

# The Use of Aegisub Subtitling Editor In Subtitling Class in IAIN Surakarta

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## Abstract

*Subtitling editor softwares have been widely used as teaching media in education field such as in teaching English. To be more specific, in Subtitling class in IAIN Surakarta, several well-known subtitling editor softwares have been so far implemented by the lecturers as teaching media whereby students can do their tasks in subtitling class. Aegisub is one of those softwares which is used in English Education Department of IAIN Surakarta. This study aims to know the implementation of Aegisub in subtitling class of the fourth semester students of English Education Department, IAIN Surakarta and to learn about the benefits and challenges during the implementation of this subtitling editor use in subtitling class. This study implements descriptive qualitative method. Data was gathered through interviews and questionnaire while data triangulation was used to analyze it. Overall, the results shows that Aegisub is easy to be implemented by the students or user-friendly, having a good operating system compatibility, having a series of Easy-to-Follow Instruction, rich in feature and it also can increase students' motivation both in doing the subtitling tasks and having the class. Moreover, some challenges were also found in its implementation such as recognizing all the tools or memorizing it during the editing process; difficulty in changing from one tool to another, matching the text of subtitle and the time of video process, and such technical problem like it could not be installed in every operating system and lastly difficulty in inputting the subtitle.*

**Keywords:** *teaching media, Subtitling editor software, Aegisub, subtitling class*

## Introduction

Nowadays, in teaching learning process, media has played an influential role in making teaching learning process easier and meaningful to students. Specifically, in teaching subtitling, the use of subtitling editor softwares is a common thing. Those software ranges from the simple to the complex one, from the free to the paid one. Subtitle itself is one of audiovisual media translation to help people understand other

language in visual aids. Chiaro (2009: 148) defines subtitling as the rendering in a different language of verbal message in filmic media, in the shape of one or more lines of written text presented on the screen in sync with the original written message. Subtitling as media provides verbal message in different language of film which is presented on the screen that connected with original message from the film or movie. Subtitling further can be one of translation media to help people understand another language from the film or movie without confusing with the original language of the movie. Verbal message from the filmic media can be also delivered clearly if the film or video has the clear meaning in subtitling.

In making subtitle, there are two types of subtitle usually applied in subtitling. Georgakopoulou (2009: 21) stated that intralingua subtitling is a type of language transfer in which the translation, that is the subtitles, do not replace the original Source Text (ST), but rather, both are present in synchrony in the subtitled. Interlingua subtitling is the kinds of subtitling which changed the original language into other language. Interlingua subtitling does not change the meaning from original language of the film. The original meaning still presented clearly in the film but in the different language. In this case, subtitle must consider the appropriate words which are not changed the original meaning from the first language. Besides, subtitle is also made in the same language as the original language of the movie or video. This subtitle is usually made for deaf learners or for students to study English. Subtitle make it easier for the listeners understand the message from the audiovisual media.

In English Education Department of the State Islamic Institute of Surakarta (IAIN Surakarta), Subtitling class is taught in the sixth semester. This class enables students to learn intensively about audiovisual media which is related to the English language they are learning. This class is intended to get students to directly exposed to the real practice of producing subtitles interlingually. In this class, students learn about how to do subtitle by using specific selected subtitling editor software prepared by the lecturers. The class used Aegisub Media Subtitler in making Indonesian Subtitle in subtitling class since it is considered as one of the most user-friendly software in this field.

## Literary Review

Teaching media nowadays has been utilized by many schools and universities to make the best out of their teaching learning process. English language teaching for so long has attempted to integrate technology such as the use of internet technology and various cutting-edge softwares to help lecturers with their teaching. This implementation of media in teaching learning process is very likely fruitful in terms of the result of how it has influenced and helped a lot lecturers and students to reach the targeted goals. Sanjaya (2012: 61) stated that media is entirely instrument, circles and whole of activity that conditioned to increase knowledge, change the attitude or implant skill on the people who utilize it. A medium, conceived is any person, material or even that establish condition which enable the learner to acquire knowledge, skill, and attitude. Media include of person, material, and event which enable the student to obtain any knowledge. Thus, Media in teaching and learning process is an important aspect to develop students' interest in learning activity.

Sadiman, *et. al.* (2009: 7) states that media should be manipulated, can be seen, heard, be read. Therefore, media should understandable by the student as Sadiman said. Besides, the media must be tangible something which is concrete. Buckingham (2008: 4) stated that media education therefore aims to develop a board-based competence, not just in relation to print, but also in these other symbolic system of images and sounds. It means that the use of media in education can develop the competence in learning process. Lecturer can use printed materials as media to deliver message from the material. Not only printed, lecturer can also use symbolic system of image such as slides or video or recorder sound as media. Moreover, in terms of types, media is classified as audio, visual and audiovisual. In subtitling class, Audiovisual Translation is used as the media since it offers many benefits. It makes it easier for the lecturers to handle the class and deliver the materials. Cintas (2009: 7) believes that audiovisual translation has an important role in the classroom. Material and exercise may be drawn from the area of AVT and used in the process of second language acquisition. In learning second language, audiovisual translation can be an alternative way in giving the material and exercise in the classroom. It enables

students to implement and develop their mastery in English in communication through audiovisual translation. Inghilleri (2008, 13) states that audiovisual translation itself is a branch of translation studies concerned with the transfer of multimodal and multimedia texts into another language and/or culture. It is a branch translation focusing on the use of media in translation. Multimodal here means the use of various sources for translation such as language, picture, sound, color, and perspective. Bogucki stated that screen translating, or audiovisual translation (AVT), is conventionally taxonomized into subtitling, dubbing and voice-over. Besides, Bartolome, et. al. (in Utari, 2015: 7) classified audiovisual translation into seventeen (17) types, as follows: Subtitling, Dubbing, Voice-over, Interpreting, Surtitling, Free Commentary, Partial Dubbing, Narration, Simultaneous Translation, Live Subtitling, Subtitling for the deaf and hard of hearing, Audio Description, Script Translation, Animation, Multimedia Translation, Double versions, and Remakes. Specifically, there are two types of subtitling; *interlingua* and *intralingua* subtitling as stated by O'Connell (2007: 125). Subtitling *interlingua* is the common subtitling in the world which is translated verbal text into written form in different languages. The aim of this subtitle is to help people who can't understand foreign language well. This case usually encountered by people who do not learn or do not know the source language well. This is usually found in ordinary people who do not learn a foreign language.

### **Aegisub**

Aegisub is a free, cross-platform open source tool for creating and modifying subtitles. Aegisub make it quick and easy to time subtitles to audio, and features many powerful tools for styling them, including a built-in real-time video preview. Aegisub is claimed by its program developer as the simplest application in making subtitle. Moreover, Aegisub can abridge time in making subtitle. It is the successor of the original SubStation and Sabbu, developed by Niels Martini Hansen and Rodrigo Braz Monteiro and was released in 7<sup>th</sup> December 2014. This software is compatible with some operating system such as Microsoft Windows, Mac OS X, Linux and FreeBSD. The master's size of Aegisub was only 22 MB. The subtitle which is made with Aegisub usually lies in the appearance and font size that is different from the common subtitle. Features

found on Aegisub are: 1) Styles Manager, that is to group, change, and adjust the font type. 2) Ass Draw, to make a field. 3) Start time, start time of a line, 4) End time, end time of a line, 5) Format font, to format a font, 6) Styles font, adjust the main color, second color, outline, and text shadow, 7) Commit, to approve any changes that have been made, 8) Text box, place to write text. In fansubbing terms, Aegisub is used for translating, timing, editing, typesetting, quality checking, karaoke timing and karaoke effecting. Fansub is the easiest translation in making subtitle.

## **Research Method**

This research uses qualitative research conducted in the State Islamic Institute of Surakarta. The subject of this research is the sixth semester students of Subtitling Class in English Education Department in academic year 2017/2018. Two Subtitling classes A and B were taken for the study. The A class consisted of 24 students and B class consisted of 35 students. In collecting the data, observation, questionnaire and interview were used. Those all were used to gather data about the benefits and challenges faced by students in implementing this application on making subtitle. The subtitling process is from English to Indonesian language.

## **Discussion and Findings**

The subtitling class was initiated by the lecturer explaining about how to use Aegisub and demonstrated the whole steps. Students then tried and followed the instructions by themselves. During the class, the lecturer explained how to make subtitle to students before the students practiced directly using Aegisub. Students implemented Aegisub in order to complete to subtitling tasks which is from English into Indonesian language. Lecturers then kept checking students' tasks while the students were doing the subtitling and at the last phase the lecturer examined the results to be scored. From this phase, during the implementation, lecturer held an important role in giving the explanation on how the media is supposed to be used. After conducting the study, it can be seen that the use of Aegisub has some benefits and challenges for the students. The benefits cover several aspects related to its easiness in implementation, ability to trigger students' motivation, and level of difficulty in operating this program. This result is actually in line with what Sanjaya

stated that through media, learning material which is abstract can be more concrete. (2012: 70) Aegisub made the lecturer's explanation clearer about how to use it. In addition, direct practice with media such as Aegisub made this media easier for the students to understand lecturer's explanation and instructions.

### **Benefits of Aegisub**

#### **User-friendly**

Almost all of the students who used Aegisub argued that they can edit they subtitle project easily without training specifically. They could operate Aegisub even though they just tried it once only. Besides, Aegisub has a clear time setting in making subtitle project. This made the students could set up the time in matching the subtitle and the script in detail. It shows that Aegisub is easy to use and user-friendly in terms of editing the subtitle project and time setting. Moreover, based on the user-friendly of the media for students, Aegisub is suitable media in teaching and learning subtitling. Students can make subtitle easily even on their first trial. They did not find any significant difficulty in using it. Moreover, in making subtitle by using Aegisub, the start and end line tools make this media easier for students to set the time. Therefore, making subtitle with Aegisub was also makes subtitle become faster. The text box on Aegisub also makes this media easier for students to write subtitle scripts directly on this media even though the text is long. Thus, for first timers and amateurs in making use of subtitle editor, Aegisub is proven to do well and is appropriate for students.

#### **Operating System Compatibility**

The operating system is the first aspect that is considered when installing software on a laptop. Software in the form of media such as Aegisub certainly had the types of operating system that is compatible with this media. Based on the operating system, Aegisub is compatible to be installed in various operating systems. Besides, Students commonly used Windows operating system in their laptops. Thus, Aegisub is suitable for many operating systems. To some extents, this is a good point because not all of Media Subtitlers offer this easy access and installed to the mix varieties of students computer operating systems. However, despite its compatibility to many operating system, it usually requires certain types or series of an operating system.

### **Easy-to-Follow Instructions**

One of the most considered characteristics when choosing a program is the level of ease a program has. Considering that not all students have the same level of technology literacy, this kind of consideration is therefore of paramount importance to lecturers and students. In terms of the instruction in Aegisub, a quarter number of students were strongly agree that Aegisub was easy to operate when making the subtitle. While, half of the students agreed to the statement. This percentage indicated that most students concluded that Aegisub was easy to use in making subtitle especially for beginners like students in the subtitling class. In addition, almost half of students agreed that the Aegisub menu bar was easy to understand. While one third of the students were not agree to the statement. Students who understand each menu in Aegisub tools have learned how to use each menu based on the explanation from the lecturer.

In editing the subtitle, nearly 70% of the students thought that the script in making subtitle was easier edited with Aegisub. This statement supported by the previous statement that the menu bar in Aegisub was easy to understand. Students became easier in operating Aegisub and affected to the ease of making subtitle especially when editing subtitle script. The perception of Aegisub as media in subtitling was appropriate with one of Sanjaya's statement (2012: 73) that the delivery of perception function, through utilization of learning media, expected can equate every student's perception. Thus, every student has the same view to the information which is presented. From the theory above, Aegisub made almost of the students had the same perception that they were easy to edit and use this media in subtitling class. Thus, it is clear that Aegisub was appropriate to teach for students in subtitling class. Students as amateur user can use this media in learn or to make subtitling. The lecturer used this media based on the need of the students which is still beginner user of subtitling media.

### **Rich in Features**

In the world of subtitling editors, Aegisub is quite new compared to many previous programs in that field such as DivXLand Media Subtitler. As a relatively new subtitling editor software, Aegisub offers a variety of new features that do not exist in the previous subtitler maker media. The advantages of Aegisub's features lie specifically

on the tools for editing fonts and subtitle size. Those various tools available in Aegisub help students during the process of making subtitle. The features of Aegiub such as styles manager, ass draw, start and end time, styles font, commit, and text box attract students alot and provide them with a bigger chance of exploring the software and gives better result in the subtitling class. Moreover, Aegisub also presents Styles manager which allows users or students to group, change, and specify font types to be used. These tools play a big role in editing subtitler which differ it froms other subtitling programs.

Based on the features it has, Aegisub is suitable to use in making standar subtitle for students in subtitling class. Students can make fansub (amateur subtitles made by fans) as their media of practice in making subtitle unlike another program such as DivXLand Media Subtitle which is usually more suitable for making hardsub (professional subtitle). Consequently, specific features owned by Aegisub are easy to use and quite effective for the students in making subtitle for the first time in subtitling class.

### **Evelating Motivation**

There are several factors which determines a successful tecing learning process. One of them is students' motivation. The state of being enthusiastic during the class and interested in the teaching learning process are good indicators for teaching media to be considered as successfull and working well. During the class, in regards with motivation, more than half of the students stated that they were eager and enthuisatic in learning about making subtitle using Aegisub. While 36,30% students were interested in trying the new subtitling software introduced by their lecturer. All things considered, it can be seen that Aegisub's features accommodated students' needs so that they did not feel burdened with task and even were able to improve their motivation in working on with the subtitling task.

### **Result of Subtitling Project**

Students have choices related to the result of subtitling video can by adjusting it into standard or high resolution video. The can maximize the result by taking the higher resolution option which make their subtiling videos better visually. However, the type of resolution of the produced subtitling videos will certainly consume certain capacities. The higher the resolution of the subtitle video, the bigger memory capacity



it needs. Besides, some of the students' subtitle files could not work well with the video file. It means that one project of making subtitle produced two types of files in one folder. Thus, based on the types of the video resolution, Aegisub produced videos in high resolution and it made the students' project became fascinating when being played and presented in front of the class. Moreover, the result of subtitling videos from Aegisub still can be modified, adjusting to the students' needs during learning activity. To be more specific, during the study students were asked to play the result of the subtitling class in two different widely used video players which were Media Player Classic and GOM to see its compatibility with the subtitling results. In the first attempt, the result of subtitling project using Aegisub could not be played in both video players. Students found an error in Media Player Classic and GOM Player.

Having examined the cause, Students' MPC could not play the result of subtitled video using Aegisub due to the old version the MPC which was incompatible with Aegisub. As explained before, Aegisub is a new media in making subtitle. Thus, sometimes the result of this media cannot be played in old version application and old windows because it requires specific version of the video players. While some students had error when GOM player was loading the subtitling videos in a quite long time, other students' video player could easily open and play the result clearly. Thus, it can be said that MPC is more compatible with Aegisub in terms of its speed to play the subtitling videos made using Aegisub. Unlike Media Player Classic, GOM media player took longer time if it was used to play the subtitling video from Aegisub because Aegisub produced a high capacity video. It became one of the reason why GOM media player took a longer time in playing the result of subtitling video from Aegisub. Moreover, different types of laptop, operating systems and application are very likely to cause errors in playing the Aegisub's videos. Some students found it hard to present their results due to those incompatibilities. Thus, choosing and considering the video player to play the results is of paramount importance since work will be useless if they cannot be played eventually.

## Challenges

The study shows that despite its benefits in many aspects, students still found some challenges related to the use of Aegisub in subtitling class. The following are some factual challenges faced by the students during the implementation of Aegisub in subtitling class though some has been elaborated previously. The first challenge was related to either recognizing all the tools or memorizing it during the editing process. As explained above, Aegisub is a relatively new subtitling media and it has many tools as its features. Those complex tools in Aegisub confused the students in memorizing the function of each tool. They had to struggle with it. Students even took some times to get used to the tool and memorize the features. Aegisub indeed has many tools and menu bars some of which have the same icon and function. secondly, changing from one tool to another was troublesome for some students. In using Aegisub, students experienced slow responding process when they wanted to go back to the previous tools. that slow response was very likely due to some possible causes mentioned earlier such as the relatively big capacity of the Aegisub program which was incompatible with the students' computer or laptop's capacity.

Another, challenge the students had faced was in matching the text of subtitle and the time of video process. The students had difficulty in matching the script of subtitle and the duration of video with Aegisub. This case usually happened to first-time users when making subtitle in new media they had encountered for the first time. This statement is in line with what Schwarz (2003) states that the main problem in subtitling is caused by the differences between the speed and spoken language and the speed in reading; both the speed of the spoken language and the speed in reading require a reduction of the text". Furthermore, Aegisub could not be installed in every operating system; not all of Microsoft Windows series are compatible with Aegisub. Aegisub can be installed in at least Windows 7 or above. Thus, for Windows Explorer (XP) which is older than Windows 7, Aegisub can not be installed. For some students whose computers were in old version, Aegisub was definitely difficult to use. Thus, operating system and the update of the software are important in installing a subtitling media in computer or laptop, especially for a quite new media such as Aegisub. The next challenge was in the way or procedures to input the subtitle. This phase made some students confused eventhough only in a

small number of students. This became a problem in the process of subtitling just as what Fois (2012: 5) states:

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

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

## **Conclusion**

As a relatively new subtitling editor software, Aegisub has presented a quite promising result in terms of its use in education field which is subtitling class had by English Education department of IAIN Surakarta. Aegisub shows several positive results when being implemented in the classroom such as it is user-friendly specifically for first-time users like the students and for the amateur ones. Moreover, Aegisub has a good operating system compatibility which enables it to be widely used especially by students. Another good point Aegisub has is that it offers a series of Easy-to-Follow Instruction. Through this, students can try to make the most about the using of this new software. They can also explore all the tools because it is rich in features. Those features help the students to develop their skills in subtitling maximally and be more creative. The more they explore, the better result they can achieve. Furthermore, Aegisub also can increase students' motivation both in doing the subtitling tasks and having the class.

On the other hand, the implementation of Aegisub in the subtitling class still face some challenges such as recognizing all the tools or memorizing it during the editing process; difficulty in changing from one tool to another, matching the text of subtitle and the time of video process, and such technical problem like it could not be installed in every operating system which means it requires certain types of operating system. The last challenge found was in inputting the subtitle. Having those benefits and some drawbacks, overall, it can be seen that Aegisub is preferrable and helpful in subtitling class, specifically in English Education Department in IAIN Surakarta.

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