling middle semester test. They made subtitle from English language into Indonesia language.

### **C. The Research Setting**

#### 1. Place of research

The research was conducted at IAIN Surakarta. This institute is one of the universities in Surakarta. It is located in Jalan Pandawa, Pucangan, Kartasura, Sukoharjo, and Jawa Tengah 57168.

#### 2. Time of research

The researcher starts the research on February 2018-June 2019. The activities were begun by proposing design of research, the pre-survey, reviewing literature, developing instrument, collecting and analysis the data, report writing, and submitting the document.

### **D. The Subject of The Study**

The subject of this research was 22 students of A and 35 students of class B, sixth semester, Subtitling Class, English Language Education, Cultures and Languages Faculty, The State Islamic Instituted of Surakarta, in 2018/2019 academic year.

### **E. Technique of Collecting The Data**

The techniques of collecting are observation, interview, and documentation. The detail information can be classified as follows:

#### 1. Questioner

Giesen (2012: 5) state that questionnaire development has three. The first is that a questionnaire must facilitate the collection of the data needed to answer the research questions, which requires the data to be

valid, reliable and relevant. Then the survey must be as user-friendly and convenient as possible for the respondent and interviewer. It must be possible to develop, process and modify questionnaires efficiently. It may be important to be able to respond rapidly to events and changing circumstances for new themes.

Two important aspects of questionnaire design are the structure of the questions and the decisions on the types of response formats for each question. It can be classified into three structures: closed, open-ended, and contingency questions (Siniscalco 2005: 24). Questioner used to get the data of students' effort. The researcher used closed questioner. Created by Nagy (2016) theory's as the main theory and carbonaro (2015), Rich (2003), Pass (2013), Stewart (2008) as the references to completed the theory. The researcher gave questioner to 22 students in A and 35 students in class B Subtitling class, English Language Education, IAIN Surakarta. Students'' effort categories into four criteria there are behavior, diligent, persistence and engagement. every criterion has five scale, there are outstanding with the average 80%-100%, very good 60%-79,99%, good 40%-59,99%, fair 20%-39,99% and unsatisfactory 0%-19,99%.

**Table 3.1: The score of questioner**

Favorable		Unfavorable	
Answer	Score	Answer	Score
SS	5	SS	1
S	4	S	2
K	3	K	3
J	2	J	4
TP	1	TP	5

**Table 3.2: Blue print of questioner**

No	Aspect	Indicator	Favorable	Unfavorable	total
1.	Behavior	appropriate conduct and positive attitude that is conducive to learning, both for self and peers.	1a, 1d, 1e	1b, 1c	5
2.	Diligence	Due care applied in all learning situations and appropriate completion of set work	2a, 2b, 2c	-	3
3.	Engagement	The focus and active participation demonstrated by a student to maximize their learning potential.	3a, 3b, 3c	3d.3e	5
4.	Persistence	The motivation and determination demonstrated by a student leading them to take pride in, and responsibility for their learning.	4a, 4c.	4b	3
Total					16

## 2. Observation

Sutrisno Hadi (1989: 136) stated that the meaning of observation is to observe and record the phenomenon systematically it is decided as the method of data collection to gain all of the information of speech acts that use by the students and lecturer in teaching and learning process. The researcher notices, takes notes and records on what happened in the class regarding to the students' effort during teaching and learning process.

The research was conducted in for about two weeks started from March 2019 until April 2019 in IAIN Surakarta. In class A, subtitling class, English Language Education, IAIN Surakarta, the researcher observed at Monday, March 25<sup>th</sup> 2019 in Pasca Building, the class

discuss about theory about dubbing and the group that will make live dubbing. At Thursday, April 4<sup>th</sup> 2019 in pasca building, the class presented short movie product of middle test semester.

In class B subtitling class, English Language Education, IAIN Surakarta, the researcher observed at Monday, March 25<sup>th</sup> 2019 in PPG Building the class presented second meeting of Dr. Binocs video. In Thursday, April 4<sup>th</sup> 2019 in Pasca Building, the lecture give theory about Subtitling of Deaf and Hearing (SDH) and the task to made SDH.

### 3. Interview

Moleong (2007: 186) quotes that interview are a conversation with certain purpose which is done by two sides as interviewer and interviewee. This technique is to supplement the data needed which are not covered by the previous technique. The interview used to get the deeper data of respondents. In this case, the researchers do face to face with interviewee to ask some questions directly about the process making subtitling product and difficulties. The interview will be done with the lecture to get information about the subtitling process, difficulties and result.

The researcher interviewed randomly the representative member of each group in two classes subtitling. 10 students from class A subtitling class. 15 students from class B subtitling class. The interview of students made to collecting the data of students' effort and difficulties in creating subtitling. The interview is about the ways they made a group, choose a short movie, decided the job in group and difficulties.

Interviewed Miss Lilik and Miss Ikke to get the data about the students' effort and difficulties. The interview is about the students' effort in class and outclass, the difficulties, the lecture experience in subtitling, the ways lecture created the score.

#### 4. Documentation

As stated by Yusuf (2014) documentation is a transcript of person or someone creation about pass experiences. This document may be in the form of text, picture, photo or video. In this research, the researcher used student's subtitling product of middle test semester, 4 videos from class A and 17 videos from class B, and *Rencana Pembelajaran Semester (RPS)* of subtitling class. Student score of subtitling class B, The document of observation in class A and B subtitling class sixth semester in English Language Education, IAIN Surakarta. The documentation collected to analysis and prove the data from questioner, interview and observation.

#### **F. Technique of Analyzing Data**

The data in this research is analyzed by using descriptive qualitative method. Bogdan (2013: 16) argue that figures of qualitative research, data analysis is the process of systematically searching and arranging the interview by own understanding and enabling to present what you have discovered with others. The data acquired from observation, documentation, interview, and questioner about students' subtitling process are collected and analyzed into some steps. An interactive model of analysis involving

collecting the data, reducing the data, and presenting the data and also drawing conclusion (Sutopo, 2002: 95)

### 1. Coding the data

In the first step, the large amount of data collected started grouping or organizing in the same classification by playing over and over. It can be categorized based on the same unit and placed into the same code. The coding make to answer question from problem formulation.

#### a. Coding of students' effort and difficulties

Code: G . . . /N/C/TM

Explanation:

G: Group Number

N: Name

C: Class

Tm: Title Movie

The example is like below:

G1/Amira/6A/Lonely Planet

“It means that the data from first group, her name is Amira from 6A class make subtitling in short movie with the title Lonely Planet.

### 2. Reducing the data

It is process of making summary from the main point, arranging it and categorizing it based on. Data reduction is started by explaining, selecting the basic things, focusing on something important to the content of data which derives from the field. For the example, the



interview about the difficulties face by student, there is student that didn't fine difficulties in technical and linguistic

### 3. Presenting the data

The most common method in displaying qualitative data is in the form of narrative essay, even if so many forms of graphic or table can be used. The data that present is data that has complete and corrected the another data, such as from interview the student tell if they find difficulties in diction, from the interview of the lecture, there is student that mistranslate some dialog.

### 4. Drawing conclusion

After the data displayed, then the researcher would able to interpret it and reaches conclusion and verifications. Derived from the data display in the tables. From those data that present, the researcher made conclusion. Such as the student got difficulties in diction.

## **G. Trustworthiness of Data**

In qualitative research, data can be categorized good data if the data are valid. For determining the truth worthiness of the data, it needs an appropriate technique of evaluation. Creswell (2009:352) state that data validity in qualitative method is that the researcher tests the accuracy of the data. The accuracy means the data must be valid in order that the analysis can shows the significant result. Cohen (2000: 112) stated "Triangulation may be defined as the use of two or more methods of data collection in the study of some aspect of human behavior". Thus, triangulation technique

means the researcher uses two or more techniques in collecting the data to get validity.

There were 4 kinds of triangulation, they were source triangulation, investigator triangulation, method triangulation and theory triangulation Paton in Sutopo, (2006:34)

1. Source triangulation

In source triangulation, the researcher uses many sources or participants to get the accuracy of data

2. Investigator triangulation

Investigator triangulation means technique that uses more than one researcher in collecting and analyzing data. From some researcher's view in interpreting information and collecting the data, the validity of data can be increased.

3. Methodological triangulation

Methodological triangulation refers to researcher uses more than one method in the research. Cohen (2000: 113) explained Methodological triangulation is using the same method on different occasions or different methods on the same object of study. Thus, methodological triangulation is making different method to get validity of data.

4. Theoretical triangulation

Theoretical triangulation means the researcher compares the data finding with perspective theory that is relevant. Here, the researcher is demanded to have expert judgment to compare the finding of research

with the certain theory. . In determining the objectiveness of this research, the researcher asked the target reader and an evaluator who is master in translation as the informant for confirming ability and discussed the valuable data to know the exact interpretation. So the data become reliable.

From those types of triangulation, the researcher will use methodological collecting the data triangulation to get validity of data. In this research, the researcher will use four methodologies that are questioner, observation, interview and document to complete the information. The researcher gets the data from questioner that gives to the 57 students in class A and B subtitling class and prove the data with observation, interview the lecture and docummentation.

The researcher used interview to the student and lecture to find the students' difficulties to complete the data used score of class B *Rencana Pembelajaran Semester (RPS)* subtitling class.

## CHAPTER IV

### RESEARCH FINDING AND DISCUSSION

#### A. RESEARCH FINDING

In this research, the researcher conduct the research at subtitling class English Department, IAIN Surakarta. There are 2 class at subtitling class. There are 22 students divided into 4 group in 6A and 35 divided into 17 groups in 6B. In this chapter, it discusses the finding of the research that has conducted by the researcher. This research was conducted at IAIN Surakarta. Firstly, the researcher asked permission to the lecture of subtitle ing class before conduct the research. Secondly the resecher did the resechr in subtitling class 6A and 6B. Gave the student questioner and interview them. The last interview the lecture.

1. The students' effort of creating subtitling product in 6A and 6B subtitling class, English Language Education, IAIN Surakarta.

These data findings are related to the types and criteria of students' effort in the subtitling class of the sixth semester in English department of IAIN Surakarta. Effort is time and energy that escalate by the students in meeting the formal education requirements established by their teacher and school (Carbonaro, 2014: 28). Nagy (2016) classifieis the criteria of effort into four categories, they are behaviour, diligent, engagement, persistence. every type has the criteria, they are outstanding, very good, good, fair and unsatisfactory.

To get the deeper understanding about this research, the researcher make coding to organized and sort the data. Here the

researcher used “G1” to number of Group, “Erna ” to name of student, “6A” to the class of the student, “Burkhan” to the title of movie.

a. Students’ effort of class A

- 1) Behavior. From the analysis of the questionnaire distributed to the raters, in appendix 1 the researcher found that effort of the student in class A got very good and good of behavior. fourteen students’ class A got very good. They have average 68%-79%. they regularly appropriate conduct and positive attitude to learning, both for self and peers. Eight students’ class A got good. they mostly appropriate conduct and positive attitude to learning, both for self and peers.

From the observation, the student listens the lecture and their friends even they presented the product. If their friends present their short movie, most of them watch seriously because every group has different genre and title made the student interesting about the story, the researcher found some student used their phone in the class. The student never made other task from other subject, always raising the hand even want to ask question or give some suggestion and always receive the suggestion from lecture or their friends. in the second meeting of short movie presentation, there are students that give comment or asking about their friends’ product.

From the interview in appendix 3, Miss Lilik said in first meeting of presentation the student excited to asking and give

the comment more than this meeting because that is their first experience.

- 2) Diligent. From the analysis of the questionnaire distributed to the raters, in appendix 1 the researcher found that effort of the student in class A got very good, good and fair. Twelve students' class A got very good of diligent. They have average 68%-79%. The students applied regularly in learning situations and appropriate completion of work. Nine students' class A got good in diligent. They have average 68%-79%. The students applied mostly in learning situations and appropriate completion of work. One students' class A got fair. she has average 34%. The students applied occasionally in learning situations and appropriate completion of work.

From the interview, miss lilik said the students sometime met her out of the class if the test will come, they ask about material in the class. If the test will come they ask from WhatsApp, coming directly or meet in the street.

From the interview, the student watches the video and search the reference before made the subtitle. In this class the students got job to made subtitle in short movie with 20 minutes of duration. The movie that usually student watch, the duration is more than 20 minutes, the student must search the short movie based on their genre and duration. The students watch or download many short movies before choose their short movie

because they often watch short movie so they open YouTube to search their references. After the finish made the product they will check against their product.

- 3) Engagement. From the analysis of the questionnaire distributed to the raters, in appendix 1 the researcher found that effort of the student in class A got outstanding, very good and good. Eleven students' class A got outstanding. They have average 80%-96%. The students had outstanding effort of engagement. They always active to participated and demonstrated to maximise their learning. Ten students' class A got very good. They have average 70%-74%. They regularly active to participated and demonstrated to maximise their learning. One students' class A got good. He has average 44%. They mostly active to participated and demonstrated to maximise their learning.

From the observation, the researcher found the student sometime make a note and ask about their task. They follow the lecture instruction and direction. All of the task finish on time.

- 4) Persistence. From the analysis of the questionnaire distributed to the raters, in appendix 1 the researcher found that effort of the student in class A got outstanding, very good and good. Twelve students' class A got outstanding. They had great motivation and responsibility for their learning. They have average 80%-100%. Nine students' class A got very good. They have average 60%-79%. The students regularly had motivation and

responsibility for their learning. One students' class A got good. He has average 47%. The students mostly had motivation and responsibility for their learning.

From the interview the student interesting with subtitling subject because they like translation and the media is movie made them more interesting. The lecture give freedom to the student

**Table 4.1: Students' effort in class A**

Criteria	Score
Behaviour	Very good
	Good
Diligent	Very good
	Good
	Fair
Engagement	Outstanding
	Very good
	Fair
Persistence	Outstanding
	Very good
	Good

b. Students' effort of class B

- 1) Behavior. From the analysis of the questionnaire distributed to the raters, in appendix 1 the researcher found that effort of the



student in class B got outstanding and very good. Eight of the students' class B got outstanding. They have average 80%-91%. they always appropriate conduct and positive attitude to learning, both for self and peers. Fifteen students' class B got very good. They have average 62%-79%. they regularly appropriate conduct and positive attitude to learning, both for self and peers Ten student of class B got good. They have average 40%-58%. they mostly appropriate conduct and positive attitude to learning, both for self and peers

From the observation, in the second meeting of Dr. Binocs task some students didn't listen their friend because they ever watch the same video in first meeting of presentation.

From the interview Miss Ikke said some student feel bored because they watch the same video. The fact is she choose the five video but add the task to using video as the media of teaching learning process to decreasing the bored but it didn't effective. The time of second meeting itself is not in the schedule, this meeting change the holiday last week, and some student was starting their middle test semester. From the observation, the student some time used their phone in second meeting of presentation.

The next meeting, in P.2.2, they didn't use their phone because Miss Ikke explain new material about SHD. never made other task from other subject, always and often raising the hand

even want to ask question or give some suggestion and always and often receive the suggestion from lecture or their friends. from the observation, this class is full with active student, every time the lecture give time to ask two or three of them will asking the question. From the score given by the lecture, appendix 5 there is student that ask until 6 time in 3 meeting.

- 2) Diligent. From the analysis of the questionnaire distributed to the raters, in appendix 1 the researcher found that effort of the student in class B got outstanding, very good, good and fair of diligent. Nine students' class B got outstanding. They have average 80%-91%. sixteen students' class B got very good of diligent. They have average 64%-76%. Nine students' class B got good in diligent. They have average 40%-58%. One students' class B got fair. She has average 24%.

From the interview, miss ikke give one time to consultation the result for each group but some group want to meet more than one time. The task starts with consultation before they present the result. Watch the video and search the reference before made the subtitle. In dr. binocs task the video choose by miss ikke consist of five video so the student didn't need to search another video. Video from dr. binocs has subtitle in English, it easiest for the student because they just translate into Bahasa Indonesia. From the observation task dr. binocs video finish in two meeting. It is mean the student from second

meeting watch the subtitling result from the students' first meeting, so miss ikke adding the task to student in second meeting to made the situation, they use the video as the media of teaching learning process. From the first task Miss Ikke use Music video (MV) from the interview, the student interesting to search and watch the MV of many singers before choose the MV.

- 3) Engagement. From the analysis of the questionnaire distributed to the raters, in appendix 1 the researcher found that effort of the student in class B got outstanding and very good of engagement. Sixteen students' class B got outstanding. They have average 80%-96%. They always active to participated and demonstrated to maximise their learning. nineteen students' class B got very good. They have average 62%-77%.

From the observation, the resecher found the student sometime make a note and ask about their task. They follow the lecture instruction and direction, all of the task finish on time.

- 4) Persistence. From the analysis of the questionnaire distributed to the raters, in appendix 1 the researcher found that effort of the student in class B got outstanding, very good and good of persistence. Twenty-six students' class B got outstanding of persistence. They have average 80%-100%. seven students' class A got very good. They have average 66%-79%. One students' class B got good. He has average 53%.

From the observation, the student will discuss the order of group that will present their product. The lecture never chooses the group order to present their product.

**Table 4.2: Students' effort in class B**

Criteria	Score
Behaviour	Outstanding Very good Good
Diligent	Outstanding Very good Good Fair
Engagement	Outstanding Very good
Persistence	Outstanding Very good Good

2. The difficulties faced by the student when creating subtitling product in 6A and 6B subtitling class, English Language Education, IAIN Surakarta

Bogucki (2002) argue that the former is imposed on the subtitles by the visual context of the film, and space and time factors. In practice, the visual context dictates that the vlisteral component is limited to

what is not shown on screen, to minimize redundancy; in terms of quality, space and time restrictions may have a detrimental effect. To get the deeper understanding about this research, the researcher make coding to organized and sort the data. Here the researcher used “G1” to number of Group, “Erna ” to name of student, “6A” to the class of the student, “Burkhan” to the title of movie

a. Students’ difficulties in class A

From the observation, the researcher found the group of korath dawn n of darkness short movie made subtitle had different font and size, some word didn’t give subtitle, and typo.

From the interview:

Researcher : *Ada kesulitan enggak dek waktu buat subtitle?*

Anita : *Ada kalo yg dialog cepet gak kedengeran.*

From those statement above the student got difficulties in spatial and temporal parameter. It means the student got difficulties in technical difficulties.

Researcher : *adakah kesulitan dalam membuat subtitling?*

Luluk : *Ada kak. Pemilihan kata yg tepat sih.*

From interview the lecture, Miss Lilik said “*Iya kemaerin translationnya hilang sekarang pemilihan filmnya kalau tahu downloadnya jelek ngapain masih dipakai filmnya. Kan itu jadi big question mungkin juga buru-buru dan mepet.*”

From those statement above the student got difficulties in diction. It means the student got difficulties in linguistic difficulties.

b. Students' difficulties in class B

From interview of student class B:

Anisa N : *“ada kalimat yang terlalu panjang mbak”*

Interview with the lecture, Miss Ikke said *“Tulisnya terlalu kebawah terus banyak kata-kata yang kaku, enggak natural”*. the student got difficulties in spatial parameter and diction *“Sing gampang-gampang sebenarnya kayak di dan ke dipisah atau digabung itu. Terus mungkin terjemahan mereka itu terlalu kaku jadi mungkin kalau di lihat itu masih terlihat kalau ini terjemahan jadi susah dipahami padahal kan subtitling itu muncul sebentar-sebentar tok. Jadi sekali dibaca langsung”*. the student got difficulties in diction.

From those statement above the student got difficulties in spatial and temporal parameter. It means the student got difficulties in technical difficulties. From the interview in class B,

Researcher : *adakah kesulitan dalam membuat subtitling?*

Herlanggita : *iya ada mbak, karena ada kata-kata ilmiahnya jadi harus paham dulu tentang beberapa kata ilmiah kayak patahan, lempengan sama sesar.*

From those statement above the student got difficulties in diction. It means the student got difficulties in linguistic difficulties.

Based on the research finding, the researcher found some difficulties that face by the students in subtitling class. The difficulties class A and B are technical and linguistic. The difficulties come from spatial and temporal parameter and diction.

## **B. DISCUSSION**

1. The students' effort of creating subtitling product in 6A and 6B subtitling class, English Language Education, IAIN Surakarta.

From the analysis of the questionnaire distributed to the raters, the researcher found the students' effort in subtitling class A and B start from fair until outstanding scale. The average start from 34% until 100%.

- a. Behavior, the student in class A got very good and good, in class B outstanding, very good, good. Its means the student in class A and B, they mostly until always conduct themselves appropriately in class like listening the lectuce, not using the phone, not made another task event learing process, raise their hand event want to ask question or tell the ideas and receive the suggestion, maximise productivity, supports and engaging learning environment for others. mostly until always engages with lecture and peers in a respectful manner. Sometimes until never disrupts the learning and gave positive attitude to learning.
- b. Diligent, class A got very good, good, fair and class B got Outstanding, very good, good, fair. They occasionally until

extremely puts much effort and care into both class and homework. Meet the lecture out off the class, watch the video and search the reference before made the subtitle. Occationally until always shows a commitment to independent learning, with search reference that supports their learning. Occationally until always application in class supports their understanding and maximises their learning.

- c. Engagemen class A got Outstanding, very good, fair and class B got outstanding, very good. It is means they had high level of personal focus and involvement in class. This following: Class discussion and listens and responds to the views of others. Takes notes, completes the works and used class time effectively. Always until occasionally participates in class discussions and asks questions. listens to instruction and follows all directions
  - d. Persistence class A got Outstanding, very good, good and class B got Outstanding, very good, good. It is means they always until mostly demonstrated in interest and creativity in their learning both in and out of school. Takes a deal of pride in their work.
2. The difficulties faced by the student when creating subtitling product in 6A and 6B subtitling class, English Language Education, IAIN Surakarta.

Technical difficulties of the subtitle come from spatial rules or parameter, such as: number of lines, their position on screen, the principle of line-breaks, number of characters, and the feedback effects. partial reduction and total reduction. While total reduction is self-



explanatory, some of the most usual ways of partially reducing the text include shortening the syntax, changing the passive into the active, changing indirect speech into direct speech, changing the present perfect to the past tense, changing word class, and merging two or more phrases or sentences into one. Temporal difficulties come from temporal parameter. Such as: duration of single word and duration of full two-line. (Beuchert, 2017; Bogucki, 2002; Chaume 2013; Matkivska. 2014; Orero, 2004; Wongseree, 2015; Zottola, 2017; Cintas, 2009)

From this research, the researcher finds some student got difficulties. Their difficulties are a part of technical and linguistic difficulties. From the observation in class A, the researcher found the group of korath dawn n of darkness short movie made subtitle had different font and size, some word didn't give subtitle, and typo. Lonely Planet group, the subtitle change into small size after 5 minutes, because the student didn't check and they made subtitle in separated place. Burkhan group made subtitle untogether, wrong capital word, typo and untranslated. They got difficulties in spatial parameter.

From observation in class A, the group of Burkhan had overlaps of subtitle. From the interview, Wayan from Burkhan group said "*Kadang suarane gak kedegeran mbak pas ngepasin dialog nya*". Anita from Lonely Planet said "*Ada kalo yg dialog cepet gak kedengeran*". they got difficulties in temporal parameter. From the observation and interview above the student got technical difficulties.

Linguistic difficulties are The space and time constraints inherent in the subtitling process usually enhance traditional translation challenges, such as grammar and word order, as well as problems related to cross-cultural shifts (Cintas: 2014). From the observation in class A, the group of korath dawn of darkness got difficulties in the quality of the short movie that the sound can't heard clearly, the sentence "*Habiskan aku seperti pria*" must change into "*habis atau bunuh atau lawan aku seperti pria*" from interview, Luluk from Rakka group said "*Ada kak. Pemilihan kata yg tepat sih*". From the observation and interview above the student got difficulties in diction as the linguistic difficulties.

From interview in class B, Zais said "*Kesulitan e pas ngedit tulisannya mbak mau ngatasin itu mbak*". Anisa N said "*ada kalimat yang terlalu panjang mbak*". They got difficulties in spatial parameter.

From interview in class B, Anjas said "*Ada kesulitan mbak waktu ngepasin subtitle dengan suaranya kadang kurang pas*". Ismie said "*Terus ngepasin terjemahan sama suara divideo*". they got difficulties in temporal parameter. From the interview above the student got technical difficulties.

From interview in class B, Anisa N said "*ada beberapa kata yang sulit diterjemahin*". Anjas said "*Ada mba pemilihan bahasanya kadang terlalu kaku kurang tepat dan subtitle nya kepanjangan*". Avanti said "*Kesulitannya ketika kita nerjemahin bidang geografi, jadi kita mau gak mau harus faham istilah2nya dalam draught (kemarau) itu sendiri*".

*bagaimana. Ada beberapa teori yang sulit untuk dijelaskan ke dalam bahasa indonesia karena kita tidak begitu paham dengan bidang geografi itu sendiri”. Othalia said “yang sulit cuma cari arti dari kaya bahasa ilmiah nya gitu, kaya bahasa ilmiah dari macam-macam jenis gunung”. They got difficulties in diction as the linguistic difficulties*

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. CONCLUSION

Effort and the student in class A got very good and of behavior, very good, good and fair of diligent, outstanding, very good, and fair of engagement and outstanding, very good and good of persistence. Student in class B got outstanding, very good and good of behavior, outstanding, very good, good and fair of diligent, outstanding, very good, of engagement and outstanding, very good and good of persistence.

First criteria are behavior: appropriate conduct and positive attitude to learning, supports and engaging learning environment for others. Engages with lecture and peers in a respectful manner, never disrupts the learning and gave positive attitude to learning at all times. Second, diligence: applied in learning situations and appropriate completion of work. puts effort and care into both class and homework. Shows a commitment to independent learning, with search reference that supports their learning. Situation in class supports their understanding and maximises their learning.

Third, engagement: active to participated and demonstrated learning. Student has high level in personal focus and involvement in class. Takes notes, completes the works. participates in class discussions and asks questions. listens to instruction and follows all directions. The last is persistence: motivation and responsibility for learning interest and creativity

both in and out of class. Takes a great deal of pride in their work.

Students' difficulties in class A are technical, and linguistic. The student difficulties in class B are technical and linguistic. The discussion there are three difficulties in creating subtitling product. There is spatial and temporal parameter as the technical difficulties, diction as the linguistic problem difficulties. they got technical difficulty because they got problem in number of character, size and font, time to show the subtitle. they got linguistic difficulty because they get scientific word the unfamiliar with them and tried to find the word that more familiar. It can be concluded the students' difficulties of subtitling class are technical and linguistic.

## **B. SUGGESTION**

After analyzing the data and making the conclusion, the researcher has some suggestion for the lecture, students and also another researcher.

### **1. To the students**

After conduct this research, the researcher hope that it will inspiring the student to be more gave the effort on their teaching learning process

### **2. Another researcher**

For the other researcher, it is suggested to conduct another research in the same field as the researcher done. The purpose is to find another students' effort. The last, hopefully this research will be very useful as a reference for the other researcher who carry out and develop a similiar study

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# **APPENDIX 1**

**Table 1: The result of students' effort in class A**

No.	Criteria of effort	Scale	Data	Explanation	Meaning
1.	Behavior	Very good	G1/Erna/6A/Burkhan G1/Wayan/6A/Burkhan G1/Vista/6A/Burkhan G1/Fathonah/6A/Burkhan G2/ Annafi/6A/Rakka G2/ Nining/6A/Rakka G2/ Ayu/6G2/ Luluk/6A/Rakka G3/Anita/6A/Lonely Planet G3/Nada/6A/Lonely Planet G3/Maimunah/6A/Lonely Planet G3/Rofiq/6A/Lonely Planet G4/Nufi/6A/Korath Dawn of Darkness G4/Sistia/6A/Korath Dawn of Darkness	the students had very good effort of behavior. they regularly appropriate conduct and positive attitude to learning, both for self and peers.	It is means they regularly conducts themselves appropriately in class like listening the lectuce, not using the phone, not made another task event learing process, raise their hand event want to ask question or tell the ideas and receive the suggestion, maximise productivity, supports and engaging learning environment for others. Regularly engages with lecture and peers in a respectful manner. Rarely disrupts the learning and gave positive attitude to learning.

No.	Criteria of effort	Scale	Data	Explanation	Meaning
		Good	G1/Rasyad/6A/Burkha G1/Paris/6A/Burkhan G2/ Tiesta/6A/Rakka G2/ Sapto/6A/Rakka G3/Amira/6A/Lonely Planet A/Rakka G4/Murni/6A/Korath Dawn of Darkness G4/Fauzan/6A/Korath Dawn of Darkness G4/Iin/6A/Korath Dawn of Darkness	they always appropriate conduct and positive attitude to learning, both for self and peers.	It is means they mostly conducts themselves appropriately in class like listening the lectuce, not using the phone, not made another task event learing process, raise their hand event want to ask question or tell the ideas and receive the suggestion, maximise productivity, supports and engaging learning environment for others. Mostly engages with lecture and peers in a respectful manner. Sometimes disrupts the learning and gave positive attitude to learning.



No.	Criteria of effort	Scale	Data	Explanation	Meaning
2.	Diligent	Very good	G1/Erna/6A/Burkhan G1/Wayan/6A/Burkhan G1/Fathonah/6A/Burkhan G1/Paris/6A/Burkhan G2/ Luluk/6A/Rakka G2/ Sapto/6A/Rakka G3/Amira/6A/Lonely Planet G3/Nada/6A/Lonely Planet G4/Fauzan/6A/Korath Dawn of Darkness G4/Nufi/6A/Korath Dawn of Darkness G4/Iin/6A/Korath Dawn of Darkness G4/Sistia/6A/Korath Dawn of Darkness	The students applied regularly in learning situations and appropriate completion of work.	Regularly puts much effort and care into both class and homework. Meet the lecture out off the class, watch the video and search the reference before made the subtitle. Regularly shows a commitment to independent learning, with search reference that supports their learning. Regularly application in class supports their understanding and maximises their learning.

No.	Criteria of effort	Scale	Data	Explanation	Meaning
		Good	G1/Vista/6A/Burkhan G1/Rasyad/6A/Burkha G2/ Tiesta/6A/Rakka G2/ Annafi/6A/Rakka G2/ Ayu/6A/Rakka G3/Anita/6A/Lonely Planet G3/Rofiq/6A/Lonely Planet G3/Maimunah/6A/Lonely Planet G4/Murni/6A/Korath Dawn of Darkness	The students applied mostly in learning situations and appropriate completion of work.	Mostly puts much effort and care into both class and homework. Meet the lecture out off the class, watch the video and search the reference before made the subtitle. On most occasions they show a commitment to independent learning, with search reference that supports their learning. Application in class usually supports their understanding and maximises their learning

No.	Criteria of effort	Scale	Data	Explanation	Meaning
		Fair	G2/ N ining/6A/Rakka	The students applied occasionally in learning situations and appropriate completion of work.	Occasionally puts much effort and care into both class and homework. Meet the lecture out off the class, watch the video and search the reference before made the subtitle. Commitment to independent learning is sporadic, with search reference that supports their learning. Occasionally applicaies supports their understanding and maximises their learning

No.	Criteria of effort	Scale	Data	Explanation	Meaning
3.	Engagement	Outstanding	G1/Erna/6A/Burkhan G1/Rasyad/6A/Burkha G2/ Tiesta/6A/Rakka G2/ Nining/6A/Rakka G2/ Annafi/6A/Rakka G2/ Ayu/6A/Rakka G2/ Luluk/6A/Rakka G3/Maimunah/6A/Lonely Planet G3/Anita/6A/Lonely Planet G4/Murni/6A/Korath Dawn of Darkness G4/Nufi/6A/Korath Dawn of Darkness	The students had outstanding effort of engagement. They always active to participated and demonstrated to maximise their learning.	They had high level of personal focus and involvement in class. This following: Class discussion and listens and responds to the views of others. Takes notes, completes the works and used class time effectively. Always participates in class discussions and asks questions. listens to instruction and follows all directions

No.	Criteria of effort	Scale	Data	Explanation	Meaning
		Very good	G1/Wayan/6A/Burkhan G1/Vista/6A/Burkhan G1/Paris/6A/Burkhan G1/Fathonah/6A/Burkhan G2/ Sapto/6A/Rakka G3/Amira/6A/Lonely Planet G3/Nada/6A/Lonely Planet G4/Sistia/6A/Korath Dawn of Darkness G4/Fauzan/6A/Korath Dawn of Darkness G4/Iin/6A/Korath Dawn of Darkness	The students had very good effort of engagement. They regularly active to participated and demonstrated to maximise their learning.	Regularly strives for personal focus and involvement in class. This following: Instigates class discussion and listens and responds to the views of others. Takes notes, completes the works and used class time effectively, receive suggestion. Regularly participates in class discussions and asks questions. listens to instruction and follows all directions

No.	Criteria of effort	Scale	Data	Explanation	Meaning
		Good	G3/Rofiq/6A/Lonely Planet	<p>The student had fair effort of engagement. They mostly active to participated and demonstrated to maximise their learning.</p>	<p>They had mostly of personal focus and involvement in class. Instigates class discussion and listens and responds to the views of others. Takes notes, completes the works and used class time effectively, receive suggestion. Mostly participates in class discussions and asks questions. listens to instruction and follows all directions</p>

No.	Criteria of effort	Scale	Data	Explanation	Meaning
4.	Persistence	Outstanding	G1/Erna/6A/Burkhan G1/Rasyad/6A/Burkha G2/ Ayu/6A/Rakka G2/ Annafi/6A/Rakka G2/ Tiesta/6A/Rakka G2/ Luluk/6A/Rakka G3/Maimunah/6A/Lonely Planet G4/Murni/6A/Korath Dawn of Darkness G4/Nufi/6A/Korath Dawn of Darkness G4/Iin/6A/Korath Dawn of Darkness G4/Sistia/6A/Korath Dawn of Darkness G4/Fauzan/6A/Korath Dawn of Darkness	The students had outstanding effort of persistence. They had great motivation and responsibility for their learning.	They always demonstrated in interest and creativity in their learning both in and out of school. Takes a great deal of pride in their work.

No.	Criteria of effort	Scale	Data	Explanation	Meaning
		Very good	G1/Wayan/6A/Burkhan G1/Vista/6A/Burkhan G1/Fathonah/6A/Burkhan G1/Paris/6A/Burkhan G2/ Sapto/6A/Rakka G2/ Nining/6A/Rakka G3/Amira/6A/Lonely Planet G3/Anita/6A/Lonely Planet G3/Nada/6A/Lonely Planet	The students regularly had motivation and responsibility for their learning.	They regularly demonstrated in interest and creativity in their learning both in and out of school. Takes a pride in their work.
		Good	G3/Rofiq/6A/Lonely Planet	The students mostly had motivation and responsibility for their learning.	They mostly demonstrated in interest and creativity in their learning both in and out of school. Takes some pride in their work.



**Table 2: The result of students' effort in class B**

No	Criteria of effort	Scale	Data	Explanation	Meaning
1	Behavior	Outstanding	G2/Ghaidha/6B/ Hurricane G2/Tanti/6B/ Hurricane G4/Siti/6B/Floods G5/Ismie/6B/Drought G7/Dewi/6B/Earthquake G8/Zulfa/6B/Volcano G13/Ria/6B/Floods G16/ Jessica/6B/Hurricane	the students had outstanding effort of behavior. they always appropriate conduct and positive attitude to learning, both for self and peers.	It is means they always conducts themselves appropriately in class like listening the lectuce, not using the phone, not made another task event learing process, raise their hand event want to ask question or tell the ideas. maximise productivity to made the product, supports and engaging learning environment. Never disrupts and gave positive attitude to learning at all times.

No.	Criteria of effort	Scale	Data	Explanation	Meaning
		Very good	G1/Anjar/6B/Volcano G1/Yusna/6B/Volcano G3 /Nabilah/6B/Drought G3 /Mujahid/6B/Drought G4/Endah/6B/Floods G5/Cahya/6B/ Drought G5/Anisa/6B/ Drought G6/Cahyaning/6B/Floods G6/Zais/6B/Floods G7/Herlanggita/6B/Earthquake G8/Pratiwi/6B/Volcano G9/Khafik/6B/Drought G9/Avanti/6B/Drought G10/Fadila/6B/Volcano G11/Lilis/6B/Volcano G11/Hazna/6B/Volcano G12/Ayu/6B/Hurricane G12/Estien/6B/ Hurricane G13/Linggar/6B/Floods G14/Ihza/6B/Drought G14/Fitria/6B/Drought G15/Ika/6B/Flood G15/ Nurul H/6B/Flood G16/Anisa M/6B/Hurricane G10/Othalia/6B/Volcano	the students had very good effort of behavior. they regularly appropriate conduct and positive attitude to learning, both for self and peers.	It is means they regularly conducts themselves appropriately in class like listening the lectuce, not using the phone, not made another task event learing process, raise their hand event want to ask question or tell the ideas. maximise productivity, supports and engaging learning environment for others. Regularly engages with lecture and peers in a respectful manner. Rarely disrupts the learning and gave positive attitude to learning.

No.	Criteria of effort	Scale	Data	Explanation	Meaning
2	Diligent	Outstanding	G2/Ghaidha/6B/ Hurricane G4/Endah/6B/Floods G4/Siti/6B/Floods G8/Zulfa/6B/Volcano G8/Pratiwi/6B/Volcano G13/Linggar/6B/Floods G13/Ria/6B/Floods G14/Fitria/6B/Drought G17/Makhmudah/6B/Earthquake	The students always applied in learning situations and appropriate completion of work.	Always puts much effort and care into both class and homework. Always shows a commitment to independent learning, with search reference that supports their learning. Application in class supports their understanding and maximises their learning.

No.	Criteria of effort	Scale	Data	Explanation	Meaning
		Very good	G1/Anjar/6B/Volcano G1/Yusna/6B/Volcano G2/Tanti/6B/ Hurricane G3 /Nabilah/6B/Drought G5/Ismie/6B/Drought G5/Anisa/6B/ Drought G6/Zais/6B/Floods G6/Cahyaning/6B/Floods G7/Dewi/6B/Earthquake G7/Herlanggita/6B/Earthquake G10/Othalia/6B/Volcano G11/Lilis/6B/Volcano G11/Hazna/6B/Volcano G12/Estien/6B/ Hurricane G14/Ihza/6B/Drought G15/Ika/6B/Flood	The students applied regularly in learning situations and appropriate completion of work.	Regularly puts much effort and care into both class and homework. Regularly shows a commitment to independent learning, with search reference that supports their learning. Regularly application in class supports their understanding and maximises their learning.

No.	Criteria of effort	Scale	Data	Explanation	Meaning
		Good	G3 /Mujahid/6B/Drought G5/Cahya/6B/ Drought G9/Avanti/6B/Drought G9/Khafik/6B/Drought G10/Fadila/6B/Volcano G15/ Nurul H/6B/Flood G16/Anisa M/6B/Hurricane G16/ Jessica/6B/Hurricane G17/Lia/6B/Earthquake	The students applied mostly in learning situations and appropriate completion of work.	Mostly puts much effort and care into both class and homework. On most occasions they show a commitment to independent learning, with search reference that supports their learning. Application in class usually supports their understanding and maximises their learning

No.	Criteria of effort	Scale	Data	Explanation	Meaning
		Fair	G12/Ayu/6B/Hurricane	The students applied occasionally in learning situations and appropriate completion of work.	Occasionally puts much effort and care into both class and homework. On occasions they show a commitment to independent learning, with search reference that supports their learning. Occasionally application in class usually supports their understanding and maximises their learning

No.	Criteria of effort	Scale	Data	Explanation	Meaning
3	Engagement	Outstanding	G2/Ghaidha/6B/ Hurricane G2/Tanti/6B/ Hurricane G3 /Nabilah/6B/Drought G4/Siti/6B/Floods G5/Anisa/6B/ Drought G5/Cahya/6B/ Drought G5/Ismie/6B/Drought G6/Cahyaning/6B/Floods G7/Dewi/6B/Earthquake G8/Zulfa/6B/Volcano G10/Fadila/6B/Volcano G11/Lilis/6B/Volcano G13/Ria/6B/Floods G14/Fitria/6B/Drought G16/ Jessica/6B/Hurricane G17/Makhmudah/6B/Earthquake	The students had outstanding effort of engagement. They always active to participated and demonstrated to maximise their learning.	They had high level of personal focus and involvement in class. This following: Class discussion and listens and responds to the views of others. Takes notes, completes the works and used class time effectively. Always participates in class discussions and asks questions. listens to instruction and follows all directions

No.	Criteria of effort	Scale	Data	Explanation	Meaning
		Very good	G1/Anjar/6B/Volcano G1/Yusna/6B/Volcano G3 /Mujahid/6B/Drought G4/Endah/6B/Floods G6/Zais/6B/Floods G7/Herlanggita/6B/Earthquake G8/Pratiwi/6B/Volcano G9/Khafik/6B/Drought G9/Avanti/6B/Drought G10/Othalia/6B/Volcano G11/Hazna/6B/Volcano G12/Estien/6B/ Hurricane G12/Ayu/6B/Hurricane G13/Linggar/6B/Floods G14/Ihza/6B/Drought G15/Ika/6B/Flood G15/ Nurul H/6B/Flood G16/Anisa M/6B/Hurricane G17/Lia/6B/ Earthquake	The students had very good effort of engagement. They regularly active to participated and demonstrate ed to maximise their learning.	Regularly strives for personal focus and involvement in class. This following: Instigates class discussion and listens and responds to the views of others. Takes notes, completes the works and used class time effectively. Regularly participates in class discussions and asks questions. listens to instruction and follows all directions



No.	Criteria of effort	Scale	Data	Explanation	Meaning
4	Persistence	Outstanding	G1/Anjar/6B/Volcano G2/Ghaidha/6B/ Hurricane G2/Tanti/6B/ Hurricane G3 /Nabilah/6B/Drought G4/Siti/6B/Floods G4/Endah/6B/Floods G5/Anisa/6B/ Drought G5/Ismie/6B/Drought G5/Cahya/6B/ Drought G6/Zais/6B/Floods G7/Herlanggita/6B/Earthquake G7/Dewi/6B/Earthquake G8/Zulfa/6B/Volcano G8/Pratiwi/6B/Volcano G9/Khafik/6B/Drought G10/Fadila/6B/Volcano G10/Othalia/6B/Volcano G11/Lilis/6B/Volcano G11/Hazna/6B/Volcano G12/Estien/6B/ Hurricane G13/Ria/6B/Floods G13/Linggar/6B/Floods G14/Fitria/6B/Drought G15/Ika/6B/Flood G15/ Nurul H/6B/Flood G16/Anisa M/6B/Hurricane	The students had outstanding effort of persistence. They had great motivation and responsibility for their learning.	They always demonstrated in interest and creativity in their learning both in and out of school. Takes a great deal of pride in their work.

No.	Criteria of effort	Scale	Data	Explanation	Meaning
		Very good	G1/Yusna/6B/Volcano G6/Cahyaning/6B/Floods G9/Avanti/6B/Drought G12/Ayu/6B/Hurricane G14/Ihza/6B/Drought G16/ Jessica/6B/Hurricane G17/Makhmudah/6B/Earthquake	The students regularly had motivation and responsibility for their learning.	They regularly demonstrated in interest and creativity in their learning both in and out of school. Takes a pride in their work.
		Good	G3/Mujahid/6B/Drought	The students applied mostly in learning situations and appropriate completion of work.	They mostly demonstrated in interest and creativity in their learning both in and out of school. Takes a pride in their work.

**Table 3: Students' difficulties in class A**

No	Difficulties	Data	Explanation	Meaning
1.	Technical	G1/Vista/6A/Burkhan G4/Nufi/6A/Korath Dawn of Darkness G4/Murni/6A/Korath Dawn of Darkness G4/Iin/6A/Korath Dawn of Darkness	Relate directly with the format of subtitle, spatial and temporal parameter.	This difficulties built by time to present the subtitle, space that limited and presentation like size of character, their subtitle position on screen.
2.	Linguistic	G1/Wayan/6A/Burkhan G3/Anita/6A/Lonely Planet G3/Nada/6A/Lonely Planet G3/Amira/6A/Lonely Planet	Grammar, word order, cross- cultural shifts.	Repetitions. False starts and ungrammatical constructions. Internationally known words, such as 'yes', 'no', 'OK'. Expressions followed by gestures to denote salutation, politeness, affirmation, negation, surprise, telephone responses.

**Table 4: Students' difficulties in class B**

No	Difficulties	Data	Explanation	Meaning
3.	Technical	G1/Anjas/6B/Volcano G2/Ghaidha/6B/ Hurricane G3 /Nurul/6B/Drought G4/Siti/6B/Floods G5/Ismie/6B/Drought G5/Anisa/6B/ Drought G6/Zais/6B/Floods G8/Zulfa/6B/Volcano G7/Dewi/6B/Earthquake G11/Lilis/6B/Volcano G12/Ayu/6B/Hurricane G13/Linggar/6B/Floods	Relate directly with the format of subtitle, spatial and temporal parameter	This difficulties built by time to present the subtitle, space that limited and presentation like size of character, their subtitle position on screen.
4.	Linguistic	G14/Ihza/6B/Drought G15/Ika/6B/Flood G16/Jessica/6B/Hurricane G17/Lia/6B/Earthquake G4/Siti/6B/Floods G5/Ismie/6B/Drought G5/Anisa/6B/ Drought G9/Avanti/6B/Drought G10/Othalia/6B/Volcano	Grammar, word order, cross-cultural shifts.	Repetitions. False starts and ungrammatical constructions. Internationally known words, such as 'yes', 'no', 'OK'. Expressions followed by gestures to denote salutation, politeness, affirmation, negation, surprise, telephone responses.

## Kuesioner Penelitian Usaha Siswa di Kelas A Subtitling Miss Lilik Pendidikan Bahasa Inggris, IAIN Surakarta

### A. Petunjuk

1. Angket ini hanya untuk kepentingan penelitian, tidak akan mempengaruhi nilai anda.
2. Jawaban akan dijamin kerahasiaannya, oleh karena itu jawablah dengan jujur.

### B. Pahami salah satu jawaban yang paling sesuai dengan kondisi anda dengan memberi tanda (√) pada salah satu jawaban. keterangan: (SS) untuk Sangat Sering, (S) untuk Sering, (K) untuk Kadang-kadang, (J) untuk Jarang, dan (TP) untuk Tidak pernah.

### C. Nomer pada pertanyaan 1 menunjukkan pertemuan pertama, 2 pertemuan kedua dan seterusnya dengan materi yang sudah tertulis pada bagian pertanyaan.

### D. Identitas responden

1. Nama Lengkap:
2. Jenis kelamin:
3. No HP:

No	Kriteria		Pernyataan	(SS)	(S)	(K)	(J)	(TP)
1	Perilaku	A	Saya mendengarkan dengan baik saat dosen menjelaskan atau saat teman saya mempresentasikan hasilnya					
			1 (translation theory)					
			2 (theory type of AVT)					
			3 (software AVT)					
			4 (practice use Eagisub)					
			5 (theory standard of composing subtitle)					
			6 (presentation)					
7 (presentation)								

		B	Saya bermain HP ketika dosen menjelaskan atau saat teman saya mempresentasikan hasilnya					
			1 (translation theory)					
			2 (theory type of AVT)					
			3 (software AVT)					
			4 (practice use Eagisub)					
			5 (theory standard of composing subtitle)					
			6 (presentation)					
			7 (presentation)					
		C	Saya pernah mengerjakan tugas mata kuliah lain dalam kelas subtitling.					
			1 (translation theory)					
			2 (theory type of AVT)					
			3 (software AVT)					
			4 (practice use Eagisub)					
			5 (theory standard of composing subtitle)					
			6 (presentation)					
			7 (presentation)					
		D	Saya mengangkat tangan ketika akan bertanya					
			1 (translation theory)					
			2 (theory type of AVT)					
			3 (software AVT)					
			4 (practice use Eagisub)					
			5 (theory standard of composing subtitle)					
			6 (presentation)					
			7 (presentation)					
		E	Saya menerima saran dan kritik yang diberikan oleh dosen maupun teman kelas.					
			1 (translation theory)					

			2 (theory type of AVT)						
			3 (software AVT)						
			4 (practice use Eagisub)						
			5 (theory standard of composing subtitle)						
			6 (presentation)						
			7 (presentation)						
2	Ketekunan	A	Saya pernah bertemu dengan dosen diluar jam pembelajaran untuk bertanya hal yang belum saya mengerti						
			1 (translation theory)						
			2 (theory type of AVT)						
			3 (software AVT)						
			4 (practice use Eagisub)						
			5 (theory standard of composing subtitle)						
			6 (presentation)						
			7 (presentation)						
		B	Saya mencari referensi subtitle untuk membuat subtitle saya						
			1 (translation theory)						
			2 (theory type of AVT)						
			3 (software AVT)						
			4 (practice use Eagisub)						
			5 (theory standard of composing subtitle)						
			6 (presentation)						
			7 (presentation)						
		C	Saya menonton video saya beberapa kali sebelum membuat subtitle						
			1 (translation theory)						
			2 (theory type of AVT)						
			3 (software AVT)						
			4 (practice use Eagisub)						

			5 (theory standard of composing subtitle)					
			6 (presentation)					
			7 (presentation)					
3	Keterlibatan	A	Saya selalu membuat catatan pada hal penting yang disampaikan dosen atau saat teman saya mempresentasikan hasilnya.					
			1 (translation theory)					
			2 (theory type of AVT)					
			3 (software AVT)					
			4 (practice use Eegisub)					
			5 (theory standard of composing subtitle)					
			6 (presentation)					
			7 (presentation)					
		B	Saya bertanya ketika tidak mengerti dengan apa yang dosen jelaskan atau apa yang teman saya presentasikan.					
			1 (translation theory)					
			2 (theory type of AVT)					
			3 (software AVT)					
			4 (practice use Eegisub)					
			5 (theory standard of composing subtitle)					
			6 (presentation)					
		C	Saya berdiskusi dengan teman sekelompok tentang video dan hasil dari subtitle kami					
			1 (translation theory)					
			2 (theory type of AVT)					
			3 (software AVT)					
			4 (practice use Eegisub)					
			5 (theory standard of composing subtitle)					
6 (presentation)								



			7 (presentation)					
		D	Ada teman saya tidak ikut bekerja dalam tugas kelompok					
			1 (translation theory)					
			2 (theory type of AVT)					
			3 (software AVT)					
			4 (practice use Eagisub)					
			5 (theory standard of composing subtitle)					
			6 (presentation)					
			7 (presentation)					
		E	Saya merasa tidak suka jika diberi kritik pada hasil kerja saya					
			1 (translation theory)					
			2 (theory type of AVT)					
			3 (software AVT)					
			4 (practice use Eagisub)					
			5 (theory standard of composing subtitle)					
			6 (presentation)					
			7 (presentation)					
4	Kegigihan	A	Saya mengerjakan tugas subtiling tepat waktu					
			1 (translation theory)					
			2 (theory type of AVT)					
			3 (software AVT)					
			4 (practice use Eagisub)					
			5 (theory standard of composing subtitle)					
			6 (presentation)					
			7 (presentation)					
		B	Saya menggunakan subtitle dari produk yang sudah jadi.					
			1 (translation theory)					

		2 (theory type of AVT)					
		3 (software AVT)					
		4 (practice use Eegisub)					
		5 (theory standard of composing subtitle)					
		6 (presentation)					
		7 (presentation)					
	C	Saya membaca berkali-kali hasil subtitle saya					
		1 (translation theory)					
		2 (theory type of AVT)					
		3 (software AVT)					
		4 (practice use Eegisub)					
		5 (theory standard of composing subtitle)					
		6 (presentation)					
		7 (presentation)					

**Kuesioner Penelitian Usaha Siswa di Kelas B Subtitling  
Miss Ikke Pendidikan Bahasa Inggris, IAIN Surakarta**

E. Petunjuk

3. Angket ini hanya untuk kepentingan penelitian, tidak akan mempengaruhi nilai anda.
4. Jawaban akan dijamin kerahasiaannya, oleh karena itu jawablah dengan jujur.

F. Pahamiilah salah satu jawaban yang paling sesuai dengan kondisi anda dengan memberi tanda (√) pada salah satu jawaban. keterangan: (SS) untuk Sangat Sering, (S) untuk Sering, (K) untuk Kadang-kadang, (J) untuk Jarang, dan (TP) untuk Tidak pernah.

G. Nomer pada pertanyaan 1 menunjukkan pertemuan pertama, 2 pertemuan kedua dan seterusnya dengan materi yang sudah tertulis pada bagian pertanyaan.

H. Identitas responden

4. Nama Lengkap:
5. Jenis kelamin:
6. No HP:

No	Kriteria		Pernyataan	(SS)	(S)	(K)	(J)	(TP)
1	Perilaku	A	Saya mendengarkan dengan baik saat dosen menjelaskan atau saat teman saya mempresentasikan hasilnya					
			1 (history of subtitling, invisible subtitler)					
			2 (subtitle constraints, dubbing vs subtitling)					
			3 (subtitling standards and theory how to compos with eagisub)					
			4 (composing subtitle and practice composing Music Video)					

			5 (theory make subtitle use video from Dr. Binocs)					
			6 (practice use video from Dr. Binocs)					
			7 (practice use video from Dr. Binocs)					
	B		Saya bermain HP ketika dosen menjelaskan atau saat teman saya mempresentasikan hasilnya					
			1 (history of subtitling, invisible subtitler)					
			2 (subtitle constraints, dubbing vs subtitling)					
			3 (subtitling standards and theory how to compos with eagisub)					
			4 (composing subtitle and practice composing Music Video)					
			5 (theory make subtitle use video from Dr. Binocs)					
			6 (practice use video from Dr. Binocs)					
			7 (practice use video from Dr. Binocs)					
	C		Saya pernah mengerjakan tugas mata kuliah lain dalam kelas subtitling.					
			1 (history of subtitling, invisible subtitler)					
			2 (subtitle constraints, dubbing vs subtitling)					
			3 (subtitling standards and theory how to compos with eagisub)					
			4 (composing subtitle and practice composing Music Video)					
			5 (theory make subtitle use video from Dr. Binocs)					
			6 (practice use video from Dr. Binocs)					
			7 (practice use video from Dr. Binocs)					

		D	Saya mengangkat tangan ketika akan bertanya					
			1 (history of subtitling, invisible subtitler)					
			2 (subtitle constraints, dubbing vs subtitling)					
			3 (subtitling standards and theory how to compos with eagisub)					
			4 (composing subtitle and practice composing Music Video)					
			5 (theory make subtitle use video from Dr. Binocs)					
			6 (practice use video from Dr. Binocs)					
			7 (practice use video from Dr. Binocs)					
		E	Saya menerima saran dan kritik yang diberikan oleh dosen maupun teman kelas.					
			1 (history of subtitling, invisible subtitler)					
			2 (subtitle constraints, dubbing vs subtitling)					
			3 (subtitling standards and theory how to compos with eagisub)					
			4 (composing subtitle and practice composing Music Video)					
			5 (theory make subtitle use video from Dr. Binocs)					
			6 (practice use video from Dr. Binocs)					
			7 (practice use video from Dr. Binocs)					
2	Ketekunan	A	Saya pernah bertemu dengan dosen diluar jam pembelajaran untuk bertanya hal yang belum saya mengerti					
			1 (history of subtitling, invisible subtitler)					

		2 (subtitle constraints, dubbing vs subtitling)						
		3 (subtitling standards and theory how to compos with eagisub)						
		4 (composing subtitle and practice composing Music Video)						
		5 (theory make subtitle use video from Dr. Binocs)						
		6 (practice use video from Dr. Binocs)						
		7 (practice use video from Dr. Binocs)						
	B	Saya menonton video saya beberapa kali sebelum membuat subtitle						
		1 (history of subtitling, invisible subtitler)						
		2 (subtitle constraints, dubbing vs subtitling)						
		3 (subtitling standards and theory how to compos with eagisub)						
		4 (composing subtitle and practice composing Music Video)						
		5 (theory make subtitle use video from Dr. Binocs)						
		6 (practice use video from Dr. Binocs)						
		7 (practice use video from Dr. Binocs)						
	C	Saya mencari referensi subtitle untuk membuat subtitle saya						
		1 (history of subtitling, invisible subtitler)						
		2 (subtitle constraints, dubbing vs subtitling)						
		3 (subtitling standards and theory how to compos with eagisub)						

			4 (composing subtitle and practice composing Music Video)					
			5 (theory make subtitle use video from Dr. Binocs)					
			6 (practice use video from Dr. Binocs)					
			7 (practice use video from Dr. Binocs)					
3	Keterlibatan	A	Saya selalu membuat catatan pada hal yang disampaikan dosen atau saat teman saya mempresentasikan hasilnya.					
			1 (history of subtitling, invisible subtitler)					
			2 (subtitle constraints, dubbing vs subtitling)					
			3 (subtitling standards and theory how to compos with eagisub)					
			4 (composing subtitle and practice composing Music Video)					
			5 (theory make subtitle use video from Dr. Binocs)					
			6 (practice use video from Dr. Binocs)					
			7 (practice use video from Dr. Binocs)					
		B	Saya bertanya ketika tidak mengerti dengan apa yang dosen jelaskan atau apa yang teman saya presentasikan.					
			1 (history of subtitling, invisible subtitler)					
			2 (subtitle constraints, dubbing vs subtitling)					
			3 (subtitling standards and theory how to compos with eagisub)					
			4 (composing subtitle and practice composing Music Video)					

			5 (theory make subtitle use video from Dr. Binocs)					
			6 (practice use video from Dr. Binocs)					
			7 (practice use video from Dr. Binocs)					
		C	Saya berdiskusi dengan teman sekelompok tentang video dan hasil dari subtitle kami					
			1 (history of subtitling, invisible subtitler)					
			2 (subtitle constraints, dubbing vs subtitling)					
			3 (subtitling standards and theory how to compos with eagisub)					
			4 (composing subtitle and practice composing Music Video)					
			5 (theory make subtitle use video from Dr. Binocs)					
			6 (practice use video from Dr. Binocs)					
			7 (practice use video from Dr. Binocs)					
		D	Ada teman saya tidak ikut bekerja dalam tugas kelompok					
			1 (history of subtitling, invisible subtitler)					
			2 (subtitle constraints, dubbing vs subtitling)					
			3 (subtitling standards and theory how to compos with eagisub)					
			4 (composing subtitle and practice composing Music Video)					
			5 (theory make subtitle use video from Dr. Binocs)					
			6 (practice use video from Dr. Binocs)					
			7 (practice use video from Dr. Binocs)					



		E	Saya merasa tidak suka jika diberi kritik pada hasil kerja saya					
			1 (history of subtitling, invisible subtitler)					
			2 (subtitle constraints, dubbing vs subtitling)					
			3 (subtitling standards and theory how to compos with eagisub)					
			4 (composing subtitle and practice composing Music Video)					
			5 (theory make subtitle use video from Dr. Binocs)					
			6 (practice use video from Dr. Binocs)					
			7 (practice use video from Dr. Binocs)					
4	Kegiatan	A	Saya mengerjakan tugas subtiling tepat waktu					
			1 (history of subtitling, invisible subtitler)					
			2 (subtitle constraints, dubbing vs subtitling)					
			3 (subtitling standards and theory how to compos with eagisub)					
			4 (composing subtitle and practice composing Music Video)					
			5 (theory make subtitle use video from Dr. Binocs)					
			6 (practice use video from Dr. Binocs)					
			7 (practice use video from Dr. Binocs)					
		B	Saya menggunakan subtitle dari produk yang sudah jadi.					
			1 (history of subtitling, invisible subtitler)					
			2 (subtitle constraints, dubbing vs subtitling)					

			3 (subtitling standards and theory how to compos with eagisub)					
			4 (composing subtitle and practice composing Music Video)					
			5 (theory make subtitle use video from Dr. Binocs)					
			6 (practice use video from Dr. Binocs)					
			7 (practice use video from Dr. Binocs)					
	C		Saya membaca berkali-kali hasil subtitle saya					
			1 (history of subtitling, invisible subtitler)					
			2 (subtitle constraints, dubbing vs subtitling)					
			3 (subtitling standards and theory how to compos with eagisub)					
			4 (composing subtitle and practice composing Music Video)					
			5 (theory make subtitle use video from Dr. Binocs)					
			6 (practice use video from Dr. Binocs)					
			7 (practice use video from Dr. Binocs)					

Time: 10 April 2019

Place: IAIN Surakarta

The informant is student from class A

Researcher : Satu kelompok sama siapa dek? Sama dapat judul apa dek?

Murni : Iin, Fauzan, Sistia, Nufi

Researcher : Sama dapat genre sama judul apa dek untuk presentasi yang kedua?

Murni : Genre action lupa judulnya, genre fantasy; korath dawn of darkness

Researcher : Pembagian tugas nya gimana dek? Kerja ber 2 atau 1 buat subtitle 1 masukin ke eagisub

Murni : Kemaren itu kita sebagian gak ngerjain, Jadi gitu deh. Tapi yang video keduanya kita ngerjain

Researcher : lha kenapa dek?

Murni : Susah ketemuan kelompoknya, Terus gonta ganti video, Pas udah mepet jadi cuman sebagian

Researcher : Tp sebenarnya kelompoknya ini bikin sendiri kan dek?

Murni : Iya, Tapi sini kelompok minoritas mbak karena dari kelas yang berbeda.

Researcher : Kalau gitu pembagian nya tugas buat tugas ke 2 gimana dek?

Murni : Karena kita masing-masing sibuk, jadi kerjanya dibagi.. Untuk transkrip inggrisnya aku yang buat full dari detik pertama sampai akhir. Terus untuk translatenya aku bagi dua. Untuk fauzan di menit pertama sampe 11:35. Lalu sisanya ditranslate iin, lalu untuk aegisubnya bagian pertama si Sistia. Bagian kedua nufi.

Researcher : Ada kesulitan enggak dek waktu buat subtitle?

Murni : enggak mbak

Researcher : Ada kesulitan enggak waktu masukin ke eegisub?

Murni : Cuman performance aegisubnya saja yg terlalu lama buat loading  
filmnya

Time: 12 April 2019

Place: IAIN Surakarta

The informant is student from class A

Researcher : Satu kelompok sama siapa dek?

Wayan : Sama Erna Puji Rahayu, Wayan Astin Hermawati, Vista, Fatonah, mas Rasyad, mas Paris mbak

Researcher : Dapat genre apa dek untuk presentasi yang pertama?

Wayan : Yang pertama horror mbak

Researcher : Sama dapat genre sama judul apa dek untuk presentasi yang kedua?

Wayan : Science Fiction mbak yang kedua judulnya burkhan

Researcher : waktu milih film gimana dek?

Wayan : nyari dulu mbak, nonton beberapa yang pas sama genre sama durasinya.

Researcher : Ada kesulitan enggak dek waktu buat subtitle?

Wayan : Nggak sih mbak harus jeli pas bikin subtitle

Researcher : Ada kesulitan enggak waktu masukin ke eagisub?

Wayan : Kadang suarane gak kedegeran mbak

Time: 10 April 2019

Place: IAIN Surakarta

The informant is student from class B

Researcher : Satu kelompok sama siapa dek? Sama dapat judul apa dek?

Othalia : Sama fadila mbak, volcano

Researcher : Pembagian tugas nya gimana dek? Kerja ber 2 atau 1 buat subtitle 1  
masukin ke eagisub?

Othalia : kerja bareng mba dibagi perbagian

Researcher : Ada kesulitan enggak dek waktu buat subtitle?

Othalia : Yg sulit cuma cari arti dari kaya bahasa ilmiah nya gitu

Researcher : Contoh nya apa dek Bahasa ilmiah yang susah dicari artinya?

Othalia : Ya cuma kaya bahasa ilmiah dari macam-macam jenis gunung

Researcher : Ada kesulitan enggak waktu masukin ke eagisub?

Othalia : Nggak sih mba

Time: 10 April 2019

Place: IAIN Surakarta

The informant is student from class B

Researcher : Satu kelompok sama siapa dek?

Avanti : Muhammad Khafik

Researcher : Dapet judul apa?

Avanti : Draught

Researcher : Pembagian tugas nya gimana dek? Kerja ber2 atau 1 buat subtitle 1 masukin ke eagisub

Avanti : Kita kerjasama. Jadi total menit video dibagi 2, translateinnya sendiri2 sesuai jatah pembagiannya. habis itu dikonsultasiin bareng, ada revisi kita diskusiin bareng.

Researcher : Ada kesulitan enggak dek waktu buat subtitle?

Avanti : Kesulitannya ketika kita nerjemahin bidang geografi, jadi kita mau gak mau harus faham istilah2nya dalam draught (kemarau) itu sendiri bagaimana. Ada beberapa teori yang sulit untuk dijelaskan ke dalam bahasa indonesia karena kita tidak begitu paham dengan bidang geografi itu sendiri.

Researcher : Ada kesulitan enggak waktu masukin ke eagisub?

Avanti : Enggak mbak. alhamdulillah masih bisa

## INTERVIEW LECTURE

Time: Friday, 05 April 2019

Place: PBI Office

Researcher : Kalau miss lilik tahun ini mengajar apa mata kuliah apa saja miss?

Miss Lilik : 4 SKS interpreting, subtitling 4 SKS, research on translation 4 SKS.

Researcher : Kalau disini sudah mengajar berapa lama miss?

Miss Lilik : Ngajar apa?

Researcher : Kalau mulainya ngajar di IAIN sudah berapa lama?

Miss Lilik : Kalau dulu pernah cuma 1 tahun 2005-2006 kalau ini mulai nya mengajar translation dan subtitling itu 2014 kalau untuk sekarang 3 itu tadi interpreting, subtitling sama research on translation.

Researcher : Kalau sebelumnya ada yang lain enggak miss?

Miss Lilik : Ada banyak jadi sebelumnya ini ada, saya pernah pegang kalau disemester genap itu ada translation ada CCU (cross cultural understanding), untuk CCU itu langganan kalau pas kemarnya lagi itu saya ada reading tapi disemester 1 masuknya disemester bawah ada reading ada morphology ada writing, tapi yang basicnya selalu translation dan subtitling karena S2 saya translation subtitling itu selalu.

Researcher : Kalau menurut njenengan subtitling ini sudah tepat mboten miss di taruh di semester 6?



- Miss Lilik : Sudah karena semester 5 kan sudah ada translation, jadi translation dulu baru subtitling.
- Researcher : Kalau njenengan sendiri sudah pernah membuat subtitling atau dereng?
- Miss Lilik : Kalau membuat pernah, tapi kalau memasukan langsung saya minta mahasiswa jadi translatenya terus minta tolong mahasiswa masukan.
- Researcher : Kalau untuk dikomersialkan ada mboten miss?
- Miss Lilik : Enggak kebetulan saya itu focusnya ke translation ke translator itukan kalau subtitling kan perlu device kan sebenarnya kalau mau buatkan bias nanti bisa ditaruh diyoutube atau bagaimana tapi kalau melihat dari kesibukan saya kalau translation kan hanya ditulis ya lebih cepat kan possibility nya kan lebih tinggi dari pada kalau subtitling.
- Researcher : RPS nya masih sama mboten saya tahun kemarin?
- Miss Lilik : Masih sama karenakan subtitling masih sama 4 SKS.
- Researcher : Tugas membuat subtitle itu ada 2 kali nggeh miss? Yang dipresentasikan?
- Miss Lilik : Karena kalau mata kuliah subtitling itu nanti kan dibagi menjadi 2 yaitu subtitling sama dubbing, jadi untuk subtitling saya buat 2 tugas dubbingnya juga ada 2 tugas. Jadi nanti diakhir ada lagi tugas jadi total ada 5 tugas.
- Researcher : Kalau standard yang digunakan ikut punya siapa miss? Seperti tanda baca dan lain-lain? Untuk menilai.

- Miss Lilik : Untuk subtitling di PBI ada nya sebelum saya masuk kesini sebelum tahun 2014 sudah ada yang dosennya dari sastra yaitu Miss Lilik untari sama Pak Lutfi. Beliaukan sudah membuat buku yang saya rasa sudah komplet jadi sudah ditentukan. Nah dari situ karena juga mempertimbangkan experts nya beliau-beliau itukan sudah lama mengajar subtitling itu dan beliau kan sudah doctor dan saya kan baru ongoing ambil. Memperhatikan itu semua jadi saya memakai itu.
- Researcher : Jadi jenis yang digunakan Cuma common miss? Enggak ada jenis subtitling lain seperti SDH?
- Miss Lilik : Karena kita semua kan normalkan. Namun dulu disela-sela saya mengajar teori itu saya kasih contoh kayak ada video tentang SDH.
- Researcher : Jadi diberi contoh-contohnya aja?
- Miss Lilik : Iya jadi contoh-contoh kalau nanti kalian mau buat subtitling contohnya seperti itu
- Researcher : Kalau mahasiswa itukan selalu diberi waktu untuk bertanya ya miss? Kalau diluar kelas itu ada yang memanfaatkannya enggak miss?
- Miss Lilik : Ya kadang ada kadang tidak. Tergantung biasanya nanti tanyanya kalau mau test-test kalau masih menyangkut pelajaran biasanya tanya dikelas.
- Researcher : Jadi biasanya mendekati test ya miss?
- Miss Lilik : Iya kalau mendekati tes entah lewat WA entah datang entah dijalan pasti tanya.
- Researcher : Kalau keaktifan kelas ada nilai khusus mboten miss?

- Miss Lilik : Oh iya kalau saya ada, 25% untuk keaktifan kelas, 10% dari kehadiran, 20% UTS, 25% UAS untuk nilai akhir.
- Researcher : Kalau penilainya bagaimana miss?
- Miss Lilik : Semua hasil yang dikerjakan mahasiswa itu saya nilai semuanya. Bisa jadi nilai harian nilai uts gitu.
- Researcher : Kenapa dibuat tugas dalam kelompok miss?
- Miss Lilik : Karena itu kalau sendirian itu berat. Jadi kan translation atau subtitling itu kan sebuah interdisciplinary knowledge jadi kan dibutuhkan penerjemah dibutuhkan editor, dibutuhkan macam-macam. Orang yang dapat menjalankan device nya. Membutuhkan penyelarasan akhir.
- Researcher : Jadi karena dibutuhkan beberapa orang ya miss. Berarti ini tidak ada tugas individunya ya miss semua tugas kelompok. Kalau genre nya dipilih berdasarkan apa ya miss?
- Miss Lilik : Kita bedakan aja, kalau genre dalam movie itu kan ada 8, seperti children, romance.
- Researcher : Kalau pemilihan filmnya?
- Miss Lilik : Kalau pemilihan filmnya bebas tapi genrenya acak.
- Researcher : Kenapa filmnya dipotong miss?
- Miss Lilik : Karena untuk dubbingkan nanti 1 jam kalau subtitling 20 menit waktunya dari situ sudah bisa merepresentasikan kemampuan anak didik, karena misalkan motong itu kan sebenarnya lebih sulit lebih sulitnya kenapa karena mahasiswa harus tahu plotnya, ceritanya introductionnya. Jadi otomatis kan dia melihat seluruhnya dan harus

motong ini introductionnya ini turndownnya. Dari situ mereka bisa berkreasi kan, bagaimana cara memotong bukan hanya utuh dari a-z karena kalau gitukan lebih mudah cuma waktunya lebih lama. Ketika dipotong kan mahasiswa bisa berkreasi, tahu alat potong filmnya apa, dan otomatis mereka nonton semuanya. Terus mengkritisi oh ini loh mereka kan pasti pada mendiskusikan oh ini introduction nya yang pick up masalahnya yang ini jadi mereka lebih ada discussion nya di banding kalau semua dan utuh.

Researcher : Kalau hasilnya bagaimana miss? Sudah bagus atau bagaimana?

Miss Lilik : Kalau kemarin itu tergantung dari kesolitan timnya jadi kadang dalam 1 tim itu ada yang sakit atau bagaimana, jadi kayak kemarin itu bisa dilihat dulu waktu presentasi pertama itu malah ada yang hilang jadi saya bisa menebak karena saya kasih waktu 2 minggu jadi bisa menebak bahwa 1 tim itu mengerjakannya buru-buru. Jadi mungkin 2 hari sebelumnya atau 1 hari sebelumnya jadi tanpa mengecek jadi misalnya dari 2 minggu itu minggu pertama udah jadi kan 1 minggu terakhir itu mereka bisa mengecek lagi apa-apa yang kurang seperti kemarin itu cuma kelompok pertama yang mendekati 100% yang kedua malah low sekali karena pemilihan filmnya aja suaranya kayak gitu enggak jernih enggak jelas. Nah kemarin I tu juga kelompok 2 ini yang subtitle nya hilang.

Researcher : Jadi kasusnya terjadi di kelompok yang sama?

Miss Lilik : Iya kemarin translationnya hilang sekarang pemilihan filmnya kalau tahu downloadnya jelek ngapain masih dipakai filmnya. Kan itu

jadi big question mungkin juga buru-buru dan mepet. Karena kalau subtitling atau project base itu tidak bisa mendadak, ketika mahasiswa suddenly do the project it will be seen in the end an at the presentation walau tidak ada yang sempurna tapi kan mendekati sempurna itu sudah suatu kesungguhan dalam mengerjakan.

Researcher : Kesalahan yang paling sering dalam mentranslate?

Miss Lilik : Subtitling itu beda dengan translation jadi kitakan hadir disitu jadi kayak dibioskop itu, jadi ini kok diterjemahkan seperti itu jadi tidak dapat dipecah atau dinilai kayak translation itu enggak bisa. Biasanya kendalanya mahasiswa itu ada pada listeningnya jadi kadang dia bilang apa jadi kayak yang kelompok yang hilang itu jadi “turn off your gun” atau apa gitu “letakkan sentajatamu” dia itu menerjemahkannya jadi Bunga mawar. Jadi memang karena itu action ya, jadi cepet jadi suaranya saut-sautan sama backsoundnya dan telinga mereka kurang mendengar jadi ketika direplay beberapa kali itu. Ternyata itukan “turn off the gun” terus diikuti nama senjatanya misalnya “turnoff the rosegun” jadi karena namanya itu jadi terkecoh.

Researcher : Bagaimana cara menghitung kualitas subtitling nya miss?

Miss Lilik : Dari ya itu tadi dari kosa kata kosa kata yang mereka terjemahkan ada yang wagu atau tidak kalau dilihat dari kualitas tulisannya ada yang kecil-kecil banget berarti masuk tekniknya terus pilihan hurufnya kayak gitu.

Researcher : Kalau hasilnya tadi ada kelanjutnya enggak miss? Kayak cuma dikumpulkan selesai atau bagaimana?

- Miss Lilik : Enggak-enggak kalau yang sudah-sudah itu nanti diupload diyoutube.
- Researcher : Youtubanya siapa miss?
- Miss Lilik : Youtubanya masing-masing.
- Researcher : Kalau dalam satu kelompok itu tadi nilainya bagaimana miss? Sama semua tau?
- Miss Lilik : Ketika yang pertama itu kan ada presentasi jadi nanti ada nilai individunya dari presentasi keaktifannya. Kalau yang kemarin itu tidak banyak yang bertanya. Jadi mereka presentasi setelah itu raise your hand dan tanya jadi nanti ada nilai kelompok dan ada nilai individu. Dari situ ketahuan membawakan presentasinya bagaimana, menjawab pertanyaannya bagaimana. Kalau yang kemarin kan mereka sudah tahu karena kan mereka sudah belajar dari presentasi yang pertama.
- Researcher : Ada diskusi mboten miss? Antara njenengan sama miss ikke tentang pembelajarannya?
- Miss Lilik : Ada itu pertama awal sebelum kita mengajar kan itu pasti ada jadi kita menentukan tema-temanya dari RPS itu nanti ngajarnya sama. Kebetulan kita dari perguruan tinggi yang sama jadi dosennya sama pemerolehannya pun sama jadi tinggal style masing-masing

## INTERVIEW LECTURE

Time: Monday, 08 April 2019

Place: PBI office

Researcher : Kalau untuk mengajar jadi dosen sudah berapa lama miss?

Miss Ikke : 2014

Researcher : Kalau untuk mata kuliah subtitling?

Miss Ikke : 2016

Researcher : Kalau dulu mengajar mata kuliah apa saja miss? Selain subtitling

Miss Ikke : Biasanya penerjemahan, semua yang berhubungan dengan translation, terus CCU terus pronoun sama speaking.

Researcher : Kalau subtitling ini ditaruh disemester 6 bagaimana miss? Sudah sesuai atau belum?

Miss Ikke : Semester 6 ya? Menurut saya sesuai sih. Karenakan diawali dari yang umum dulu sama yang sebelumnya written ya, written teks dulu yang post of document sama book itu terus disusul sama interpreting sama subtitling menurut saya itu sudah tepat.

Researcher : Kalau njenengan sendiri sudah pernah membuat subtitling atau belum miss?

Miss Ikke : Saya sudah pernah tapi itu dulu sekali dalam bentuk iklan dulu.

Researcher : Berarti dikomersialkan miss?

- Miss Ikke : Iya dipesan orang, ada orang minta tolong buat in the form of subtitle jadi saya dikasih video dikasih transkrip nah saya nerjemahi transkrip nya tok enggak masukin.
- Researcher : Apa itu iklannya miss?
- Miss Ikke : Iklan profil community profile.
- Researcher : Kalau berupa film atau video pernah mboten miss?
- Miss Ikke : Paling lagu, buat iseng-iseng buat ngajar, contoh ngajar.
- Researcher : Kalau RPS nya sama mboten miss sama punyanya Bu Lilik?
- Miss Ikke : Sama cuma mungkin per pertemuannya bahasnya beda-beda.
- Researcher : Kalau tugas dikelas Miss Ikke itu ada lagu kemudian video dari dr.binocs itu nggeh miss? Kemudian besuk masuk ke SDH. Kalau untuk lagu dan video dr. binocs itu jenisnya ke common atau bukan miss?
- Miss Ikke : Yang lagu sebenarnya untuk latihan saja, untuk coba-coba, sebenarnya terjemahannya di internet kan sudah banyak jadi merekakan belajar masukkannya sama menghaluskan hasil nya saja. Kalau ke dr. binocs itu tujuannya adalah agar dapat masuk ke pembelajaran karena itukan media pembelajaran untuk SMA dan SMP kan maksud saya gitu. Karena kan didalamnya sudah ada term sudah bukan general teks yang biasa gitu karena sudah banyak term masuk didalamnya istilah-istilah kayak apa kemarin ya hurricane itu ada bagian-bagiannya apa aja itukan istilah-istilah yang mereka ternyata menemukan kesulitan ketika menerjemahkannya. Sama prosesnya bagaimana itukan Bahasa nya rumit sebenarnya. Yang



sekarang ini movie sebenarnya SDH karena kemarin kan enggak ada dialognya kan lagu sama video pembelajaran dan sekarang ada dialognya. Kenapa SHD karena waktunya enggak cukup nanti kalau translate biasa baru SDH nanti kan masih dubbing juga. Ini aja mengerjakannya 2 minggu karena 4 sks itu tidak mungkin masuk terus. Karena merekan tugasnya belum selesai. Akhirnya ya konsultasi satu-satu kita bahas memang jadi agak lama sih tapi hasilnya lebih baik dibandingkan tahun sebelumnya saya pasrahkan begitu saja kemudian 1 minggu presentasi gitu hasilnya masih banyak yang berantakan.

- Researcher : Kalau untuk pembuatannya sendiri ada standart nya enggak miss?
- Miss Ikke : Pakainya karamitroglou yang paling gampang. Kalau SDH kan belum ada standart nya jadi kayak gimana mereka baca itu enak.
- Researcher : Kalau untuk nilai UTS nanti yang dipakai tugas yang mana miss?
- Miss Ikke : Nilai nya kalau kemarin saya ngambil yang dr. binosc.
- Researcher : Kalau konsultasi kayak gitu dimanfaatkan dengan baik mboten miss?
- Miss Ikke : Baik itu malah kadang saya kan memberikan kalau yang dr. binosc kemarin minimal 1 kali paling banyak 2 kali. Tu banyak yang sudah 2 masih pengen lagi. Kadang aku yo didiskusikan sama temen yang lain.
- Researcher : Ada mboten miss mahasiswa yang sangat menonjol didalam kelas?
- Miss Ikke : Ada.
- Researcher : Boleh mboten miss tolong disebutkan namanya
- Miss Ikke : Paling yo Tanti, terus Zulfa sama Endah itu.

- Researcher : Kalau aktif ada nilai khusus mboten miss?
- Miss Ikke : Oh iya ada nanti saya kasih.
- Researcher : Jadi nilai UTS itu nanti asli atau tambahan dari nilai keaktifan?
- Miss Ikke : Nilai saya begini (menunjukkan hasil penilaian) ini yang saya beri garis-garis ini keaktifan kalau 2 kali berarti sudah aktif 2 kali ada yang sekali ada yang berkali-kali atau otalia misalnya.
- Researcher : Ini boleh saya copy atau foto mboten miss?
- Miss Ikke : Foto aja gak papa.
- Researcher : Kalau alasannya dibuat tugas kelompok kenapa miss?
- Miss Ikke : Biar bisa peer discussion.
- Researcher : Tapi anggota kelompoknya cuma 2 ya miss?
- Miss Ikke : Iya cuma 2. Pernah saya coba di kelas dengan kelompok yang lebih besar itu yang bekerja cuma beberapa orang.
- Researcher : Apa karena alasan itu jadi cuma 2 orang?
- Miss Ikke : Iya Karena alasan itu. 3 itu pun cuma 1 kelompok punya saya yang 3 anggota. Karena kalau sudah lebih dari 3 itu pasti yang bekerja cuma 1 sampai 2 orang.
- Researcher : Berarti ini semua murni peer kelompok ya miss? Tanpa tugas individu nggeh?
- Miss Ikke : Tidak ada tugas individu. Kemarin ada teori tapi belum saya koreksi juga sih.
- Researcher : Kalau pemilihannya kenapa kemarin youtube Dr itu kenapa miss?
- Miss Ikke : Itu karena sesuai dengan Kurikulum 13 SMA.
- Researcher : Berarti njenengan sudah cari yang mana yang tepat?

- Miss Ikke : Iya text explanation, tapi sebenarnya enggak cuma K13 SMA tok ya. Ini kan bisa dipakai untuk diambil vocabnya.
- Researcher : Bisa diambil dari segi lain, kalau hasilnya bagaimana miss? Sudah memuaskan atau belum?
- Miss Ikke : Memuaskan sih, nilainya paling rendah 70. 70 itu paling parah.
- Researcher : Karena?
- Miss Ikke : Tulisnya terlalu kebawah terus banyak kata-kata yang kaku, enggak natural. Nah anaknya sendiri malah WA saya katanya yang kerja 1 orang tok itu malah terus menambah bijine jadi tambah elek.
- Researcher : Padahal itukan 2 orang miss? Terus nanti nilainya bagaimana miss?
- Miss Ikke : Sama.
- Researcher : Sama semuanya berarti sekalipun yang bekerja cuma 1 otomatis nilainya sama?
- Miss Ikke : Saya enggak pernah dapat laporan itu maksude, ya pokoknya nilainya ber 2, nah kalau ngomong yang kerja cuma 1 malah nilainya semakin tak kurang karena kan harusnya ada nilai kerja sama.
- Researcher : Kalau kesalahan yang paling sering itu apa miss?
- Miss Ikke : Sing gampang-gampang sebenarnya kayak di dan ke dipisah atau digabung itu. Terus mungkin terjemahan mereka itu terlalu kaku jadi mungkin kalau di lihat itu masih terlihat kalau ini terjemahan jadi susah dipahami padahal kan subtitling itu muncul sebentar-sebentar tok. Jadi sekali dibaca langsung.
- Researcher : Kalau untuk menghitung kualitas subtitling itu bagaimana miss?
- Miss Ikke : Sebenarnya ada teorinya tapi tidak saya pakai untuk menilai.

- Researcher : Kalau ini bagaimana miss?
- Miss Ikke : Kalau saya as long as saya menonton video nya sudah bisa memahami berarti saya nilai bagus. Kadang kalau pas konsultasi kan saya sekalian bisa ngecek accuracy nya tapi kalau pas nonton cukup readability nya sama acceptability nya. Tapi kalau pas konsultasi baru kok aneh ya coba dilihat dulu source language nya, saya baru tahu itu terjemahannya salah misalnya. Kalau enggak discussion satu-satu gak bisa karena satu kali melihat waktu tayang. Kadang terjemahannya salah saya juga enggak tahu to karena hanya hasilnya.
- Researcher : Kalau ini hasilnya setelah selesai ada kelanjutannya nopo mboten miss?
- Miss Ikke : Nanti kita mau jadikan 1 CD atau beberapa CD. Nanti dikasih cover gitu nanti dikumpulin ke prodi berupa video dan subtitle nya. Nanti kalau pas akreditasi atau pameran kita bisa setel hasil karya mahasiswa.
- Researcher : Kalau diyoutube ngoten, mboten miss?
- Miss Ikke : Saya takut kena copyright karena kan videonya orang dan subtitle nya kan lepas enggak nempel jadi kalau diupload diyoutube harus di format ulang. Saya pernah nyoba format ulang terjemahannya subtitle nya ukurannya rusak.
- Researcher : Ini kan ada beberapa kelompok dan beberapa pertemuan. Kalau tugas nya ini dikumpulkan dalam 1 waktu atau bagaimana miss?
- Miss Ikke : Dikumpulkan? Kalau saya nonton saat presentasi langsung saya nilai.

Researcher : Jadi langsung saat itu juga miss? Tapi untuk dr. Binocs itu 2 kali pertemuan ya miss?

Miss Ikke : He'em beberapa kali pertemuan dan mereka nonton punya temenne to?

Researcher : Iya.

Miss Ikke : Kan bisa belajar dari temennya tapi kekurangan nya terus kadang bosan. Kemarin kan dr. binosc itu videonya kan beberapa 5 atau 4 biar enggak bosan sebenarnya tapi ternyata masih bosan to terus yang ini video saya siapin 3 yang SDH tapi akhirnya saya suruh nyari sendiri.

Researcher : Jadi yang kemarin akhirnya bebas?

Miss Ikke : Sendiri boleh itu boleh. Jadi nanti kalau nonton ada yang baru.

## FIELD NOTE 1

Date: Monday, March 25th 2019

Place: PPG building

The researcher arrived at 08.00 at IAIN Surakarta. Today I would like to observation subtitling class of Miss Ikke. The class started at 08.20. Miss Ikke came and wait the student finish with LCD, but there is some problem with cable of LCD. The student must back to academic and change the cable of LDC. After she comeback, Miss Ikke started the class and the first group started the presentation.

All group consisted of 2 member, they presented a video take from YouTube Dr.Binocs. the groups selected this day, the lecture give situation to present their video. They must make situation that they teach in the class use the video as media of teaching learning process. They must give the student some question to measure their understanding about the video. Every group given 10 minutes to present their video.

The first group, they got problem with speaker. They finish the problem after Miss Ikke check the speaker. they start the presentation like a teacher and start the video. They present about drought and give the student some question about drought. After 10 minutes the lecture give the comment if this group give the wrong question. If they make question about drought, they will to be science teacher. They will be English language teacher; they must teach about English language used that video.

The second group, they start the presentation and play the video, they made some question about translate word from English to Indonesia. The lecture give comment if they made good job. The third until tenth group present better but they

used the same topic about explanation text to teach. They lecture will give her comment at the end of time. After all group present their video, the lecture give comment. They must be creative to make a simple teaching learning process to give great effect. The simple video will give listening, reading, and speaking in the same time. They can make simple question to write the word and another. They can make listening class use intralingua and interlingua translation. They can use it as they thesis to made class action research using intra and inter lingual video.

In the class, there are student that very busy with his presentation because they will present they job this time, the student that was presentation in last meeting listening their friends very well. The student that really good in speaking always talk with her friend before she present the video but after that she talk and play with phone all the time. The student that sit in the backside always talk and playing with phone. The lecture always gives her attention to the group that present their video and one time tell the student to listen her first because they talk with her friends.

## FIELD NOTE 2

Date: Thursday, April 4th 2019

Place: P.2.2, Pasca building

The researcher arrived at 10.00 at IAIN Surakarta. Today I would like to observation subtitling class of Miss Lilik. The class started at 10.20. Miss Lilik came and directly give the time to the student to present their product. The first group consist of 6 members, they got thriller genre with the title Rakka and finish with good enough. The second group consist of 5 members, they got fantasy genre with the title Korath. From this group there are got comment from miss Lilik about the quality of the short movie that the sound can't heard clearly, the subtitle had different font and size, some word didn't give subtitle, typo, and the sentence "*Habiskan aku seperti pria*" must change into "*habis atau bunuh atau lawan aku seperti pria*". The third group consist of 6 members but 2 of them absence. They got science-fiction with the title "Burkhan". From this group Miss Lilik give the comment about untogether, capital word, untranslated, typo and overlaps of subtitle. The last group consist of 5 members. They got romance genre with the title Lonely Planet. This group made subtitle with separated time and did check again before they presented. The subtitle change into small size after 5 minutes, the student changes the subtitle, they play until 4 time to present the movie. and the class finish after the last group present their product.



**FIELD NOTE 3**

Date: Thursday, April 4th 2019

Place: PPG building

The researcher arrived at 13.00 at IAIN Surakarta. Today I would like to observation subtitling class of Miss Ikke. The class started at 13.00. Miss Ikke came and start the lesson. This day she will give comment to all of group that finish their presentation from Dr.binocs Video. After that she explain about SDH. She gave the theory about SDH by the Power Point and finish it with sample of SDH short movie with the Smurf. She gave student 3 short movie and they will make SDH with it. She gave suggestion, the music is the emotional building in movie but for SDH the music come with title "*music pembuka*". The student must give more attention about it. After made the group the class finish. Miss Ikke give 2 weeks to finish their job.

## **RENCANA PEMBELAJARAN SEMESTER**

**MATA KULIAH : SUBTITLING (SEMESTER 6)**  
**DOSEN PENGAMPU : IKKE DEWI PRATAMA & LILIK ISTIQOMAH**  
**INSTITUSI : IAIN SURAKARTA**  
**FAKULTAS : FITK**  
**PROGRAM STUDI : PENDIDIKAN BAHASA INGGRIS**

**RENCANA PEMBELAJARAN SEMESTER**

<b>Nama &amp; Kode MK</b>	<b>: Subtitling</b>	<b>Semester</b>	<b>: VI</b>
<b>SKS</b>	<b>: 2</b>	<b>Program Studi</b>	<b>: PBI</b>
<b>Fakultas</b>	<b>: FITK</b>	<b>Dosen</b>	<b>: Ikke Dewi Pratama Lilik Istiqomah</b>
<b>Capaian Pembelajaran</b>	<b>:</b>		
- <b>Keterampilan</b>	<b>: Mahasiswa mampu menerapkan teori penerjemahan untuk membuat terjemahan audiovisual</b>		
- <b>Pengetahuan</b>	<b>: Mahasiswa memperoleh pengetahuan mengenai beragam fenomena penerjemahan yang berkaitan dengan terjemahan audiovisual</b>		

<b>Minggu</b>	<b>Kemampuan akhir yang diharapkan</b>	<b>Bahan Kajian</b>	<b>Metode dan Strategi Pembelajaran</b>	<b>Waktu</b>	<b>Deskripsi tugas</b>	<b>Kriteria, Indikator, Bobot Penilaian</b>	<b>Daftar referensi</b>
<b>1</b>	Students understand the rules of the class  Students are able to mention some important topics in translation: theory, criteria of qualified translation, types of translation, etc.	Review: Translation Theory	Tutorial  Small group Discussion  Question - Answer	100 menit	In small groups, students are asked to discuss some important topics in translation studies. Then, they are asked to present the results of their discussion.	Activeness	Bogucki, Lukasz. (2009). <i>Amateur subtitling on the internet</i> . hlm. 49-57. Dalam Cintas & Anderman (edit).
<b>2</b>	Students are able to differentiate three different types of audiovisual	Types of Audiovisual Translation	Tutorial  Small group Discussion	100 menit	In small groups, students are asked to discuss 3 types of audiovisual	Activeness	

	translation: subtitling, dubbing, voice over.		Question - Answer		translation. Then, they are asked to present the results of their discussion.		<i>Audiovisual Translation Language Transfer on Screen.</i> Hampshire: Palgrave Macmillan.  Cintas, Jorge Diaz & Gunilla Anderman. (2009). <i>Audiovisual translation: Language transfer on screen.</i> Hampshire: Palgrave Macmillan.  Cintas, Jorge Diaz & P. Munoz Sancez. (2006). <i>Fansub:</i>
3	Students are able to recognize the softwares for audiovisual translation: ULead, Livin Maker, Aegisub.	Softwares for Audiovisual Translation	Tutorial Small group Discussion Question - Answer	100 menit	Students are asked to analyze the strength and weakness of each software.	Activeness	
4	Students are able to make subtitle using LivinMaker software.	Using LivinMaker for composing subtitle	Tutorial Small group Discussion Practice	100 menit	Students make subtitle from LivinMaker video.	Activeness Practice	
5	Students are able to make dubbing using LivinMaker software.	Using LivinMaker for composing dubbing	Tutorial Small group Discussion Practice	100 menit	Students make dubbing from LivinMaker video.	Activeness Practice	
6	Students understand the standards of subtitle.	The Standards of composing subtitle (theory)	Tutorial Small group Discussion	100 menit	Students are asked to discuss the standard rules of composing subtitle.	Activeness	

			Question - Answer				<i>Audiovisual translation in amateur environment.</i> Dalam The Journal Specialised on Translation, Issue 6 – July 2006.  Purnomo, SF. L.A. dan Lilik Untari. (2011). <i>Asyiknya Bikin Subtitle!</i> . Goseyn Publishing.
7	Students understand subtitling standards and are able to apply the standards into practice.	The Standards of composing subtitle (practice)	Tutorial Small group Discussion Practice	100 menit	Students apply the standard rules of composing subtitle into practice (translating short video)	Activeness Practice	
8	Students are able to translate cultural terms in the form of subtitle using Aegisub.	Aegisub for composing subtitle	Tutorial Small group Discussion Practice	100 menit	Students translate short video with some cultural terms using Aegisub	Activeness Practice	
9	Students are able to translate cultural terms in the form of dubbing using Aegisub.	Aegisub for composing dubbing	Tutorial Small group Discussion Practice	100 menit	Students translate short video with some cultural terms using Aegisub	Activeness Practice	
10	Students are able to translate humour in the form of subtitle using Aegisub.	Aegisub for composing subtitle	Tutorial Small group Discussion Practice	100 menit	Students translate short video with humour content using Aegisub	Activeness Practice	

<b>11</b>	Students are able to translate humour in the form of dubbing using Aegisub.	Aegisub for composing dubbing	Tutorial Small group Discussion Practice	100 menit	Students translate short video with humour content using Aegisub	Activeness Practice	
<b>12</b>	Students are able to translate slang language in the form of subtitle using Aegisub.	Aegisub for composing subtitle	Tutorial Small group Discussion Practice	100 menit	Students translate short video with slang language content using Aegisub	Activeness Practice	
<b>13</b>	Students are able to translate slang language in the form of dubbing using Aegisub.	Aegisub for composing dubbing	Tutorial Small group Discussion Practice	100 menit	Students translate short video with slang language content using Aegisub	Activeness Practice	
<b>14</b>	Students are able to comprehend and practice Interlingual Subtitling for the Deaf and Hard of Hearing	Interlingual Subtitling for the Deaf and Hard of Hearing	Tutorial Small group Discussion Practice	100 menit	Students compose subtitling for the deaf and hard of hearing.	Activeness Practice	

Process of subtitling

Subtitling based Project

Translation vs subtitling

Translatin vs interpreting

Translation, subtitling and interpreting

Watching subtitling film can help learning foreign language