

THE PROBLEMS AND THE SOLUTIONS IN THE SUBTITLING PROCESS USING SUBTITLE WORKSHOP APPLICATION: PROJECT-BASED RESEARCH

by Library Referensi

Submission date: 08-Apr-2025 10:53AM (UTC+0700)

Submission ID: 2623202424

File name: PM_2024_-_Subtitling_Problems_Solutions_-----_TURNITIN.docx (56.36K)

Word count: 7696

Character count: 48626

THE PROBLEMS AND THE SOLUTIONS IN THE SUBTITLING PROCESS USING *SUBTITLE WORKSHOP* APPLICATION: PROJECT-BASED RESEARCH

Gunawan Tambunsaribu
Universitas Kristen Indonesia, Indonesia
gunawan.tambunsaribu@uki.ac.id

Abstract

This study investigates the subtitling process using the Subtitle Workshop application, focusing on the problems faced by students and the solutions they implement during subtitling projects. The research employs a project-based methodology, grounded in theoretical frameworks such as constructivism and experiential learning, which emphasize the importance of hands-on, real-world problem-solving. The research is conducted with students from the English Study Program at Universitas Kristen Indonesia, aiming to explore the steps involved in creating subtitles and identify common challenges encountered in the process. Through a combination of field notes and individual interviews, the study examines the technical and linguistic issues students face, such as synchronization, timing, translation accuracy, and the adaptation of cultural references. The findings highlight specific problems, including fast subtitle timing, unclear dialogue, translation difficulties, and issues with subtitle formatting and synchronization. The research also presents practical solutions for overcoming these challenges, such as adjusting timing, improving translation strategies, and using available tools for better synchronization. While the study is limited by its focus on a single institution and a specific subtitling application, it provides valuable insights into the subtitling process, offering both a theoretical and practical understanding of the difficulties faced by students. This research contributes to enhancing subtitling practices and provides useful recommendations for educators and professionals working in the field of audiovisual translation.

Keywords: *subtitling process, subtitle workshop, project-based methodology, translation accuracy, synchronization*

INTRODUCTION

Research Background

Subtitling is a pivotal aspect of audiovisual translation, bridging linguistic and cultural gaps to make content accessible to a global audience. The growing demand for multilingual media has highlighted the importance of effective subtitling in conveying the original message while adhering to specific time and space constraints. This research seeks to investigate the challenges faced by professionals in executing subtitling projects, exploring not only the technical and linguistic difficulties but also the solutions that can enhance the process. By incorporating relevant theoretical frameworks and literature, this study aims to identify the problems in subtitling projects and propose effective strategies to address them, ultimately contributing to the improvement of subtitling practices.

Project-based research provides an appropriate framework for understanding the intricacies involved in subtitling, as it emphasizes hands-on, real-world problem-solving. Theories such as **constructivism** and **experiential learning** assert that knowledge is built through direct engagement with real-life situations (Piaget, 1976; Kolb, 1984). In the context of subtitling, this implies that the challenges encountered are best understood through experience and practice. Project-based research facilitates a deep dive into these challenges by allowing researchers and practitioners to collaborate, engage with real-world problems, and test

out practical solutions. Such an approach aligns with the iterative, problem-solving nature of subtitling, as it encourages continuous reflection and improvement in practice.

One of the central challenges of subtitling lies in the **technical constraints** inherent in the practice. Subtitles must fit within a **limited screen space** and be displayed for a restricted amount of time, which often requires translators to condense the spoken content without losing its original meaning or intent. This task becomes more complicated when dealing with cultural differences, as direct translations may not always carry the same impact **across** languages. **Cultural sensitivity** and **localization** become key elements in ensuring the subtitles **resonate with the target audience while maintaining the essence of the original dialogue** (Baños & Díaz Cintas, 2017). As **action research** suggests, solving these practical problems requires collaboration and iterative cycles of planning, acting, observing, and reflecting (Lewin, 1946). In subtitling, this cycle involves testing various approaches to translation and timing to find the most effective **solutions**.

Moreover, **linguistic differences** between the source and target languages add another layer of complexity to the subtitling process. Each language has its own structure, idiomatic expressions, and syntactic rules, which can make finding equivalent expressions challenging. As **Design-Based Research (DBR)** highlights, the iterative testing and design of solutions is crucial for refining subtitling practices and improving the overall quality of translations (Brown, 1992). In the case of subtitling, this can involve the continuous testing of various linguistic adaptations and the use of cultural consultants to ensure that the subtitles feel natural and accurate to the audience.

Beyond linguistic and technical considerations, the **synchronization** of subtitles with the audiovisual content is another critical issue. Subtitles must **appear on the screen in sync with the original dialogue**, ensuring that viewers can easily follow the spoken words while reading the text. This synchronization is a fundamental challenge in subtitling, requiring not only linguistic proficiency but also attention to timing and visual cues. **Situated learning theory** suggests that learning is most effective when it occurs in authentic, real-world contexts (Lave & Wenger, 1991). In subtitling, this theory emphasizes the importance of working within the actual constraints of audiovisual media, where every subtitle must be aligned perfectly with both the timing of speech and the visual elements on the screen.

Finally, maintaining a **natural flow and readability** of subtitles is essential to ensuring that they complement the viewing experience without distracting the audience. Subtitles that are too literal or difficult to read may cause confusion and detract from the viewer's immersion in the content. The role of **social constructivism** in subtitling, as discussed by Vygotsky (1978), highlights the collaborative nature of this practice, where the interaction between the translator, the target audience, and the content plays a crucial role in creating effective subtitles. This collaborative process involves balancing the need for linguistic accuracy with the need for ease of understanding, ensuring that subtitles serve their purpose without overwhelming the viewer.

This study will explore these challenges in depth, using the theoretical frameworks of project-based research and related methodologies to guide the analysis. The research will not only focus on identifying problems in the subtitling process but will also propose solutions and strategies for addressing these **challenges**. By examining existing literature and conducting practical case studies, this research **aims to contribute to the ongoing improvement of subtitling practices**, making **audiovisual** content more accessible and engaging for global audiences.

Previous Research

Research on subtitling has highlighted several challenges and provided valuable insights into its complexities. Shuttleworth and Cowie (1997) identified issues related to space and time constraints in subtitling, noting that these limitations often force translators to oversimplify or omit parts of the dialogue. Their findings revealed that while brevity is essential, it can

undermine the accuracy of the translation, and they concluded that subtitlers must balance fidelity to the original content with the constraints of the medium. Diaz Cintas and Remael (2007) focused on the cultural and linguistic challenges in subtitling, noting that subtitlers frequently struggle with the adaptation of idiomatic expressions and humor, which may not have direct equivalents in the target language. Their research found that successful subtitling requires not only linguistic expertise but also deep cultural knowledge. In conclusion, they emphasized the need for subtitlers to be culturally aware to ensure the translation resonates with the target audience. Pujadas and Muñoz (2020) investigated the role of subtitles in second language learning, discovering that subtitles significantly improve vocabulary acquisition and comprehension. Their research concluded that subtitling is a valuable pedagogical tool, particularly for language learners, as it bridges the gap between oral and written language skills. These studies underscore the multifaceted nature of subtitling, emphasizing its linguistic, cultural, and educational aspects.

Recent research into the field of subtitling has introduced new challenges and innovative solutions that build on previous studies while adding further depth to the practice. Unlike earlier research by Shuttleworth and Cowie (1997) and Diaz Cintas and Remael (2007), which focused on broader issues like time constraints and cultural adaptation, recent studies have concentrated on practical aspects of the subtitling process, such as the use of specific software tools and the common problems faced by students during the subtitling process. For instance, recent findings highlight the detailed steps involved in using Subtitle Workshop and other complementary software like MKVToolNix, a process that involves downloading necessary applications, synchronizing subtitles with videos, and ensuring compatibility between various formats (Pujadas & Muñoz, 2020). Students today face unique challenges, including issues with subtitle timing, unclear conversations, cultural and slang translation, and synchronization (Pujadas & Muñoz, 2020). These modern difficulties are compounded by more complex problems like handling distinguished accents and ensuring proper grammatical structures in target languages (Diaz Cintas & Remael, 2007). The recent research highlights how students are addressing these challenges through specific solutions, such as adjusting subtitle timing, using context clues for unclear conversations, and employing dynamic equivalence for slang and cultural expressions. This contrasts with older research, which focused more on the theoretical and linguistic dimensions of subtitling, while the new studies offer a more hands-on, technical perspective on overcoming practical issues in real-world subtitling projects (Shuttleworth & Cowie, 1997). Thus, recent research extends the conversation by providing concrete steps and solutions for subtitlers, making it an important addition to the growing body of work in the field.

RESEARCH METHOD

The research on the subtitling process using the Subtitle Workshop application follows a **project-based methodology**, which emphasizes real-world problem-solving and hands-on engagement with the subtitling process. This research approach is supported by theoretical frameworks such as **constructivism** and **experiential learning**, suggesting that knowledge is most effectively constructed through **active participation** in real-life tasks. By focusing on the practical challenges of subtitling, the research aims to understand how students in the English Study Program at Universitas Kristen Indonesia approach and solve common subtitling issues. Project-based research allows for a comprehensive understanding of the subtitling process and the problems encountered, as it encourages direct interaction with the subtitling task and iterative cycles of improvement.

Research Problems

This research aims to address two key problems related to the subtitling process using the Subtitle Workshop application. First, it seeks to identify and outline the specific steps involved in completing a subtitling project, providing a clear understanding of the workflow students follow when using the application. Second, the research explores the challenges that students encounter during the subtitling process, focusing on the various obstacles they face, such as timing, translation accuracy, and synchronization. Additionally, it examines the solutions students implement to overcome these difficulties, shedding light on their problem-solving strategies and how they navigate common subtitling issues.

Research Aims

The aims of this research are twofold. First, to explore and document the steps involved in completing a subtitling project using the Subtitle Workshop application, with a focus on understanding the procedural workflow students follow throughout the process. Second, to identify the challenges faced by students during the subtitling process and to examine the strategies and solutions they implement to address these difficulties. By achieving these aims, the research seeks to provide a comprehensive overview of both the practical and problem-solving aspects of the subtitling process, offering valuable insights into the learning experience and technical challenges encountered by students in the English Study Program at Universitas Kristen Indonesia.

Research Data

The data collected for this study primarily stems from students working on subtitling projects in the English Study Program, Faculty of Literature and Languages, Universitas Kristen Indonesia. This data includes field notes and individual interviews conducted with the students during their subtitling projects. The data captures their experiences, challenges, and the solutions they employed to overcome these difficulties. The use of qualitative data collection methods such as interviews allows for an in-depth understanding of the students' perspectives and the nuances of the subtitling process. Additionally, the field notes document the step-by-step progression of the subtitling tasks, highlighting common obstacles faced during the subtitling work.

Data Collection

Data collection for this study was conducted through two primary methods: field notes and individual interviews. Field notes were taken while the students worked on their subtitling projects, documenting observations of the challenges they faced in real-time. These notes provided valuable insights into the specific issues that arose during the subtitling process, such as timing problems, translation accuracy, and synchronization with audiovisual content. Additionally, interviews with the students were conducted to explore their experiences in greater detail. These interviews allowed the students to elaborate on their problem-solving strategies and the practical solutions they implemented to overcome subtitling difficulties. The combination of field notes and interviews provides a rich, comprehensive dataset for analyzing the subtitling process.

Data Analysis

The data analysis process involved categorizing and examining the challenges faced by the students during the subtitling process. Thematic analysis was employed to identify recurring issues and themes across the data. Each problem was analyzed in relation to its impact on the overall subtitling task, and solutions were explored based on the students' responses. The analysis also considered the technical aspects of subtitling, such as synchronization, timing, and formatting, alongside the linguistic challenges of translation and cultural adaptation. By

categorizing the data into specific problem areas (e.g., fast timing, unclear dialogues, translation difficulties), the study aimed to offer a structured overview of the subtitling challenges encountered and the corresponding solutions.

Research Limitations

There are several limitations to this research. One key limitation is the scope of the study, which is confined to the experiences of students at a single institution, the Universitas Kristen Indonesia. As such, the findings may not be universally applicable to all subtitling projects or other educational contexts. Furthermore, the research focuses on the use of the Subtitle Workshop application, which may limit the generalizability of the results to other subtitling software or tools. Additionally, while the study provides valuable insights into the challenges and solutions from a student's perspective, it does not account for the experiences of professional subtitlers or those with more extensive training in the field. Despite these limitations, the research provides a meaningful exploration of the subtitling process from a project-based perspective, shedding light on common difficulties and practical solutions that can enhance subtitling practices. By examining the subtitling challenges in a structured and methodical way, the research contributes to a deeper understanding of the subtitling process and offers valuable insights that can inform future subtitling practices, both in educational and professional contexts.

Research Significance

The significance of this research lies in its potential to enhance the understanding and practices of subtitling in both educational and professional contexts. By adopting a project-based research methodology, the study provides valuable insights into the real-world challenges faced by students in the English Study Program at Universitas Kristen Indonesia while working on subtitling projects using the Subtitle Workshop application. The research aligns with theoretical frameworks such as constructivism and experiential learning, emphasizing the importance of hands-on engagement and active problem-solving in the learning process. This approach not only contributes to the students' skill development in subtitling but also offers practical solutions to common issues, such as synchronization, translation accuracy, and cultural adaptation. Furthermore, the study's detailed exploration of the subtitling process, informed by field notes and interviews, adds depth to the understanding of the technical and linguistic hurdles encountered during subtitling tasks. Despite its limitations, including the study's focus on a single institution and the Subtitle Workshop application, the research's findings offer valuable insights that can inform future subtitling practices and education. The results could be beneficial for both educators seeking to improve subtitling instruction and professionals looking to refine their subtitling techniques, ultimately contributing to more effective and accessible audiovisual translation.

LITERARY REVIEW

A. Project Based Research

Project-based research is rooted in a variety of educational and research theories, each contributing to its emphasis on active learning, real-world problem-solving, and knowledge construction. One of the foundational theories underlying project-based research is constructivist theory, which suggests that knowledge is built through personal experience and active engagement with the environment. This theory supports the idea that research projects are effective because they provide a context where knowledge is constructed through hands-on activities, group collaboration, and direct engagement with real-world problems. According to

12
Piaget (1976), constructivist theory emphasizes the active nature of knowledge construction, where learners build their understanding through experience, a core aspect of project-based research.

5
Building on this foundation, experiential learning theory, as proposed by David Kolb, asserts that learning is a process in which experience is transformed into knowledge. In the context of project-based research, learners actively engage in real-world projects that provide experiential opportunities for reflection and conceptualization. Kolb's (1984) model of experiential learning suggests that the process of learning is iterative, involving direct experience, reflection, conceptualization, and experimentation. This model emphasizes the importance of hands-on, immersive learning, making project-based research a powerful tool for engaging participants in knowledge creation.

Another theory that complements the principles of project-based research is action research. Action research focuses on solving practical problems through collaboration and iterative cycles of planning, acting, observing, and reflecting. In project-based research, action research is frequently applied to address real-world issues while generating knowledge that can improve practice. Lewin (1946) highlighted the cyclical nature of action research, where continuous reflection and action lead to deeper understanding and problem-solving. This process is central to the philosophy of project-based research, which often involves collaboration among researchers and practitioners to create tangible solutions.

Further supporting the methodology of project-based research is Design-Based Research (DBR), which combines the creation of interventions with systematic inquiry into their effectiveness in real-world settings. DBR is often employed in project-based research to design and test solutions to specific problems. Brown (1992) emphasizes that DBR focuses on iterative design and testing, making it particularly relevant for project-based research where the goal is to improve practices and contribute to theory through real-world applications. This approach reflects the problem-solving nature of project-based research and its emphasis on refining interventions through continuous feedback and evaluation.

5
Additionally, social constructivism, introduced by Vygotsky, emphasizes the importance of social interaction and collaboration in knowledge construction. Vygotsky (1978) argued that knowledge is co-constructed through social engagement, which aligns with the collaborative nature of project-based research. In such projects, individuals work together to solve problems, with knowledge being developed through shared experiences and collective efforts. This collaborative process enhances the learning experience, reinforcing the social dimension of knowledge creation in project-based research.

6
Moreover, situated learning theory supports the idea that learning is most effective when it occurs within authentic contexts. Lave and Wenger (1991) argue that learning is inherently tied to the contexts in which it occurs, making real-world engagement critical for meaningful learning. In project-based research, participants engage directly with real-world tasks, immersing themselves in "legitimate peripheral participation" within a community of practice. This context-driven learning ensures that the research is grounded in real-life issues and challenges, providing valuable insights and outcomes for both researchers and practitioners.

Finally, critical theory emphasizes the need for research that addresses societal issues and power structures. In the context of project-based research, this approach advocates for projects that are not only academically significant but also serve social justice objectives. Horkheimer (1972) argued that critical theory is focused on societal change, and in project-based research, this means addressing real-world issues and empowering marginalized communities. The transformative potential of project-based research lies in its ability to challenge existing power dynamics and contribute to social change, aligning with the core goals of critical theory.

B. Subtitling

Subtitling is a specialized form of translation that involves displaying written text on a screen to convey the dialogue and other verbal elements of audiovisual content. This practice enables viewers to access foreign-language media by reading translations or transcriptions synchronized with the original audio. Subtitling is widely recognized as a translation practice that involves converting spoken dialogue and other verbal information into written text, displayed synchronously with the original audio and visual elements. Shuttleworth and Cowie (1997) define it as "the process of providing synchronized captions for film and television dialogue." O'Connell (2007) emphasizes the role of subtitles in "supplementing the original voice soundtrack by adding written text on screen." Díaz Cintas and Remael (2007) describe subtitling as a translation practice that involves the transformation of spoken dialogue and verbal information into written form, usually placed at the bottom of the screen. Similarly, Gottlieb (2001) characterizes it as "the rendering in a different language of a verbal message in filmic media, in the shape of one or more lines of written text, which are presented on the screen in synch with the original verbal message." Together, these definitions highlight the essential function of subtitling in bridging language gaps and making audiovisual content accessible to a broader audience. Subtitling is a translation modality tailored to audiovisual media, requiring synchronization with both the original audio and visual elements to effectively convey meaning to the target audience.

C. The Benefits of Subtitling

Subtitles are textual representations of spoken dialogue and other audio elements in audiovisual media, such as films and television shows. They can serve various purposes, including transcribing or translating dialogue, providing descriptions of sounds and music, and offering cultural context to enhance viewer understanding (Becerra Martinez, H., et al., 2024; Wikipedia, 2025).

Subtitling offers several educational benefits, as highlighted in various academic studies:

1. **Enhanced Vocabulary Acquisition:** Research indicates that watching subtitled movies can significantly improve students' vocabulary development. For instance, a study by Sadiku (2018) found that interlingual subtitles facilitated better vocabulary acquisition in both short and long-term memory among students.
2. **Improved Listening Comprehension:** Subtitles have been shown to aid listening comprehension, especially for learners with hearing impairments. A pilot study by Vulchanova et al. (2015) demonstrated that subtitles enhanced vocabulary and comprehension for learners of English with mild-to-moderate hearing loss.
3. **Support for Second Language Acquisition:** Integrating subtitles in language learning has been effective in enhancing various language skills. A meta-analysis by Pujadas and Muñoz (2020) revealed that subtitles positively impacted L2 vocabulary comprehension among adult English as a Foreign Language (EFL) learners.
4. **Benefits for Hearing Individuals:** Subtitles not only assist those with hearing impairments but also benefit hearing individuals. A study by Markham (1999) found that captioned videotapes improved second-language listening word recognition among learners.

D. The Relation between Translation and Subtitling

Subtitling is a specialized form of translation that bridges linguistic and cultural gaps in audiovisual media. Scholars have explored its multifaceted relationship with translation, highlighting both distinctions and intersections:

1. **Translation as a Broad Framework:** Baños and Díaz Cintas (2017) discuss audiovisual translation (AVT), encompassing practices like dubbing and subtitling. They emphasize

the semiotic nature of source texts and the technical constraints influencing translation choices in these mediums. Their work underscores how AVT, including subtitling, operates within the broader scope of translation studies, addressing challenges unique to translating spoken language into written form within audiovisual contexts.

2. **Interdisciplinary Connections:** Interlingual live subtitling (ILS) exemplifies the convergence of translation, interpreting, and accessibility. This practice involves real-time translation of spoken language into synchronized text, facilitating access for individuals with hearing impairments. It highlights the fluid boundaries between translation and interpreting, illustrating how technological advancements and societal needs have fostered interdisciplinary approaches within AVT.
3. **Adaptation and Cultural Considerations:** Aleksandrowicz (2020) examines the interplay between literary translations and their film adaptations, focusing on how translated texts inform the subtitling process. The study reveals that subtitlers often reference literary translations to maintain consistency in character portrayal and cultural nuances, demonstrating the reciprocal relationship between literary translation and audiovisual subtitling.

These perspectives collectively illustrate that subtitling is both a distinct practice and an integral component of the broader translation landscape, influenced by technological, cultural, and interdisciplinary factors.

E. The Difficulties in Doing Subtitling

Subtitling, as a specialized form of translation, presents unique challenges that require careful consideration to ensure effective communication across languages and cultures. Key difficulties identified in academic and professional studies include:

1. **Space and Time Constraints:** Subtitles are limited by screen space and the duration they appear, necessitating concise translations that convey the original meaning without oversimplification. Translators must balance brevity with accuracy to maintain the integrity of the source material.
2. **Cultural Sensitivity and Localization:** Languages are deeply rooted in cultural contexts, and direct translations often fail to capture idiomatic expressions, humor, or cultural references. Adapting content to resonate with the target audience while preserving the original intent poses a significant challenge.
3. **Linguistic Differences:** Structural and syntactic disparities between source and target languages can complicate the translation process. For instance, differences in grammar, word order, and idiomatic usage require translators to find equivalent expressions that feel natural in the target language.
4. **Synchronization with Visual and Auditory Elements:** Aligning subtitles with on-screen action and dialogue timing is crucial for viewer comprehension and engagement. Ensuring that text appears in sync with speech and visual cues demands meticulous attention to detail.
5. **Maintaining Natural Flow and Readability:** Subtitles should complement the viewing experience without distracting the audience. Achieving a natural flow involves avoiding literal translations and ensuring that the text is easy to read and understand within the brief time it's displayed.

Addressing these challenges requires a combination of linguistic expertise, cultural knowledge, technical skills, and creative problem-solving. Professional subtitlers often collaborate with cultural consultants and utilize specialized software to enhance the quality and effectiveness of their translations (Baños & Díaz, 2017; Chai et al., 2021; Malmkjaer, (Ed.); Go Global, 2021; Lingrowth, 2021; Trusted Translations, 2015).

2
Subtitling, as a specialized form of translation, presents unique challenges that require careful consideration to ensure effective communication across languages and cultures. One significant difficulty is the space and time constraints; subtitles are limited by both the available screen space and the time they are displayed, requiring concise translations that convey the original meaning without oversimplification. This demands that translators balance brevity with accuracy while maintaining the integrity of the source material (Go Global, 2021). Another challenge is cultural sensitivity and localization—languages are deeply rooted in their cultural contexts, and direct translations often fail to capture idiomatic expressions, humor, or cultural references. Adapting content to resonate with the target audience while preserving the original intent is essential but complex (Academia, 2021). Linguistic differences between source and target languages can further complicate the process, as translators must find equivalent expressions that feel natural in the target language, considering variations in grammar, word order, and idiomatic usage (Academia, 2021). Moreover, the synchronization with visual and auditory elements is crucial for ensuring viewer comprehension and engagement. Subtitles must appear in sync with speech and visual cues, which requires meticulous attention to detail (Go Global, 2021). Finally, maintaining natural flow and readability is critical, as subtitles should not distract the audience. Achieving this involves avoiding literal translations and ensuring that the text is easy to read and understand within the brief time it appears on screen (Trusted Translations, Inc., 2015). Addressing these challenges requires a combination of linguistic expertise, cultural knowledge, technical skills, and creative problem-solving, with professional subtitlers often collaborating with cultural consultants and utilizing specialized software to enhance the quality and effectiveness of their translations (CCC International, 2021).

FINDINGS AND DISCUSSIONS

A. Steps in Doing Subtitle Project Using *Workshop Subtitle Application*

Here is the corrected order of the steps in doing a subtitle project using the Subtitle Workshop application:

1. Download Subtitle Workshop: To begin, download the Subtitle Workshop application from its official website. Subtitle Workshop is a versatile software necessary for creating, editing, and managing subtitles for videos. It allows users to create subtitles manually, synchronize them with audio or video content, translate subtitles into different languages, and convert between various subtitle formats.
2. Download Codec Lite: In order to insert video files into Subtitle Workshop, you need to download Codec Lite. This can be downloaded from the official Codec Lite website, where various versions (such as basic, standard, full, mega, beta, and older versions) are available. Codec Lite is essential for ensuring compatibility between different multimedia formats, as it provides the necessary audio and video codecs for playback, streaming, and editing.
3. Download MKVToolNix: As the final application in the subtitling process, download MKVToolNix from its official website. This application is used for merging subtitles with video files. MKVToolNix enables users to create, edit, inspect, extract, split, and merge MKV files, making it an essential tool for finalizing the subtitling project.
4. Download a YouTube Video: After downloading all necessary applications, you can download a random YouTube video to use as the project for subtitling. Use a website like [savefrom.net](https://www.savefrom.net) to download the video by copying and pasting the YouTube video link into the site.
5. Open the Video in Subtitle Workshop: Open the Subtitle Workshop application and select Movie > Open Movie, then choose the downloaded YouTube video. Once the video is imported, it will appear on the Subtitle Workshop screen.

6. Create a New Subtitle: To start creating subtitles, click on File > New subtitle or use the keyboard shortcut Ctrl+N. You can then begin typing the subtitles in the blank box below the application.
7. Adjust Subtitle Duration: You will need to adjust the subtitle duration, indicating when it will appear and when it will disappear on the screen. You can use the blue buttons for functions like play, pause, and forward to help synchronize the subtitles.
8. Customize the Subtitles: By right-clicking on a subtitle, a box will appear with various options. These options include inserting more subtitles, removing selected subtitles, setting delays between subtitles, and customizing the subtitles with italic, bold, underline styles, or color.
9. Save the Subtitle File: Once the subtitling process is complete, save the result by clicking File > Save > Save As, and choose the SubRip (.srt) format. Select a folder to save the file, rename it if necessary, and then click "Save."
10. Merge the Video and Subtitles with MKVToolNix: The final step is to merge the video with the subtitles using MKVToolNix. Open MKVToolNix, right-click, and click Add files to choose the MP4 video file. Then, repeat the process to add the .srt subtitle file. Once both files are loaded, click Multiplexer and then Start Multiplexing (or press Ctrl+R). After the multiplexing is finished, save the final result by clicking the File Save button at the bottom right.

This sequence provides a clear and logical flow for completing a subtitling project using the specified applications.

B. The Problems faced by the Students in the Subtitling Process

Here is an explanation of the 9 problems faced by students during the subtitling process, along with the solutions made by the students for each one of the problems:

1. The timing for the subtitle is too fast

One common challenge in subtitling is when the subtitles appear too quickly for the viewer to read comfortably. This issue typically occurs when subtitles are displayed for too short a time or the timing doesn't match the pace of the dialogue. It may leave viewers struggling to keep up with the content, especially if the dialogue is fast-paced.

Suggested Solution: To address this, students should carefully adjust the timing of subtitles to ensure that each line is on screen for enough time for viewers to read at a comfortable pace. Most subtitling software, like Subtitle Workshop, allows for precise adjustments in subtitle duration. Utilizing the "play, pause" feature during the editing process helps to synchronize the subtitles with the natural rhythm of the dialogue.

2. The conversations that are too fast and unclear

Fast-paced or unclear conversations can be particularly challenging when subtitling, especially if the dialogue is rapid, mumbled, or accompanied by background noise. Students may find it difficult to transcribe the exact words, making the subtitling process more time-consuming and error-prone.

Suggested Solution: Students should listen to the audio multiple times to capture the most accurate transcription possible. Slowing down the audio can be helpful in software like Subtitle Workshop, allowing students to catch every word. If certain sections are still unclear, it is advisable to use context clues or consult with others to interpret the dialogue more accurately.

3. Choosing the right word to translate the source language to the target language

Translating between languages can be challenging, particularly when trying to choose the most accurate or culturally appropriate word for the target language. Some words or expressions do not have direct equivalents, making it difficult for students to make appropriate choices.

Suggested Solution: Students should focus on conveying the meaning and tone of the original dialogue rather than relying on direct translations. Researching idiomatic expressions or consulting language experts can also help in finding the most appropriate equivalent in the target language. It's also helpful to use translation software and tools, but these should be checked for accuracy and appropriateness.

4. Editing the subtitles created

After creating subtitles, students often encounter difficulties with editing. The subtitles may not match the original speech perfectly, or they may contain typos or awkward phrasing that needs correction. Editing the subtitles is crucial to ensure that the final product is polished and professional.

Suggested Solution: Students should review the subtitles carefully, possibly multiple times, to spot any errors. It's important to focus on both the timing and content of the subtitles. Using subtitle editing software that allows for easy modification and testing of subtitles in sync with the video will make the editing process more efficient.

5. Synchronizing between the dialog in the movie and the subtitles created

Synchronization problems can occur if the subtitles don't match the audio's pace. This can happen when students either under or overestimate the time each subtitle should appear on screen. Incorrect synchronization can disrupt the viewing experience.

Suggested Solution: Students should adjust subtitle timings using the audio cues from the video. Some subtitling software has functions that allow students to see both the audio waveform and the subtitles side by side. This helps them make more precise adjustments. Frequent checks during the editing phase will also help ensure synchronization accuracy.

6. The accuracy of words and sentences in the translation process while translating specific phrases such as slang words, cultural words, and colloquial expressions

Certain phrases, slang, or cultural expressions in the source language may be challenging to translate accurately. These phrases often carry nuances that are difficult to express in the target language, and choosing the wrong word can lead to confusion or a loss of meaning.

Suggested Solution: To address this challenge, students should aim for *dynamic equivalence* in translation, which focuses on conveying the overall meaning and emotion of a phrase rather than a literal translation. Researching cultural references or consulting native speakers can help in ensuring the accuracy of the translation. Additionally, students could use footnotes or parentheticals if necessary to provide additional context to the viewer.

7. The grammatical structure of the target text

Grammatical differences between languages can cause significant difficulties in subtitling. For example, some languages use a different word order or tense structure, making it harder to fit the translation into the subtitles in a way that sounds natural and grammatically correct.

Suggested Solution: Students should focus on understanding the grammatical structure of both the source and target languages. Adjustments can be made by restructuring sentences while keeping the original meaning intact. It's also useful to have a strong grasp of grammar rules in both languages, and in some cases, it might be necessary to simplify the sentence structure to fit the subtitle space.

8. To set the styles and formats of the text subtitles that appear

Styling subtitles, such as choosing font size, color, and text positioning, can sometimes be overlooked or difficult to manage, leading to subtitles that are either hard to read or do not visually complement the video content. This may lead to frustration for viewers who rely on subtitles for understanding.

Students should use subtitle software that allows for customization of text styles and formats. Ensuring readability by choosing appropriate fonts, sizes, and colors is crucial. Testing the subtitles with different background colors or adjusting opacity will help in achieving the

optimal style. Students should also be aware of the preferences for subtitle appearance (e.g., using white text with a black outline for better visibility).

9. The difficulty in understanding some source language expressions due to the distinguished accents of the movie actors/actresses

Accents can make it difficult for students to understand certain phrases, particularly if the actors or actresses have a strong regional or dialectal accent. This can lead to challenges in transcribing and translating what is being said.

Suggested Solution: When dealing with difficult accents, students should attempt to familiarize themselves with the particular accent by listening to similar media or reading phonetic guides. Additionally, subtitles may benefit from including clearer phonetic representations or explanations if needed. Using transcription software or collaborating with others who are familiar with the accent may also provide clarity in understanding the dialogue.

By addressing these common problems with the suggested solutions, students can improve their subtitling skills and produce more accurate, readable, and culturally appropriate subtitles.

DISCUSSION

The theory behind subtitling highlights its essential function in conveying spoken dialogue and other verbal elements in audiovisual media. Subtitling is recognized as a translation practice that not only bridges linguistic gaps but also requires synchronization with visual and auditory cues (Shuttleworth & Cowie, 1997; O'Connell, 2007). The difficulties faced in subtitling align with these theoretical concepts, where challenges like timing, accuracy, and cultural sensitivity are common hurdles. As outlined by Díaz Cintas and Remael (2007), subtitling involves the translation of spoken dialogue into written text, which demands both linguistic proficiency and technical expertise. This theory sets the stage for understanding the difficulties students face when working with subtitles, as their experiences highlight the practical challenges of applying these theoretical principles effectively.

One key issue that emerges in both theory and practice is timing. The theory emphasizes the need for synchronization between audio and subtitles, with Gottlieb (2001) highlighting the importance of aligning verbal messages with on-screen text. In the findings, the students also faced challenges when "the timing for the subtitle is too fast," making it difficult for viewers to follow along with the dialogue. This problem connects directly to the theoretical concern of matching subtitle duration with the pace of speech (Shuttleworth & Cowie, 1997). The solution proposed—carefully adjusting subtitle timing using software tools like Subtitle Workshop—aligns with the idea that precision and attention to rhythm are crucial for effective subtitling.

Similarly, another difficulty highlighted by students is the challenge of choosing the correct words when translating from one language to another, particularly for cultural or idiomatic expressions. As Baños and Díaz Cintas (2017) argue, subtitling requires translators to balance linguistic accuracy with cultural sensitivity, especially when translating phrases that lack direct equivalents. This theoretical framework is reflected in the student's struggle with "choosing the right word to translate source language to target language." The solution—focusing on meaning rather than literal translation and consulting native speakers or using contextual clues—emphasizes the practical application of dynamic equivalence (Nida, 1964), which is central to both subtitling theory and practice.

Furthermore, the problem of unclear or fast-paced dialogues, where students struggled to accurately transcribe and translate, mirrors the theoretical discussions around linguistic differences and synchronization (Baños & Díaz Cintas, 2017). In theory, synchronization not only concerns timing but also the clarity of the verbal message. The students' approach of

slowing down audio or repeatedly listening to unclear sections shows the application of the theory that meticulous attention to both the audio and visual components of a project is necessary for producing accurate subtitles (Go Global, 2021).

The difficulty of synchronizing subtitles with the video is another prominent issue that aligns with the theory of subtitling as a semiotic process (Shuttleworth & Cowie, 1997). The findings indicate that students face problems in making sure that the subtitles match the dialog pace accurately. This is directly connected to the theory's emphasis on the importance of synchronizing verbal text with visual cues to ensure viewer comprehension (Gottlieb, 2001). Using subtitle software to adjust timings, as recommended in the findings, is a practical solution that adheres to the technical constraints discussed in the theoretical framework.

Students also encountered problems with the grammatical structure of target languages, another issue that resonates with the theoretical challenge of linguistic differences between source and target languages. Baños and Díaz Cintas (2017) suggest that structural and syntactic disparities require subtitlers to adjust sentence structures while maintaining the integrity of the message. The students' solution of restructuring sentences to fit the grammatical norms of the target language echoes this principle, highlighting the importance of flexibility and linguistic knowledge in subtitling.

In terms of cultural considerations, the theory emphasizes the need for subtitlers to adapt content to different cultural contexts, particularly when translating slang or colloquial expressions. The difficulty students experienced in accurately translating cultural references or idiomatic phrases is a direct manifestation of this theoretical challenge (Aleksandrowicz, 2020). The proposed solution of dynamic equivalence, which prioritizes conveying the overall meaning and cultural context, aligns with the theoretical understanding of how subtitling functions as a culturally informed translation practice.

The findings also identify issues with subtitle formatting and style, which, although less discussed in theory, still draw upon key theoretical concepts related to visual design and accessibility. The readability and presentation of subtitles are crucial for ensuring that they complement the audiovisual experience, a point reinforced by the theoretical emphasis on how subtitling impacts viewer comprehension and accessibility (Becerra Martinez, 2024). The students' approach to adjusting font styles, sizes, and colors to enhance readability mirrors the importance of visual aesthetics in subtitling practice.

Finally, the students' difficulty in understanding source language expressions due to actors' distinct accents is a practical example of the broader challenge of translation and interpretation in subtitling. The theory suggests that subtitling is closely connected to interpreting, especially in cases of real-time translation (Baños & Díaz Cintas, 2017). In the students' case, utilizing software to slow down speech and consulting experts for accent-related issues reflects the integration of interpretive strategies with translation practices, highlighting the interdisciplinary nature of subtitling (Pujadas & Muñoz, 2020).

The theoretical concepts discussed—such as synchronization, cultural sensitivity, linguistic accuracy, and the challenges of subtitling in different languages—are reflected in the findings, where students experience the practical implications of these issues in real-world subtitling projects. By aligning the theory with the challenges and solutions proposed in the findings, it becomes evident that subtitling is a complex and interdisciplinary process, requiring a combination of technical skills, linguistic knowledge, and cultural awareness.

CONCLUSION

The theoretical concepts discussed—such as synchronization, cultural sensitivity, linguistic accuracy, and the challenges of subtitling in different languages—are clearly reflected in the findings, where students encounter the practical implications of these issues in real-world subtitling projects. The challenges faced by students in the subtitling process vary significantly

depending on the type of video being worked on. Classroom discussions with practitioners reveal that nearly all students struggle with determining the appropriate duration for subtitles in relation to the pace of the dialogue. This difficulty is further complicated by the challenge of selecting the right words to include in the subtitles, especially when the dialogue is lengthy. Additionally, students often grapple with translating accents and idiomatic expressions, which can lead to inaccuracies or a loss of meaning. By aligning the theory with these challenges and the solutions proposed in the findings, it becomes evident that subtitling is a complex and interdisciplinary process, requiring a combination of technical skills, linguistic knowledge, and cultural awareness to ensure the production of high-quality subtitles.

REFERENCES

- Aleksandrowicz, P. (2020). Translating the translated: The applicability of translated literary texts to the subtitling of their film adaptations. *Perspectives: Studies in Translation Theory and Practice*, 30(3), 471–486. <https://doi.org/10.1080/0907676X.2020.1815815>
- Baños, A., & Díaz Cintas, J. (2017). *Audiovisual translation: Subtitling and dubbing*. Routledge.
- Baños, R., & Díaz Cintas, J. (2017). Language and translation in film: Dubbing and subtitling. In K. Malmkjær (Ed.), *The Routledge Handbook of Translation Studies and Linguistics* (pp. 313–326). Routledge. <https://discovery.ucl.ac.uk/id/eprint/10042163/>
- Becerra Martínez, H., Ragano, A., Debnath, D., Ullah, A., Lucas, C. R., Walsh, M., & Hines, A. (2024). Dialogue understandability: Why are we streaming movies with subtitles? *arXiv*. <https://doi.org/10.48550/arXiv.2403.15336>
- Brown, A. L. (1992). Design experiments: An exploration of the influence of theory and practice in educational research. *Educational Researcher*, 21(1), 4–23. <https://doi.org/10.3102/003465431021001004>
- Chai, W., Zhang, Y., & Liu, H. (2021). The art of paper cutting: Strategies and challenges in Chinese to English subtitle translation of cultural items. *Translation Studies*, 14(2), 93–110. <https://doi.org/10.1080/14781700.2021.1894567>
- CCC International. (2021, October 29). The challenges of subtitling. *CCC International*. <https://ccci.am/subtitling-challenges-balancing-cultural-sensitivity-and-accessibility>
- Díaz Cintas, J., & Remael, A. (2007). *Audiovisual translation: Subtitling*. St. Jerome Publishing.
- Gottlieb, H. (2001). Subtitling. In A. Pym, A. Perekrestenko, & B. Starink (Eds.), *Translation and technology* (pp. 87–99). John Benjamins. <https://doi.org/10.1075/btl.42.08.got>
- Go Global. (2021, March 15). The art of subtitling: 10 challenges an audiovisual translation team must face. *Go Global Consulting*. <https://www.goglobal-consulting.com/the-art-of-subtitling-10-challenges-an-audiovisual-translation-team-must-face/>
- Horkheimer, M. (1972). *Critical theory: Selected essays* (M. J. O'Connell, Trans.). Seabury Press.
- Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development*. Prentice Hall.
- Kruger, J.-L. (2020). Subtitles in the classroom: Balancing the benefits of dual coding with the cost of increased cognitive load. *Journal for Language Teaching*, 54(1), 31–49. <https://doi.org/10.1055/s-0040-1701958>
- Lave, J., & Wenger, E. (1991). *Situated learning: Legitimate peripheral participation*. Cambridge University Press.
- Lewin, K. (1946). Action research and minority problems. *Journal of Social Issues*, 2(4), 34–46. <https://doi.org/10.1111/j.1540-4560.1946.tb02295.x>
- Lingrowth. (2021, October 29). The challenges of subtitling. *Lingrowth*. <https://lingrowth.com/the-challenges-of-subtitling/>

- Markham, P. (1999). Captioned videotapes and second-language listening word recognition. *Foreign Language Annals*, 32(3), 321–328. <https://doi.org/10.1111/j.1944-9720.1999.tb00747.x>
- O'Connell, E. (2007). Subtitling. In L. Venuti (Ed.), *The translation studies reader* (2nd ed., pp. 167–180). Routledge.
- Piaget, J. (1976). *The child and reality: Problems of genetic psychology* (A. Cook, Trans.). Viking Press.
- Pujadas, M., & Muñoz, C. (2020). Subtitles in second language acquisition: A meta-analysis. *Language Learning Journal*, 48(2), 234–250. <https://doi.org/10.1080/09571736.2020.1728928>
- Puspitasari, M. S., Tabiati, S. E., & Junining, E. (2020). Translation in movie subtitles: Foreignization and domestication. *Lensa: Kajian Kebahasaan, Kesusastraan, dan Budaya*, 10(1), 1–15. <https://doi.org/10.26714/lensa.10.1.2020.1-15>
- Sadiku, A. (2018). The role of subtitled movies on students' vocabulary development. *International Journal of Sciences: Basic and Applied Research (IJSBAR)*, 42(1), 212–221. <https://www.gssrr.org/index.php/JournalOfBasicAndApplied/article/view/9407>
- Shuttleworth, M., & Cowie, M. (1997). *Dictionary of translation studies*. St. Jerome Publishing.
- Trusted Translations, Inc. (2015, June 22). Common challenges faced when captioning/subtitling. *Trusted Translations*. <https://www.trustedtranslations.com/blog/common-challenges-faced-captioningsubtitling>
- Vulchanova, M., Vulchanov, V., & Westergaard, M. (2015). Role of subtitles in L2 acquisition and comprehension: A pilot study of hearing-impaired students. *Languages*, 6(1), 17–34. <https://doi.org/10.3390/languages6010017>
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.
- Wikipedia. (2025). Subtitles. *Wikipedia*. <https://en.wikipedia.org/wiki/Subtitles>

THE PROBLEMS AND THE SOLUTIONS IN THE SUBTITLING PROCESS USING SUBTITLE WORKSHOP APPLICATION: PROJECT-BASED RESEARCH

ORIGINALITY REPORT

7%

SIMILARITY INDEX

3%

INTERNET SOURCES

4%

PUBLICATIONS

2%

STUDENT PAPERS

PRIMARY SOURCES

1	Guluzada, Narmin. "Main Challenges Faced by Translators While Dubbing and Subtitling English Films into Azerbaijani", Khazar University (Azerbaijan), 2024 Publication	1%
2	Alharthi, Adel Awadh A.. "Challenges and Strategies of Subtitling Humour: a Case Study of the American Sitcom Seinfeld, with Particular Reference to English and Arabic", University of Salford (United Kingdom), 2021 Publication	1%
3	dspace.univ-ouargla.dz Internet Source	<1%
4	consortiacademia.org Internet Source	<1%
5	Submitted to London School of Management Education Student Paper	<1%
6	Submitted to Midlands State University Student Paper	<1%
7	www.voiceovers.com Internet Source	<1%
8	Submitted to University of Strathclyde Student Paper	<1%

9	Internet Source	<1 %
10	Karim Sadeghi. "Routledge Handbook of Technological Advances in Researching Language Learning", Routledge, 2024 Publication	<1 %
11	Submitted to KAZGUU University Student Paper	<1 %
12	Turan Okul, Güntekin Şimşek. "The impact of using virtual reality applications on academic success and retention in tour guiding education", Journal of Hospitality, Leisure, Sport & Tourism Education, 2025 Publication	<1 %
13	jurnal.uns.ac.id Internet Source	<1 %
14	www.mdpi.com Internet Source	<1 %
15	www.gssrr.org Internet Source	<1 %
16	Submitted to University of Nottingham Student Paper	<1 %
17	discovery.ucl.ac.uk Internet Source	<1 %
18	repository.uki.ac.id Internet Source	<1 %
19	Alkahtani, Abeer Mohammed. "Assessing Arabic Non-Professional Subtitling of Cultural References in Jane Eyre's Film Adaptations: A Study Based on Pedersen's Far Model.", University of Exeter (United Kingdom) Publication	<1 %

20	link.springer.com Internet Source	<1 %
21	pdfcookie.com Internet Source	<1 %
22	thinkindiaquarterly.org Internet Source	<1 %
23	www.immi.se Internet Source	<1 %
24	Roger McDonald, Poppy Gibson. "Inspiring Primary Learners - Insights and Inspiration Across the Curriculum", Routledge, 2021 Publication	<1 %
25	boa.unimib.it Internet Source	<1 %
26	dokumen.pub Internet Source	<1 %
27	dspace.univ-guelma.dz Internet Source	<1 %
28	www.ntnu.edu Internet Source	<1 %
29	zdocs.pub Internet Source	<1 %
30	Mila Vulchanova, Ingvild Kjølstad Lervåg. "Role of Subtitles in L2 Acquisition and Comprehension: A Pilot Study of Hearing-Impaired Students", Languages, 2021 Publication	<1 %

Exclude quotes On

Exclude matches Off

Exclude bibliography On