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Enhancing Audiovisual Translation Classes through the Use of Aegisub Subtitling Software

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Abstract	The integration of technology in subtitling practices has become increasingly significant, with various tools enhancing the quality and efficiency of audiovisual translation. Among these tools, Aegisub software stands out as a popular choice, particularly among fansub translators, due to its user-friendly interface and rich features. This study aims to explore the implementation of Aegisub in a subtitling course at the English Literature Department of UIN Alauddin, focusing on the experiences of fifth-semester students. Utilizing a qualitative approach, data were collected through classroom observations, interviews, and questionnaires, allowing for a comprehensive analysis of the students' challenges and successes while using the software. The findings reveal that while students effectively applied Aegisub to create subtitles, they encountered both technical and linguistic challenges. Technical issues included timing, typesetting, and codifying, while linguistic difficulties involved diction choices, equivalence, and translation strategies. Despite these challenges, the software's compatibility with various operating systems and its easy-to-follow instructions contributed to increased student motivation and engagement in subtitling tasks. This study highlights the dual nature of Aegisub as a valuable educational tool that not only facilitates learning but also presents challenges that need to be addressed for optimal use in audiovisual translation education.
Keywords	Aegisub; Translation; Subtitling editor software.

INTRODUCTION

The increasing global demand for audiovisual content, driven by the rapid expansion of digital media platforms, has underscored the importance of effective translation practices, particularly in the field of subtitling. Audiovisual translation (AVT), as a specialized branch of translation, not only requires linguistic expertise but also a nuanced understanding of cultural

contexts, visual-auditory synchronization, and technological tools. Among the various methods employed in AVT, subtitling stands out as a primary technique for bridging language barriers in films, television shows, online videos, and educational materials. However, the complexity of subtitling goes beyond mere transcription; it involves careful attention to timing, word choice, and the cultural adaptation of the original content. (Pettit Z, 2004)

Subtitling is a textual version of a dialogue which is not displayed in films only, but also in television programs. Subtitling is very important in the film, because subtitling has given many contributions. They are usually displayed at the bottom of the screen. Through subtitling, the audience of the foreign film can enjoy the film by reading the translated text at the bottom of the screen with no ambiguous thoughts. One might say that subtitling is more authentic, since it does not hide the original sound. As the major method of translating films, subtitling involves the least interference with the original. In other words, therefore, it contributes to experience the flavour of the foreign language. Chiaro (2009: 148) defines subtitling as "the rendering in a different language of verbal messages in filmic media, in the shape of one or more lines of written text presented on the screen in sync with the original verbal message." This definition highlights that subtitling is a form of translation that replaces the spoken dialogue in a film with written text displayed on the screen during playback. Subtitles are an integral component of movies, films, and videos, as they enable audiences who speak different languages to understand the content. Subtitles can be created either in the same language as the spoken dialogue (intralingual subtitles) or in a different language (interlingual subtitles). For instance, an English-language video may feature English subtitles or be translated into Indonesian subtitles. Typically, subtitles are positioned at the bottom centre of the screen and can consist of one or more lines of text. It is important to note that the process of creating subtitles differs from traditional text translation, as it must account for the constraints of screen space, synchronization with the audio, and readability for viewers.

In this context, the integration of subtitling software into educational settings has become an essential tool for both aspiring translators and language learners. The software AEGISUB, a widely used, free, open-source subtitle editor, provides a powerful platform for students to engage in hands-on learning, allowing them to synchronize subtitles with audiovisual material and refine their translation skills. Despite its robust features, the effective use of AEGISUB in translation classrooms remains underexplored, particularly in how it can enhance students' technical proficiency and linguistic competence in AVT.

This study examines the role of AEGISUB as a pedagogical tool in enhancing audiovisual translation courses, specifically focusing on its impact on the Subtitling course at the Islamic State University UIN Alauddin. By evaluating the application of AEGISUB in real classroom settings, this research aims to investigate the software's contribution to developing students' subtitling skills, its effectiveness in overcoming common linguistic and technical challenges, and its potential to foster a deeper understanding of the subtitling process. The findings of this study seek to offer valuable insights into the pedagogical advantages of incorporating AEGISUB into AVT instruction, ultimately contributing to the improvement of subtitling education and the preparation of future translators for the dynamic demands of the audiovisual industry.

In making subtitle, there are two types of subtitles 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 i s 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.

METHOD

This study employs a descriptive qualitative research design to explore the attitudes of students in the English Language and Literature Department at UIN Alauddin Makassar toward using Aegisub subtitling software. A survey is the primary method of data collection, designed to gather in-depth insights from the participants. The survey will assess students' perceptions, experiences, and the extent to which they find Aegisub useful in their academic and linguistic development. The study focuses specifically on how these students interact with the software, what challenges they face, and how it influences their understanding of language and media. The choice of a survey allows the researchers to reach a broad sample of students and obtain diverse viewpoints on the use of subtitling tools in education.

The descriptive qualitative research design is ideal for this type of investigation, as it

emphasizes a deeper understanding of a specific group of individuals and the phenomenon being studied. According to Creswell (2002), this approach is suited for examining detailed and context-specific experiences, rather than generalizing findings across larger populations. By utilizing this method, the study aims to uncover rich, qualitative data that highlights the nuances of students' attitudes toward Aegisub, offering a comprehensive understanding of the software's role in their academic journey. The results will provide valuable insights into how subtitling software can be integrated into language learning and its potential to enhance students' educational experiences.

RESULTS AND DISCUSSION

The Application of Aegisub by the fifth Semester English Literature Department to Subtitling the Videos.

a. Installing the application

Figure. 1
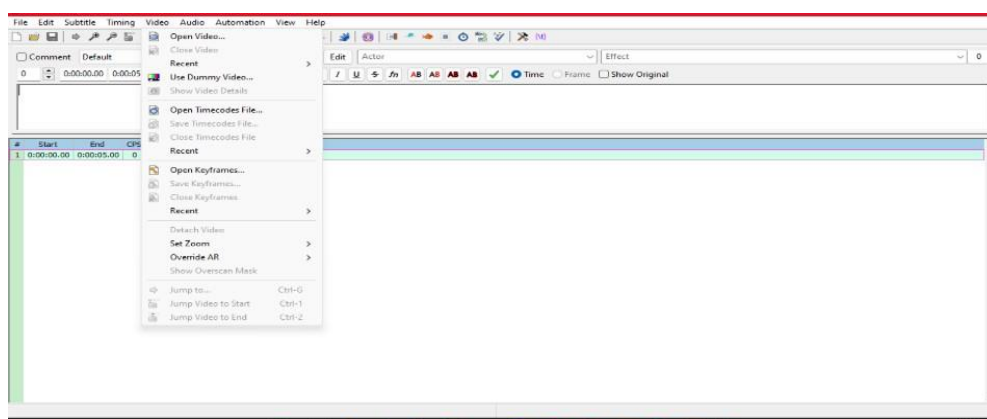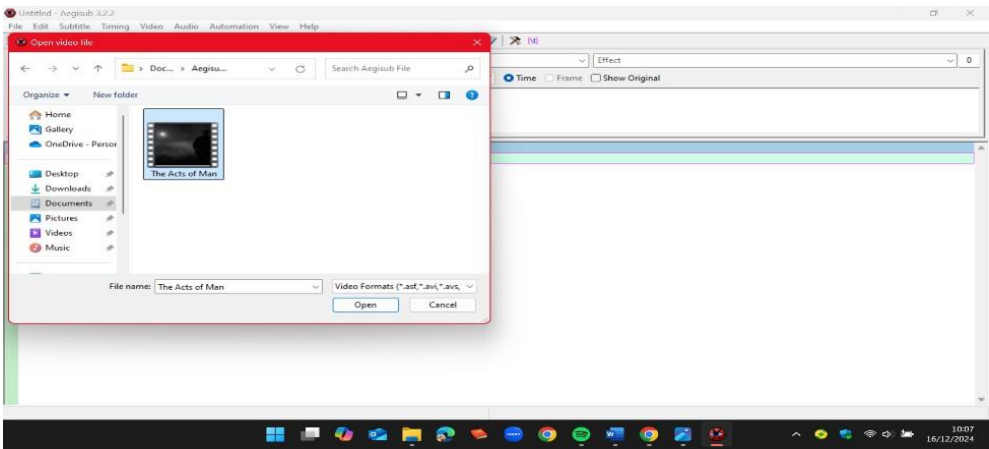

b. Import the videos to Aegisub application

Figure. 2

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Figure. 3

c. Import the Subtitle of the movie
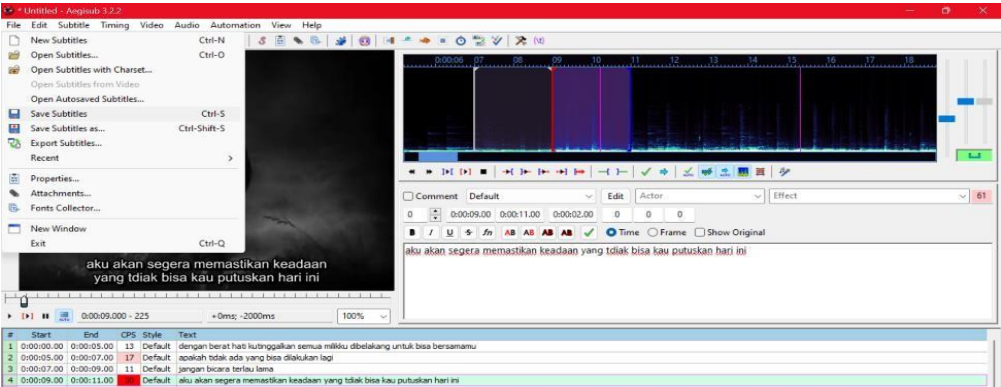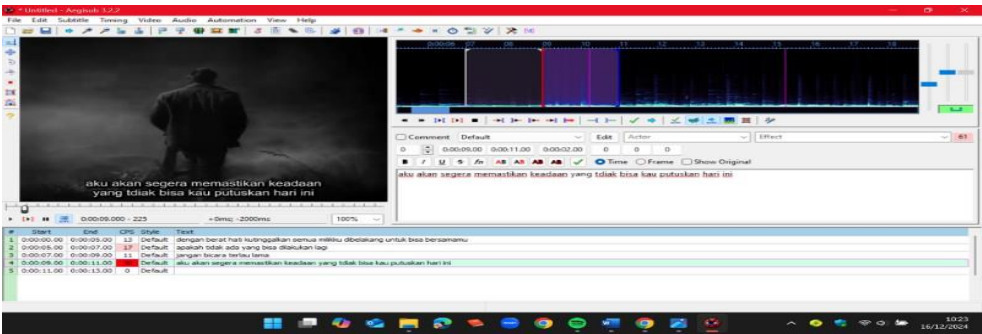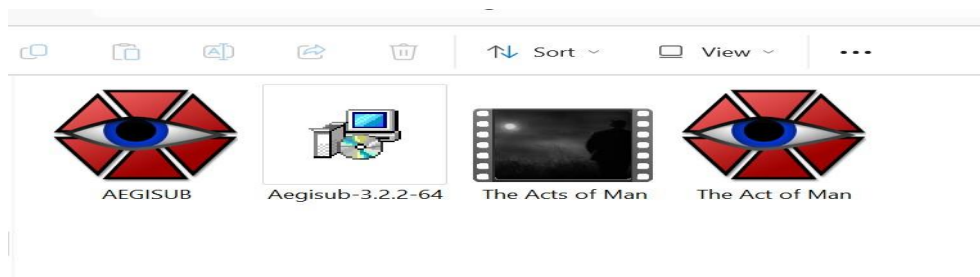
Figure. 4

Figure 5.

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

Figure 6.

The Problems faced by Students in Translating English- Indonesian Videos Using AEGISUB

a. The finding table of students' problem

Tabel 1

No	Problem Using AEGISUB	Percentage
1	Timing	80
2	Linguistic Conversion	60
3	Typesetting	60
4	Iconifying	75

The problems that the students are experiencing are related to the fact that they are utilizing the new application. Timing, linguistic conversion, typesetting, and iconifying are listed among the issues that the researchers have discovered as being issues.

Based on table above, there are 25 participants with 4 main problems their face by doing subtitling using *Aegisub,* From the table, it can be observed that out of 25 participants, 80 percent, or approximately 20 individuals, faced issues with timing. The next issue, namely linguistic conversion, was reported by 60 percent of participants, or about 15 students, indicating problems with the translation aspect.

The third problems recorded was typesetting difficulties**,** with around 17 participants, or approximately 75 percent, acknowledging struggles in this area, likely due to a lack of proficiency in using the application. Lastly, the fourth problem reported by students regarding *Aegisub* subtitles was iconifying, affecting 60 percent, or 15 participants. From this data, it can be concluded that the main issue identified as timing.

1) Problems in Timing

One of the most important factors in subtitling is the timing or spotting. To our knowledge, measuring perfect timing in subtitling is an intricate work to do. However, using subtitling software, such as Aegisub, to measure perfect timing is deemed particularly appropriate (Sierra, 2014).

Researchers: *Do you have any problems using this Aegisub?*

MAL: *absolutely mem, this application is new for me, quite interesting apps but also challenging. For me manage the time is so difficult because we have to make the audio and video synchrony-zing in translation. I'm so frustrated sometimes.*

Based on the explanation from the interview, some of the students said that to cutting of the subtitle they to need so much concentration in order to make the subtitle and video synchronize better, both students have the same opinion, that when if create subtitle is not easy but quite easy.

2) Problem in Linguistics Conversion

According to Cintas (2014), linguistic problems were 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. English and Bahasa have different structure and different culture. The diversity became the students' challenge to deliver meaning from English into Indonesia..

Researchers: *Are you find any problems in using this Aegisub?*

AQL: *even though Aegisub makes subtitles simple, I have had some difficulties creating them too. Like with time and language. Translation should coincide with the content; the screen should not reveal too much; the language should be flexible; and the meaning should be obvious. I find it difficult as well.*

Based on the statement from AQL, it was hard to make subtitle because the meaning of the movies must be transferred in different language based on the context. Choosing the word or diction is important when someone wanted to translate the text or video, for example:

SL: Go on with their own, on with their own hidden ways

TL: *Terus berjalan dengan cara mereka sendiri, dengan cara mereka yang tersembunyi.*

3) Problem in Typesetting

The function of typesetting or the purpose of typesetting is to make the good effect or special effect in the subtitle. In the typesetting, you should know how to change the font style of the subtitle, formatting the font in the subtitle.

Reseacher *: Is it difficult to use Aegisub in subtitling?*

AUL *: I did find it difficult. I understand the pattern's flaws. I don't always know what that is. can't change the colour or anything else.*

From what she said above, it sounds like it was hard for her to change the style in *Aegisub*. In *Aegisub*, she did not know how to change the font style or size. When she first opened the *Aegisub,* she felt lost

Reseacher   *: Next question. Are The explanation from lecture (researchers) about Aegisub before starting the project is not clear enough?*

AUL*: Of course, during the initial meeting, she continues to provide us with advice and leads us in the right way. She also provided us many examples of how to work with how to make a good subtitling it. In my opinion, she did a great job of explaining the content.*

4)   The problem of Iconifying

Iconifying was also included in the technical difficulties that the pupils were experiencing. Despite the fact that the Aegisub menu bars contained a large number of icons, the pupils were not familiar with their purposes.

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

Researchers*: what's your impression when using Aegisub?*

SUC *: It is still challenging, since Aegisub is a new program. First, I was felt confused about the Aegisub symbols, turned off the sound and create the movie and audio should be synchronisation. Second, Aegisub's toolbar makes trouble for me*

Student Resolve to Address Problem to Translate English-Indonesian Videos Using *Aegisub* .

Tabel. 2

No	Solution	Percentage
1	Lecture	40
2	Group Discussion	45
3	Autodidact	60
4	Asking Friends	55

The table above displays how many students solved the problems that they derived. They

have a solution for each of the difficulties that arise. Students face obstacles in creating subtitles. After demonstrating the problem, the researchers attempt to find the problem with utilizing *Aegisub*.

Reseacher *: how do you manage to overcome the problems faces by using Aegisub?*

MAL *: for me, I'd ask the lecture, and she would sure explain it first. I paid attention to what the teacher said and did what she said. If I was still confused, I asked her, but sometimes I'll ask a friend.*

According to Diaz Cintaz (2014), creating subtitling should be done with friends.. Doing with group discussion, students will have an open minded with everything, Based on the findings here are some the solution when the students faced the problem in using *Aegisub* there are; a) *An autodidact*, sometimes, students will be searching the material with Internet or reading a book or practicing by their own selves. b) *Group Discussion or Teamwork*,

CONCLUSION

Following a description and analysis of the data, the researchers arrive at a conclusion regarding the utilization of Aegisub for translating English to Indonesian films in the context of the subtitling class among students. Firstly, as fifth-semester students, many of the participants in the observation class already had background knowledge in translation, technology, and software prior to college. The software's operation success rate is high. The study suggests that students may experience the subtitling classroom activity similarly to a professional subtitling job. This software is neither the first nor the last subtitling tool. To improve the quality of subtitling, students should consider using more advanced tools. In the subtitling translation class, Aegisub is utilized as a supporting software application to assist students in the process of creating subtitles.

In order to begin using the application, the researchers asked students to bring a laptop. The first step in the process is installation. Once the Aegisub application has been opened, the second step is to observe the initial interface of the program. The third step involves importing the video. The fourth step is translating, and the final process consists of saving the project. The researchers explained each step along the way.

Secondly, Problems Faced by Students in Using Aegisub for Translating English-to-Indonesian Videos in Subtitling Teaching-Learning. There are four main problems faced by students, most of which stem from timing, translation, and other challenges. Students find it difficult to synchronize the picture and audio with the subtitles. In translation, students struggle with making the subtitles readable for the audience. Additionally, typesetting—such as changing the font and applying effects on the screen—poses a challenge. Solutions to the Problems Encountered by

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Students and Teachers in Using Aegisub for Translating English-to-Indonesian Videos in Subtitling Teaching-Learning: Students addressed these challenges through self-study (autodidactic learning), tutoring, group discussions, and seeking help from friends. For many, these problems can be solved independently. However, if they do not fully understand something, they ask the teacher directly. Moreover, teamwork is essential, as collaborating with peers allows students to achieve the best results and fully understand the material.

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