THE USE OF AEGISUB TO IMPROVE EFL LISTENING COMPREHENSION

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ABSTRACT

Listening is the skill to understand and identify what the speaker says. In listening, students should sensibly in hearing the information. This paper aims to describe the difficulties in listening in creating subtitling and problems faced in creating subtitle use Aegisub. The population of this research was twenty Indonesian EFL learners studying at an Islamic university in Central Java, Indonesia. The type in this paper was used a qualitative method. In addition, the research data were collected by observation, interview and document analysis. This research found three problems in listening. In listening there are speed rate, pronunciation and too noisy) and three problems in using Aegisub, there are synchrony time, application problem and The result shows the difficulties in listening when creating subtitle and problems in using Aegisub as they applied Aegisub.

Keywords: *Listening, Subtitling, Aegisub, EFL listening*

INTRODUCTION

In real life, EFL learners have crucial problems in listening comprehension (Saraswaty, 2018) such as being unable to understand what native speakers say. The main problem that learners feel is they do not have any experience in listening comprehension and background knowledge of native speakers say (Gilakjani and Sabouri, 2016). As listening is an individual understanding, this means only the listeners, in this case, students understand what they hear because the process is on the learner's mind (Azizah and Yaumi, 2018). On the other hand, Teng (2002) classified the problems of listening into four factors, namely speaker factor, listener factor, stimulus factor and context factor. Listeners' factors means the problems derived from the learners, such as lack of a topic, message or content, lack of social, cultural, factual, cultural differences and contextual knowledge (e.g., Fan Yagang; Bingol, Celik, Yidliz and Mart, 2014). Speakers' factors mean the problems derived from what the speakers or native speakers were saying, such as accent, unfamiliar with the vocabularies and words, length and speed of listening, speech rate, pronunciation and a cluster of sounds are difficulties for segmentation (Chang, et.al, 1995; Higgins, 1995; Hansan, 2000; Bingol, at al., 2014). Stimulus' factors are almost similar to Psychological factors', such as too noisy, the

quality of record the materials and looked from the psychological setting (Fan Yagang; Yagang, 1994).

However, Wills (in Hwaider, 2017) clarifies some problems in listening. He divided two problems or categories, including linguistic and non – linguistic. Linguistic problems are language problem. Wills (in Hwaider, 2017) identified three problems such as pronunciation, vocabulary and syntax structure. Then in non – linguistic problems, Wills (in Hwaider, 2017) identified three categories, such as a background problem or internal problem, students' psychological obstacles influence their listening capacity and other sources difficulties, for examples sources difficulties by listeners, speakers and teaching environments. However, as reported by Azizah, et.al (2018), the problems in listening faced by Indonesian EFL learners include the lack of practice and students' lack of motivation. That is the reason if teachers need different activity to lead the students to improve their listening skill and enrich their motivation to hear something (Azizah, et.al, 2018). For example, teaching using media, media one of the important component aids because learning using media can make the class more interesting and meaningful for students (Rohmantika and Arista, 2019). For example is the application named *Aegisub*.

Aegisub is software to create subtitle of the movie or subtitle editor. It is a free application that all students can download freely. *Aegisub* is developed by Niels Martini Hansen and Rodrigo Braz Monteiro and was released in 7th December 2014. In *Aegisub*, there are many icons, if learners are using this media without guiding the teacher, they won't be understood the icons in *Aegisub*. One of the icons in *Aegisub* is typesetting. It can help the subtitler to change the size and style font of subtitle.

Subtitle is a part of the Audio Visual Translation. Subtitling is the interpretation of the verbal source language text of an audio-visual product into a written text which is placed-over the image of the original product, usually at the lowest part of the screen (Cintas and Ramael, 2007; Perego 2003). Thus, the place of subtitle can be in front of or under on the movie screen. The subtitle is printed translation over in the film either in foreign or same language to explain the actor's dialogue, it should be clear, and the audience understands the meaning of the subtitle (Azizah, et.al, 2018; Rohmantika, et.al, 2019). By creating film subtitles, leraners' concentration in following words can enrich their vocabularies.

Previous studies have shown the ability of learners in recognizing the *Aegisub* as the media subtitle editor and knowing the ability of students in using *Aegisub* to create subtitling and translating the movie script (Basari and Nugroho, 2017, Rahmad, Yulastri and Saptopramono, 2018). This shows *that Aegisub* is the media subtitle editor that could make the learners practice to create subtitle in real condition. However, creating subtitle should be appropriate with the standardized subtitle. Thus, creating subtitle use *Aegisub* should focus on the learners' difficulties and analyses the difficulties in using *Aegisub*. Other previous studies have shown the problems of listening faced by L2 learners (Hwaider, 2017; Hamouda, 2013). The last previous studies were about improving listening comprehension in creating subtitles for movie (Azizah, et.al, 2018;

Saed, Yazdani and Askary, 2016). The studies tell, film subtitle or subtitle, movie can enhance learners in listening, and creating subtitle, movie can add the knowledge about vocabulary, word and creating subtitle can raise students' motivation in listening.

Listening is the complex activity and need the special attention by learners to get the meaning. If the learners do not get the meaning, what the native speakers said, this is a problem by learners in listening. Moreover, regarding the problems in listening and difficulties in creating subtitle - using *Aegisub* for L2 Learners is to improve their listening comprehension. In the present study, this software used to create all subtitles, such as movie, film, song etc. Therefore, *Aegisub* can help learners in listening comprehension and raise their motivation in learning specially for listening. Subtitling helps, the people to understand the meaning of other language clearly and from the film or movie subtitle can add the learners' knowledge's about vocabularies. The subtitle does not change the meaning from the original script but subtitle just makes a simple sentence on the screen. Thus, in this paper the researcher focus to explains the problems faced by EFL in listening and the difficulties faced by EFL in using *Aegiusb* to create subtitle.

METHOD

The participants consisted of five classes in the English Education Department program in Islamic University who took the Subtitling Course in the sixth semester. One class consist 28 to 30 students who followed Subtitling Course. Every class the researcher chooses randomly students. The researcher has interviewed 5 students in every class and finally got 20 students as the data. The present study conducted in the sixth semester in the Islamic University in Central Java. This research did to know the understanding of students in using *Aegisub* to create Movie Subtitling and to know the students' ability in listening to produce the good subtitle. This research used qualitative method. Qualitative method is the research to know the subject phenomenon example, motivation, action, habit, perception and etc. (Moleong, 2008). This research described the learning process used *Aegisub* to improve the listening ability of students.

The data in this research were description to gain the field followed by observation, interview and document analysis. The data were field note, transcript of the interview (Structured Interview) and documentation in learning. Research object is created subtitling using *Aegisub* to improve listening ability for students. Research participants were the English learners who took the subtitling class in the sixth semester and teacher who taught subtitling. This research did in 5 classes at an Islamic university in Central Java.

The data were analyzed with structured interview by students in sixth semester English Education Department who took the subtitling course. According to the analysis of the data, the problems faced by learners in listening to create movie subtitle and the difficulties used *Aegisub* as a software to create movie subtitle. The teacher gave the brief information about *Aegisub* as media to create subtitle. The teacher gave the

example how to use *Aegisub*, start from installing, create subtitle and save the subtitle. In this class, the teacher would make a group. One group consists of 4 until 5 learners, because create subtitle needed the concentrated to listen what the actor said in the movie and needed the other friends to re-check the result of subtitle. That's the reason, the teacher made a group in subtitling class.

FINDING AND DISCUSSION

This subsection analysis and answers the research questions that have been formulated in the introduction. The data, which had been obtained from the field, were reported, according to the observation in the classroom and interview with teachers and students

1. **The Problem faced by learners in listening to create subtitle**
   In this section, it will be explained kinds of problems faced by students in listening to create subtitle. Listening is the complex skills because listening is the process and the speed of the content that controlled by the speaker (Vogely, 1998; Brown, 2001; Graham, 2006 in Napikul, et.al., 2018) thus, learners should understand when native speakers are speaking and the learners can get the input or meaning from the audio. Sometimes students got some problems in hearing such as vocabulary, noisy place, pronunciation and etc.
   a. *Speed rate*
      Data 1

Researcher	: Apakah Anda mengalami masalah saat membuat subtitle? ('*Do you often face problems when creating subtitle?*')
Ei	: Masalah saat membuat subtitle? Ada sih mbak, lebih ke listeningnya ya. Soalnya kita DI latih focus untuk mendengar kan si Actor ITU bicara. ('*The problem when I create subtitle? I have the problem in listening. Because we should pay attention what the actor say*')
Researcher	: Listening ya mbak berarti. Kenapa? Bukannya dalam aplikasi tersebut sudah ada teksnya ya mbak, jadi Anda tinggal mengikuti teksnya saja. ('*Why is listening? Actually, in the application has been a text or transcript, so you just see the transcript.*')
Ei	: Iya, benar. Dalam aplikasi tersebut emang sudah disediakan teksnya, tapi kita khususnya saya membutuhnya konsentrasi yang tinggi untuk mendengarkan apa yang actor tersebut katakan. Gini mbak, kan gak semua film itu speednya sama, ada yang pelan ada yang sedang ada juga yang lambat. Kalo kita dapat yang speednya lambat kita cut nya enak, nah problemnya kalau kita dapet speednya cepat. Mata, telinga dan tangan harus sinkron untuk mengecut apa yang actor itu bilang. ('*Yes, in application has been the transcript. But we need a higher concentration to listen what the actor said. The speed of the movies is different, such as fast or slow. When, we got the*

slow speed, it is easy to listen and cut off. The crucial problem is when we got the fast speed. Our eyes, ears and hands should be synchronized to cutting off what the actor said')

Researcher : Oh, jadi masalahnya lebih ke speed rate Ya mbak? ('*So, the problem that you faced is speed rate?*')

Ei : Iya mbak, speed routine. Namanya bad subtitle, subtitle Dan filmnya harus sesuai. ('*Yes, speed rate. Because, create subtitle the sub and film should be suitabl*e')

Another learners said the same problem;

Data 4

Researcher : apakah anda pernah mencoba membuat subtitle? *('Do you ever try to create subtitle?*')

Mb : Belum ('*not yet'*)

Researcher : apakah anda mengalami masalah saat membuat subtitle? *('Do you often face problems when creating subtitle?')*

Mb : ya kadang kadang mengalami kesulitan. Seperti, ngepasin dialogue sama timingnya. Karena kan membuat subtitle itu harus sesuai semua, tulisan dan gambar harus sesuai. Jadi itu ngelatih pendegaran kita juga. Ngerjain harus di tempat yang sunyi. Kadang ada dialogue yang cepet banget, itu sampai gak kendengaran. *('Sometime I face it. Such, make the dialogue suitable with the timing. Because, create subtitle it should be suitable, start form sentence and picture. Thus, it trains our listening. Then, I do it in quite place. Sometime, I found the dialogue that really fast, and pass from my hearing*')

In the interview above, two students have the same opinion, if create subtitle is not easy but quite easy. Because, create subtitle need sharpen of hearing and sometimes, they got the task to create subtitle is the movie which is dialogue fast. The students should concentrate to watch the movie, start from a text (subtitle), ears and eyes to see and make it suitable and got the best result of subtitle. As we know listening is the complex activity or skills because listening is the process and the speed of the content that controlled by the speaker (Vogely, 1998; Brown, 2001; Graham, 2006 in Napikul, et.al., 2018). For the explanation, the speed of listening controlled by speaker thus the students should focus and hear the key word what the speaker said.

b. *Pronunciation*

Data 3

Researcher : Oh yeah mbak, ada kendala gak sih saat membuat subtitle? ('*Do you find any problem when create subtitle?*')

Id : Ada mbak. Pendengaran dan mata harus tajam. Maksudnya, kan ketepatan saat kita ingin mengcut subtitle itu harus sesuai, kadang kita menemukan beberapa film yang percakapannya cepat banget. Contoh film "little pig and a big bad wolf" ITU

kan percakapan cepat, kadang untuk mengepaskan itu saya sampai memutar ulang dialog tersebut agar hasilnya pas. Nah yang kedua, film Spiderman. Itu kan seperti terdengar suara sayup sayup orang bicara, gak jelas juga dia bicara apa. Yah intinya, buat subtitle itu harus nyari tempat yang nyaman ('*Yes, I have, in hearing and sight eyes. Means, cut off the subtitle should be suitable. Sometimes, we found some movies and the dialogues too fast, example "little pig and a big bad wolf" the dialogue from the movie is fast and to cut off the sub I repeat the movie and make the sub suitable. The second movie is Spiderman, there is a sound of people, but it is noiseless. The important when I want to create subtitle. I should find the suitable place*')

Other learners said the same problem in pronounciation:

Data 2

Researcher   : Sebelumnya, anda ada kendala gak sih saat membuat subtitle*? ('Do you find any problem when creating subtitle?')*

Sf   : Kalau sulitnya. Susah susah gampang. Gampangnya itu kita jadi seneng, karena kita melakukan hal yang baru yang sebelumnya kita belum pernah mencobanya. Susahnya, ada beberapa bagian, seperti membuat subtitlekan ada prosesnya kan, dari kita nulis teksnya kemudian motong-motong dialognya. Yang susah itu, ngepasin antara kita masukkin subtitle antara detik keberepa itu yang susah. Kadang ada beberapa kalimat yang kurang jelas pengucapannya, jadi motongnya rada susah. *('The difficulty hmm, almost hard. The simple is we feel enjoy, because we do the new thing that we do not try before. The difficulties, there is a part, such create subtitle has process. Start writes the text then cutting. The difficulty is making the subtitle suitable. Sometime, I found some dialogue is unclear thus to cut the dialogue is difficult')*

From the data interview above, two learners, have problems in listening to create movie subtitle. Pronunciation is the problem faced by them, then vocabulary. Vocabulary is the big part in listening, if we have a lot of vocabulary, it will help us in listening comprehension because vocabulary is defined as all the words that people acquire in proportion to their age, gender, natural and social environment (Koçak, 1999) and listening is an effective way of learning the words that the student has not encountered before (Bulut and Karasakaloğlu, 2017).

c. *Too noisy*

Data 5

Researcher   *: Apakah anda mengalami masalah saat membuat subtitle? ('Do you find any obstacles when creating subtitling?')*

Uf   : Ada dong mbak. Bad subtitle ITU bagi saya adalah menyenangkan. Apalagi, Di semester ini ternyatanya ada kelas

subtitling. Tapi masalahnya saat buat subtitle itu harus tenang. Dalam artian tidak ada orang yang mengganggu. Soalnya, buat subtitle itu sendiri pendengaran kita harus tajam, semakin tajam pendengaran kita, semakin pas juga hasil cut off subtitle kita. *('Of course, creating subtitle is exciting, but the problem when creating subtitling should be quite. Means, there is no people to disturb, because creating subtitling our hearing should be acute. As acute as our hearing as well as the result, our subtitle')*

Another learners have the same opinion, if create subtitle should be in quite place
Data 6

Researcher   *: Apakah anda mengalami masalah saat membuat subtitle? ('Do you find any obstacles when creating subtitling?')*

Sr   *: Susah susah gampang sih. Susahnya itu saat mau ngepasin subtitlenya sama videonya. Karena kan tahu sendiri, saya kalau bikin subtitle itu harus ditempat yang nyaman dan tenang. Pernah Dosen nyuruh kami buat subtitle. Kita langsung mencar cari tempat yang sepi dan menggunakan handset. ('Almost hard. Hardest is make the subtitle suitable on video. If I created the subtitle must in comfy and quite place. Sometimes, the lecturer asked us to create subtitle. We are directly find the quite place and do it use handset.')*

These are the data from two students who joined the class of subtitling and like created subtitle. Every student has other problems in facing it. They have the similar problem in listening to create subtitling, they are the clam place. For the example above, there are two students have been doing interviews with researchers. For them subtitle is quite easy, but need more focus and concentrate in every time to cut the dialogue. Thus, they need the calm place and other people did not to disturb them. The place is too noise for them can disturb their job in creating subtitling. Because they could not hear what the actor said clearly and sometimes both of them used an earphone to create it.

2. **Difficulties faced by EFL in using *Aegisub* to create subtitle**

In this section, it will be explained kinds of problems faced by students in using to create subtitle. *Aegisub* is the new application that introduced in the English Education Department in Sixth semester. Thus, students were very enthusiast in learning subtitling, because the students learnt using media and students can see the movie while do the project. However, students unfamiliar with the application then they got the problems and difficulties in using *Aegisub*, such as icon, cut the dialogue, translation the subtitle, application problem and etc.

a. *Synchrony time*
   Data 9

Researcher	: Apakah sulit menggunakan Aegisub? *('It's difficult to use Aegisub?')*
Br	: Kalau udah belajar mudah-mudah aja. Tapi saat saya ngerjain tugas-tugas dari dosen itu enggak ada masalah sih mbak. Cuman ya itu ngepasin timing itu agak sulit.*('Quite easy, but when I was doing the project from the lecturer, I didn't find any problem. I think, in synchrony, it's problematic to make it sane.')*

Synchrony time is the best part in creating subtitle. Other learner has the same opinion with Br.
Data 10

Researcher	: Apakah sulit menggunakan Aegisub? *('It's difficult to use Aegisub?')*
Em	: Sebenarnya susah-susah gampang sih. Susahnya itu, menyamakan antara audio yang didengar sama gambarnya, hmm timing harus pas gak boleh kurang dan lebih. *('I think is not difficult but in difficulty is between the audio and picture should suitable, hmm the timing should syncron. It cannot less or more.*

From the data above, two learners have the similarity problem in using *Aegisub*. Almost the students felt the same difficulties in using *Aegisub* to create *Aegisub* they are synchrony time. Make a good subtitle, timing on the movie and dialogue should suitable or synchrony. Thus, the audience can enjoy the movie. Cutting off the dialogue per second needs the concentration. The timing for the subtitle is an important thing because timing is the one thing that makes the subtitle nice, so timing the picture and dialogue should be appropriate. Timing is one of the important processes in spotting in the subtitling industry. According to Ivarsson (1992) "this is a process of defining the in and out times of each subtitle". Subtitle and timing cannot be separated, because when the audience sees the movie and see the picture and dialogue not same. It will be the audiences not enjoy and understand the meaning of the movie.

b. *Application Problem*
   Data 11

Researcher	: Apakah sulit menggunakan Aegisub? *('Is it difficult to use Aegisub?')*
Ua	: Susah mbak. Susahnya itu kan kita pertama kali gunain aplikasi itu. Ya masih kagok ya sih. Ya pertama, saya masih bingung masukkin videonya, ngepasin audionya. Terus saat kita udah selesai buat subtitle, tinggal di save tau tau ngeblank mbak. Mati Dan keluar sendiri, ya otomatis kita buat dari awal lagi dong mbak. *('Yes, the difficulty is, it's my first time to use it, sometimes I felt confused how to pass in the video and make the*

audio seemly. Then, we finished creating subtitle and save our project, the application downright. Automatically, we start it again.')

Application is the crucial thing for the subtitler creates the subtitle. If the subtitle do not support the PC, the result will be broke, such the students below;

Data 18

Researcher	: Apakah sulit menggunakan Aegisub? *('Is it difficult to use Aegisub?')*
Rc	: Ada beberapa yang susah mbak. Waktu saya menginstal *Aegisub* di laptop saya itu gak mau. Padahal udah sesuai apa yang diarahkan. Kemudian, banyak tanda tanda dalam aplikasi yang gak terbaca. Kemudian, udah selesai bikin project, mau di save error. *('there are some problems. When I was installing Aegisub in my PC it cannot support. So, I do it with lecturer instruction. So many signs in application are unreadable. Then, when I was finished creat and I want to save it, Error')*

From the data above, two learners got the bad experienced in the software. Start by installing the application and did the project. For installing the application, the teacher has explained before, the computer should appropriate with the bit (64 bit or 32 bit). If we chose the wrong capacity, the problem will happen, such as failed or blank.

c. *The subtitle should suitably with the screen (translation)*

Data 1

Researcher	: Apakah sulit menggunakan Aegisub? *('It is difficult in using Aegisub?')*
Ei	: Awalnya sulit karena kita harus mengepaskan. Kan namanya juga subtitle gitu kan ya mbak ada hubungannya dengan translation juga otomatis bahasa asing itu diserap atau diubah ke bahasa yang lain. Sulitnya itu ya mbak, kita harus ngepasin audio dengan gambar. Sama ngepasin translation ya, kyk gini mbak, saat kita translate video itu gak kyk translate text yang awalnya 4 paragraphs ga harus 4, tapi kalau video harus sesuai jadi harus singkat kyk Bahasa percakapan gitu mbak. *('Firstly, it is difficult to make it same. Subtitle related with translation so automatically the foreign language changed into Indonesia/other. The difficulty is, make the sound same with movie and translation. Create subtitle is different with translating text. We can translate text 4 lines, but in subtitle we should minimize it like conversation'.)*

Creat subtitle is not easy as people think. Create subtitle, the subtitler should see the translation. It is too long or the translation readable or unreadable. Such the students below, has the same opinion;

Data 20

Researcher	*: Apakah sulit menggunakan Aegisub? ('It is difficult in using Aegisub?')*

Ia   : Sebenernya nggak sulit kalau sudah tahu caranya. Ya cuman itu, sulitnya pas apa ya mbak. Kan saya juga belum pernah nerjemahin atau membuat subtitle di aplikasi. Ternyata nerjemahin itu ribet. Ribetnya itu harus 1 kalimat kalimat.Tidak boleh panjang, apalagi kalau nemu kalimat panjang. Itu harus di cut dulu, biar dilayar cakep. Kan subtitle itu gak boleh terlalu panjang, kalau terlalu panjang jelek. *('Actually, is not difficult if we know to use it. Ya, the difficulty are in translating or make subtitle in application. Really, translate is not easy. The difficulty is just one sentence, cannot be longer. Moreover, I find the sentence too long. It should be cut and the result will be good to enjoy with audiences.')*

From the data above, the learner felt difficulties in translation. Translation is translating the SL to the target language or translation is thought of as conversion of a written text in one language into a written text in another, though the modern emergence of the simultaneous translator or professional interpreter at international conferences keeps the oral side of translation very much alive. Translation just replacing the language to another language, but the message from the text did not lose. The task of the translator, they should translate to another language. In this case, the researcher has been finished interviewing some of the students about their difficulties in the translation process. According to Schules (2012), the first impression of the reader is able to understand the text more fully than they would be being able to without them. Hence, in translation, the first target is the reader (book) and audience (movie). The viewer should understand the result of translation that we are doing. Made subtitle is quite easy, students should make the subtitle of movie as short as possible without removing the meaning.

DISCUSSION

In this discussion and finding, there are three problems that faced by learners in listening to create subtitle: speed rate, pronunciation and noise. In line with Guo and Wills (2006) findings, problems with speed rate and noise could categorize as non-linguistic problem, whereas the problem of pronunciation could relate to linguistic problems. However, Guo and Wills (2006) identified more problems other than pronunciation, for example the problems related to vocabulary and syntactic structure. The latter was not found in the present research.

In this research, the researcher does the interview on 20 students in different classes. Every class, students take 5 students to get the information. For the difficulties faced in listening in creating subtitling there are 10 students at speed rate, 8 students in too noisy (need a quiet place) and 2 students in pronunciation. Other difficulties find in an application (Aegisub). There are three problems faced by the learners in using Aegisub: Synchrony with the time, Translation and Application. In line with Schwarz

(2002) finding, problem in creating subtitle uses application be careful with timing (synchrony time). Nevertheless, Schwarz (2002) identified more problem, mouth sign, and speed and movie dialogue. For example, the problem is related to the result of the subtitle created by learners.

McClarty (2013) argued creative subtitling may be described as subtitling practice that tailor subtitle in terms of their style, layout and choice of translation approach to the film and audience at hand. Besides from the explanation above, the researcher concluded the problem in creating subtitling using Aegisub are synchronized, application and translation. Synchrony with the time is the crucial difficulties for students who create subtitle as the beginner. Students should make it suitable, the subtitle with the movie should be appropriate. Thus, students must be sensitivity in looking the movie, especially in the cutting off the time.

Translation in the movie (subtitling) is different with printed, because in creating subtitle sentence and punctuation is calculated. According to (Pratama, 2010; Untari and Sanjaya, 2015: 24) "creating a subtitle has a standard such as layout, duration and punctuation" and there are include the role of subtitle. Thus, almost students feel difficult to translate it, because they should make it simple without removing the meaning. For the students it is a challenge. Thus, student can improve and practice in creating subtitle, movie from English to Indonesia. And the last is the problem of the application. Means, the PC doesn't suitably install the Aegisub. Students who get the problem are not too much. Students who get the problem in synchrony time are 8 students, students who get the problem in translation are 9 students and problem of the application are 2 students.

Every learner has other problems in learning new thing, especially creating subtitle using Aegisub. In the class, the lecturer gives the direction to the students in creating subtitle. The lecturer gives some examples of movies and gives the example how to use Aegisub. Although, the important is students always learn, focus and practice.

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