ADVANCING AUDIOVISUAL TRANSLATION EDUCATION: Evaluating and Enhancing the Capabilities of English Undergraduates at the University of Mataram

Lalu Ali Wardana[1], Baharuddin[2*], Santi Farmasari[3]
[1,2,3]Universitas Mataram
aliwardana@unram.ac.id, bahar@unram.ac.id,
santifarmasari@unram.ac.id

Abstract. This study aims to evaluate and develop the audiovisual translation (AVT) skills of English education undergraduate students at the University of Mataram. As the dissemination of information increasingly occurs through dynamic online media, mastering AVT techniques has become essential for future language professionals. The study will examine the quality of subtitle translations produced by students, as well as their ability to translate audio content into video captions - a new skill beyond traditional dubbing. By assessing current capabilities, the study seeks to reorient translation course curricula to better balance theoretical knowledge and practical application. Given the rapid technological advances in AVT, this study is critical in ensuring university programs adapt to emerging industry needs. The findings are expected to contribute to improving the quality of AVT education and enhancing the preparedness of English undergraduates to work as professional audiovisual

translators. Ultimately, the study aims to empower the next generation of translators with the necessary skills to effectively convey information across multimedia platforms.

Abstrak. Penelitian ini bertujuan untuk mengevaluasi dan mengembangkan keterampilan terjemahan audiovisual (AVT) mahasiswa program studi Pendidikan Bahasa Inggris di Universitas Mataram. Seiring dengan meningkatnya diseminasi informasi melalui media online yang dinamis, penguasaan tekniologi AVT menjadi sangat penting bagi calon profesional bahasa di masa depan. Studi ini akan meneliti kualitas terjemahan subtitle yang dihasilkan oleh mahasiswa, serta kemampuan mereka dalam menerjemahkan konten audio ke dalam teks video - keterampilan baru setelah dubbing tradisional. Melalui pengukuran sementar kemampuan saat ini, studi ini berupaya untuk mereorientasi kurikulum mata kuliah terjemahan agar lebih seimbang antara pengetahuan teoretis dan penerapan praktis. Mengingat kemajuan teknologi yang pesat dalam AVT, penelitian ini sangat penting untuk memastikan program perguruan tinggi untuk beradaptasi dengan kebutuhan industri yang berkembang. Temuan penelitian ini diharapkan dapat berkontribusi pada peningkatan kualitas pendidikan AVT dan peningkatan kesiapan mahasiswa Bahasa Inggris untuk bekerja sebagai penerjemah audiovisual

profesional. Pada akhirnya, studi ini bertujuan untuk memberdayakan generasi penerjemah masa depan dengan keterampilan yang diperlukan untuk menyampaikan informasi secara efektif di berbagai platform multimedia.

Kata Kunci: *Audiovisual (AVT), Teks video, Mahasiswa Sarjana, Terjemahan Multimedia, Subtitel*

BACKGROUND

As online multimedia platforms like YouTube and TikTok become central to global communication, the demand for skilled audiovisual translators, particularly in subtitling, has surged. Subtitles not only make content accessible across languages and to viewers with hearing impairments, but they also require a specialized skill set that combines linguistic expertise, technical proficiency, and time management. Despite this growing need, undergraduate curricula often neglect audiovisual translation, focusing instead on traditional text-based translation. This gap in training leaves students underprepared for the complex demands of real-world subtitling, where rapid technological advancements and varying industry standards present additional challenges.

Some worry that undergraduates aren't adequately equipped to handle the specialized nature of subtitling and its rapid expansion. Technical expertise, time management, and attention to formatting are all distinct talents needed for subtitling, which goes beyond the scope of standard text-based translation, especially to reveal the naturalness of translation [1].

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[1] Baharuddin Baharuddin, 'Naturalness in Translation of English Novel into Indonesian', in *Language Maintenance and Shfit V* (Semarang: Undip repository, 2015).

A major obstacle for many student translators is accurately translating spoken dialogue into brief, synced captions that blend nicely with visual components and auditory signals. Current undergraduate translation programs place more emphasis on general linguistic principles and theoretical models than on providing students with actual experience with specific translation [2] techniques like subtitling. Students are unprepared to handle the real-world obstacles of professional subtitling projects due to this instructional method. These projects need students to navigate sophisticated software, adhere to industry-specific rules, and work within tight time limitations.

The skill gap between academics and professionals is made worse when new audiovisual translation (AVT) methods and platforms emerge at a faster rate than what is taught in school. Graduating students from undergraduate programs are unprepared for the ever-changing audiovisual translation industry since their degrees have not kept up with the rapid development of subtitling software, captioning formats, and multimedia distribution channels[3]. By surveying English education majors at the University of Mataram on their subtitling skills, this study hopes to provide concrete solutions to these issues. The study aims to pinpoint areas that need improvement in the curriculum and students' abilities by testing their knowledge of subtitling on various activities that include both technical and linguistic components. These results will help guide initiatives to rethink translation programs at the

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[2] M.H. Purnomo and Baharuddin Baharuddin, 'The Specific Cultural Terms and Expressions in the Translation of Literary Work (Novel)', in *E3S Web of Conferences* (EDP Sciences, 2018), LXXIII <https://doi.org/10.1051/e3sconf/20187314022>.

[3] Lalu Ali Wardana, Baharuddin Baharuddin, and Lalu Nurtaat, 'Kemampuan Mahasiswa Melakukan Post-Editing Terhadap Hasil Terjemahan Machine Translation', 7 (2022), 53–61.

University of Mataram in light of the needs of the multimedia landscape of the twenty-first century and to better train translators to meet those expectations [4].

Through a comprehensive assessment [5] of student subtitling skills, this study will provide valuable insights to guide the evolution of translation curricula and instructional approaches. By addressing the misalignment between academic training and industry needs, the study also aims to empower undergraduates with the specialized knowledge and practical capabilities required to thrive as professional audiovisual translators. Thus, it is necessary to find the answer to question what are the current capabilities and limitations of English education undergraduate students at the University of Mataram in performing audiovisual translation tasks, specifically subtitling? This study question aims to establish a baseline understanding of the students' existing skills and knowledge gaps in the field of audiovisual translation. By evaluating their performance on subtitling exercises, the study can identify areas that require more targeted instruction and skill development.

The second crucial question is how can the curriculum and instruction for translation courses at the University of Mataram be enhanced to better prepare English education undergraduates for the demands of professional audiovisual translation, particularly subtitling? This second study question focuses on the implications of the findings for improving the

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[4] Baiq Chunafa Diza Farhana and others, 'Academic Text Quality Improvement By English Department Students of University of Mataram : A Study on Pre-Editing of Google Neural Machine Translation', *Jurnal Ilmiah Profesi Pendidikan*, 8.1 (2023) <https://doi.org/10.29303/jipp.v8i1.1186>.

[5] Santi Farmasari and others, 'Pre-Service EFL Teachers' Language Assessment Literacy Satisfaction and Assessment Preparedness', *International Journal of Language Education*, 7.4 (2023), 646–60 <https://doi.org/10.26858/ijole.v7i4.47445>.

educational approach to audiovisual translation training. The goal is to use the insights gained from assessing student capabilities to inform curricular updates, pedagogical strategies, and the integration of emerging AVT tools and technologies. Together, these two study questions establish a clear framework for the study. The first question sets out to evaluate the current state of AVT skills among the target undergraduate population, while the second question addresses how to apply those findings to strengthen the relevant academic programs and better align them with industry needs. Addressing these questions, the study can provide valuable insights to help bridge the gap between translation education and the evolving demands of audiovisual translation in the 21st century digital landscape.

Haider & Al-Salman, [6] explores the potential of intralingual subtitling as a functional accessibility didactic tool for enhancing the EFL teaching/learning paradigm. One hundred students from a Jordanian university's English and Translation Program were divided into two groups: one that received four months of academic training in intralingual subtitling and another that did not. The students in the training group were then given a TOEFL-based standardized test that tested their listening comprehension, vocabulary, and writing/spelling skills. Students in both the experimental and control groups reported that watching captioned videos improved their listening, vocabulary, and spelling; however, the results of the quantitative analysis of the questionnaires demonstrated that the experimental group performed substantially better across all three language skills evaluated. These results support the

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[6] Haider, Ahmad S., and Saleh Al-Salman, 'The Effects of Intralingual Subtitles on Jordanian University Students' Foreign Language Learning', *International Journal of Instruction*, 15.4 (2022)

study's call for more intralingual subtitled YouTube videos in EFL classes as a means of improving students' language skills and drawing attention to the underappreciated power of audiovisual translation as a tool for education.

Wu [7] explores how a corpus-based approach can be used to analyze the multimodal complexity of graphic elements in creative subtitling. They focused on a YouTube channel, Apenjie with Dawang, which features experimental subtitling strategies with various graphic elements. Informed by a social semiotic approach, the researchers annotated a corpus of 1,155 Chinese-English subtitle pairs for modal and metafunctional shifts. Key findings include: emojis were more likely to be added for animals than humans in the target subtitles; speaker-identifying graphic elements (color, position) were lost in the target subtitles, but emojis were added to mark animals as speakers; the addition of emojis suggested a focus on audience engagement over textual fidelity; and despite using fewer graphic elements, the target subtitles maintained similar or complementary semiotic meanings. The article discusses the opportunities and challenges of a corpus-based approach to studying graphic elements in creative subtitling.

In relation to the quality of captions produced by non-professional subtitlers who received basic training, in the context of end-users contributing to web accessibility without institutional support, Pérez-Martín et al., [8] assessed captions

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[7] Wu, Zhiwei, 'Towards a Corpus-Based Approach to Graphic Elements in Creative Subtitling', *Babel. Revue Internationale de La Traduction / International Journal of Translation / Revista Internacional de Traducción*, 70.1–2 (2024)

[8] Pérez-Martín, Jorge, Alejandro Rodriguez-Ascaso, and Elisa M. Molanes-López, 'Quality of the Captions Produced by Students of an Accessibility MOOC Using a Semi-Automatic Tool', *Universal Access in the Information Society*, 20.4 (2021)

created by 53 participants of a MOOC on digital accessibility, who used YouTube's automatic speech recognition (ASR) feature to caption a video. The student-generated captions were compared to those produced by a human expert and YouTube's own ASR-based subtitling. The findings indicate that the students' errors primarily involved issues like character count per line, caption speed, lack of new lines per speaker, and omission of sound effects. The researchers recommend that the MOOC training should address these specific subtitling best practices, and that the YouTube editor interface and ASR engine could be improved to enhance the quality of user-generated captions and support ongoing research in this area.

The three researches focused on different aspects of subtitling and accessibility, but do not overlap in terms of the specific topics covered. The Haider & Al-Salman (2022) passage is focused on the educational benefits of intralingual subtitling for EFL learners, the Wu (2024) passage examines the use of graphic elements in creative subtitling, and the Pérez-Martín et al. (2021) passage evaluates the quality of captions produced by non-professional subtitlers. This current study focuses on the evaluation of undergraduate students' subtitling and translating qualities for purpose of enhancing the teaching and learning concept.

As students engage in the complex task of subtitling, they must navigate a variety of cognitive demands. Cognitive load theory provides important insights into how the human mind processes information and learns new skills. According to this theory [9], individuals have finite mental resources, and the way

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[9] Elizabeth Yeung, Simone Jayakumar, and Kathy Fan, 'Through the Looking Glass - Electronic Screening for Mental Health Disorders in Orthognathic Patients', *British Journal of Oral and Maxillofacial Surgery*, 56.10 (2018) <https://doi.org/10.1016/j.bjoms.2018.10.138>; Henrik

instructional materials are designed can significantly impact the cognitive load experienced by learners.

In the context of subtitling, students must simultaneously attend to linguistic translation, time synchronization, text formatting, and technical software operation. This multifaceted cognitive load can quickly overwhelm novice translators, hindering their ability to develop proficiency [10]. By understanding the principles of cognitive load theory, educators can design subtitling curricula and learning activities that optimize the information processing demands [11], allowing students to gradually build the necessary skills without becoming cognitively overburdened.

The situated learning theory posits that effective learning occurs when knowledge and skills are developed within authentic, real-world contexts. Rather than treating translation as a purely theoretical discipline, this perspective emphasizes the importance of providing students with opportunities to engage in subtitling tasks that mirror professional practice [12].

In the case of audiovisual translation, situated learning can involve exposing students to industry-standard software, guidelines, and workflows. By immersing themselves in realistic

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Gottlieb, 'Subtitling - a New University Discipline', in *Teaching Translation and Interpreting*, 1992 <https://doi.org/10.1075/z.56.26got>.

[10] Putri Handayani, Kamaluddin Yusra, and Baharuddin, 'The Use of Metacognitive Strategies in EFL Academic Writing', 2023 <https://doi.org/10.5772/intechopen.109374>.

[11] Olivia Gerber-Morón, Agnieszka Szarkowska, and Bencie Woll, 'The Impact of Text Segmentation on Subtitle Reading', *Journal of Eye Movement Research*, 11.4 (2018) <https://doi.org/10.16910/11.4.2>.

[12] Noureldin Mohamed Abdelaal, 'Subtitling of Culture-Bound Terms: Strategies and Quality Assessment', *Heliyon*, 5.4 (2019), e01411 <https://doi.org/10.1016/j.heliyon.2019.e01411>; Agnessa Spanellis, Igor Pyrko, and Viktor Dörfler, 'Gamifying Situated Learning in Organisations', *Management Learning*, 53.3 (2022) <https://doi.org/10.1177/13505076211038812>.

subtitling projects, learners can develop a deeper understanding of the practical challenges and contextual nuances that characterize this specialized field [13]. This approach can help bridge the gap between academic training and the demands of the professional subtitling landscape.

Subtitling is a multimodal form of translation, where the written text must seamlessly integrate with the visual and auditory elements of the source material. Multimodal translation theory offers a comprehensive framework for understanding the complex interplay between these various modalities and the unique skillset required of subtitlers [14].

This theoretical perspective highlights the need for translation students to develop a keen awareness of how linguistic choices, timing, and formatting decisions impact the viewer's experience and comprehension. By grounding the study in multimodal translation theory, the researchers can explore how undergraduate students navigate the dynamic interplay between the verbal, visual, and temporal components of subtitling, and identify areas where targeted instruction and skill development are required.

Together, these theoretical frameworks provide a robust foundation for evaluating the subtitling capabilities of English

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[13] James R. Douglass, Nicholas Chen, and Ralph E. Johnson, 'The Language of Languages Research Project', 2011, 15–16 <https://doi.org/10.1145/2048147.2048155>.

[14] Jingjing Qin and Paul Stapleton, *Technology in Second Language Writing*, *Technology in Second Language Writing* (London and New York: Routledge, 2023) <https://doi.org/10.4324/9781003279358>; Susan C Herring, Dieter Stein, and Tuija Virtanen, *Pragmatics of Computer-Mediated Communication*, *Pragmatics of Computer-Mediated Communication*, 2013, IX <https://doi.org/10.1515/9783110214468>; Sara Dicerto, *Multimodal Pragmatics and Translation*, *Multimodal Pragmatics and Translation* (London, UK: palgrave macmillan, 2018) <https://doi.org/10.1007/978-3-319-69344-6>.

education undergraduates and informing curricular improvements [15]. By drawing on cognitive, situational, and multimodal perspectives, the study can generate insights that holistically address the challenges and opportunities in preparing the next generation of audiovisual translators.

METHOD

This qualitative study explores the quality and effectiveness of subtitle translations by English education undergraduate students at the University of Mataram, focusing on identifying areas for curriculum enhancement in subtitling courses. The research aims to uncover students' strengths, weaknesses, and opportunities for improvement in subtitling, to better prepare them for professional work. A sample of 20 students who had completed a previous translation course was selected for the study. They were tasked with subtitling assignments that involved translating dialogue from Bahasa Indonesia to English, synchronizing subtitles with audio and visual elements, and adhering to industry standards using specialized software.

The students completed these tasks independently, and their final outputs were evaluated by experienced subtitling experts using a detailed rubric. This rubric assessed various aspects such as linguistic accuracy, synchronization, formatting adherence, and overall coherence. The analysis highlighted areas of both proficiency and difficulty, including language translation, technical skills, and time management. The study's findings led to specific recommendations for curriculum development at the university, such as introducing more

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[15] Ilma Triana, Endang Susilawati, and Luwandi Suhartono, 'Subtitling Strategies of English Indonesian Translation Applied in Toy Story 4 Movie', *International Journal of Learning and Instruction (IJLI)*, 5.1 (2023), 35 <https://doi.org/10.26418/ijli.v5i1.65424>.

industry-focused projects, expanding technical training, and fostering stronger connections with the audiovisual translation industry.

RESULT AND DISCUSSION

This recent analysis identifies two primary issues. The examination of the assignment outcomes reveals that students have constraints in their proficiency with subtitling software and their comprehension of subtitling principles. The research suggests that audio-visual captioning frequently lacks accurate synchronization, careful color selection, cohesive screen design, and effective composition. More precisely, the students have a tendency to produce subtitles that surpass the suggested limit of two lines per subtitle, and these subtitles often remain on the screen for a length longer than the required 6 seconds. The presence of these technical challenges in the students' subtitling work highlights their requirement for more extensive training and advice about the most successful and accessible subtitling procedures.

The research highlights that beyond the linguistic and educational aspects of subtitling, there are also significant technical and design considerations that students struggle with when producing captions and subtitles. Addressing these limitations in software literacy and understanding of subtitling principles will be crucial for improving the quality of user-generated captions and ensuring accessible multimedia experiences.

In addition to the technical limitations, the current research also highlights concerns with the quality of subtitle translations produced by the students. The findings indicate that the subtitle translations tend to be overly literal, lacking appropriate

translation strategies. Specifically, the students struggle with applying key translation principles and strategies effectively:

The students' translations exhibit several issues: they tend to be overly literal, failing to appropriately convey meaning (Transfer Strategy), and often provide direct, unabridged translations instead of effectively condensing the content (Imitation Strategy). There's also an overuse of unnecessary elaborations (Expansion Strategy) and a lack of proficiency in paraphrasing (Paraphrase Strategy). Additionally, students struggle with applying proper condensation techniques (Condensation Strategy) and sometimes delete too much, leading to insufficient translations (Deletion Strategy).These issues with the application of essential translation strategies and principles suggest that the students require more comprehensive training and guidance on effective subtitle translation techniques. Addressing these limitations in their translation competencies will be crucial for improving the overall quality and accessibility of the subtitle content they produce.

Video Production Issue

The translation provided for this audio caption demonstrates some solid elements, but there are also a few areas where refinements could enhance the overall quality and effectiveness. The aspects that need some attention are related to local terminology, culturally-relevant language, consistency in its verb tense usage, coherence and readability of the translation. The following screen shot is one of student works in the subtitling task distributed to them during the class.

The caption in the image violates several subtitling principles that require attention. Firstly, it exceeds the recommended maximum of two lines per subtitle, which can overwhelm viewers and disrupt the visual content. Secondly, the light color of the caption text lacks contrast against the bright, busy background, making it difficult to read. Effective subtitles should use colors that stand out clearly while harmonizing with the overall visual design to avoid distracting from the content. Improving these aspects—line count, color contrast, and color harmony—would enhance the accessibility and aesthetics of the captions, aligning them with best practices for subtitling.

Additionally, the screen composition in the screenshot presents framing issues, with the speaker's head positioned too close to the top and side borders, creating a cramped and visually uncomfortable layout. The speaker's eye line is also too close to the top edge, which disrupts the balance and natural composition of the frame. Effective video composition requires careful consideration of subject placement, headroom, and eye line to ensure a polished and viewer-friendly presentation. Addressing both the subtitling and compositional problems would result in a more accessible and visually appealing multimedia experience.

Translition Issue

Regarding the translation of the wording in the video and the provided English captions, there are a few observations can be discussed.

Audial voice	Hai Guys kita udah nyampe di desa Sukarara. Itu di salah satu desa untuk pembuatan tenun dan …. hmmm …. rumah adat dan untuk bisa juga untuk nyewa baju-baju adat Lombok.
Translation	Hey guys, we have arrived at Sukarare village, which is in one of the villages for making weaving and traditional houses and you can also rent Lombok traditional clothes.

The English caption appears to be a direct translation of the Indonesian text, resulting in a somewhat rigid and artificial tone. While the translation successfully condenses the text, it may have sacrificed some nuances and contextual details, particularly in idiomatic expressions. For instance, "we have

arrived" could be more naturally phrased as "we've arrived" in English. Additionally, cultural references like "tenun" (weaving) and "rumah adat" (traditional houses) are mentioned, but the translation might benefit from further contextualization to convey their full cultural significance to viewers unfamiliar with Indonesian traditions.

The terms "tenun" and "rumah adat" hold deep cultural meaning, particularly in the Lombok region, where traditional weaving and vernacular architecture are significant aspects of local heritage. Without adequate explanation, the English translation of these terms might not fully capture their cultural importance. Phrasing such as "a village famous for its handwoven textiles" or "traditional Lombok-style houses" could better convey the artisanal and architectural uniqueness of these cultural elements. Providing this additional context in the translation can help viewers appreciate the richness of the local traditions being portrayed.

The use of terminology is also crucial in accurately reflecting cultural nuances. The phrase "Lombok traditional clothes" could be improved by using more specific terms like "traditional Lombok attire" or "Lombok traditional dress," which better capture the distinctive style and significance of these garments. Such precise language enhances the authenticity and cultural resonance of the translation, leading to a more polished and viewer-friendly subtitling experience. Overall, while the translation is fairly accurate, refining the language to include idiomatic expressions, cultural explanations, and specific terminology could significantly improve its effectiveness.

The other data related to this is the good point that need to be maintained and/or improved.

Audial voice	Oke kita bakal mewawancarai pembuat songketnya. Kita tanyakan apa aja yang dia buat dan berapa lama lagi kerja oke.
Translation	OK guys we're going to interview the songket maker. We'll ask her later what she made and how long it took to finish

Examining the translation of the audio caption, one of the most important points to consider is the accuracy of the translation. In this case, the translation effectively captures the meaning and intent of the original Indonesian audio. It accurately conveys the plan to interview the songket maker and the intention to ask about the products she makes and the time it takes to finish the production. Alongside accuracy, the contextual understanding provided by the translation is also crucial. The translation provides sufficient context for the viewer to understand the significance of the "songket maker" and the cultural relevance of the products she creates. Songket is a traditional Indonesian textile art that is an important part of the local heritage, and this context is effectively conveyed in the translation.

Preserving cultural references is another key consideration. The translation retains the specific reference to "songket," which is a culturally significant term that should be preserved rather than replaced with a generic term like "textile" or "fabric." This helps maintain the authenticity and cultural context of the content, ensuring the viewer can fully appreciate the nuances of the local tradition. The translation also effectively captures the conversational and informal tone of the original audio, using natural language like "OK guys" and "we'll ask her later" rather than a more formal, stilted translation. This helps create a more engaging and relatable viewing experience for the audience. The concision and readability of the translation are important factors, as captions need to be quickly processed by the viewer within the limited screen space available. The length and phrasing of the translation are appropriate and easy to read, ensuring the viewer can fully understand the content and its cultural significance.

Upon closer examination, there are a few areas in the translation that could potentially be critiqued or improved. One of the key aspects to consider is the terminology used throughout the translation. The translation uses the term "songket maker" to refer to the person being interviewed. While this is technically accurate, a more culturally-specific term like "songket weaver" or "songket artisan" could be more precise and convey a stronger sense of the skilled craft involved in creating these traditional textiles. Using terminology that more closely aligns with the cultural context can help enhance the authenticity and depth of the translation.

Another area for potential improvement is the consistency of the verb tenses used. The translation currently employs a mix of present tense ("we're going to interview") and future tense ("we'll ask her later"). For better flow and cohesion, it may be

preferable to use a single tense throughout, such as "we're going to interview the songket artisan to tell us what she made and how long it took."

In addition to the terminology and tense choices, the translation could potentially be enhanced by capturing more of the full context surrounding the interview. The current translation focuses primarily on the plan to interview the songket artisan and the specific questions to be asked. However, it does not explicitly mention the purpose of the interview or the broader context in which it is taking place. Adding a brief phrase to provide this additional context could help the viewer better understand the significance of the exchange. The narration of these can be more specific and developed in better concept, prior to recording.

By addressing these potential areas for improvement, the translation could be refined to better align with the constraints of the caption format while still preserving the cultural context and nuances of the original content. Overall, nevertheless, the translation seems to strike a good balance between accuracy, cultural sensitivity, and readability, providing the viewer with an engaging and informative viewing experience that preserves the authenticity of the original content.

CONCLUSION

The analysis of the student-generated subtitle translation highlights the strengths and areas for improvement among English education undergraduates at the University of Mataram in audiovisual translation, particularly subtitling. While the translation effectively conveys the core meaning and maintains cultural relevance, it could be enhanced by refining terminology, maintaining verb tense consistency, providing more contextual

information, and optimizing conciseness. These findings suggest that while students have a solid foundation, they would benefit from targeted training in cultural sensitivity, contextual framing, and concise language use. Incorporating these elements into the curriculum would better prepare students for professional audiovisual translation tasks, equipping them with the specialized skills needed to excel in the field.

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