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THE USE OF ENGLISH SUBTITLE IN MOVIE TO IMPROVE STUDENTS' VOCABULARY: AN EXPERIMENTAL STUDY IN GRADE IX
OF SMPN 1 GUNUNGSARI ACADEMIC YEAR 2015/2016

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Abstract: This study aimed to know whether using English subtitle in watching is effective or not in increasing students' vocabulary in grade IX SMPN 1 Gunungsari Academic Year 2015/2016. This study is an experimental study. The population of this study is students in grade IX consisting of 308 students. By using purposive sampling technique, class D was selected as experimental group with 31 students and class E was selected as control group with 31 students. Both groups were given pre-test, treatment and post-test. Pre-test and post-test consisted of 20 questions, 10 questions of matching words and 10 questions of fill in the blank with kind of reading text. The type of test related to the teaching material in grade IX was narrative text because the movie was folktale movie. Assessing students' attitude was needed in related of K-13 curriculum because the school was already used K-13 curriculum. The data was analyzed quantitatively using *t-test*. The result of *t-test* was 3.25 with t-table at 0.005 = 2.66028 and t-table at 0.001 = 3.23171 it means that t-test is higher than the t-table and therefore the use of English subtitle was effective in increasing students' vocabulary.

Keywords: *Improving English vocabulary, folktale movie, English subtitle, and experimental study*

INTRODUCTION

English is one of languages that people mostly use in the daily conversation. English becomes universal language. It is the consequences of the phenomenon of globalization. According to Hwang (1965, 18), English is not only used in business, politics, and literature but also in science and academic research. Because of that phenomenon, people have to learn English language in formal or/and informal situation in order to get ability to communicate in international events, taking part in international business, getting scholarship or applying for a job in other country.

Indonesian government urges Indonesian students to learn English by taking it into the Indonesian Education Curriculum. Most of schools in Indonesia have applied this policy. English has been taught as the 1st foreign language in Indonesia since 1990s. English has become one of primary subjects that students have to master in junior and senior high school. Even, in urban areas English language has been taught since elementary school. Many schools especially elementary schools have taken English language into their curriculum. The schools urge their teachers to be more serious when teaching this subject. Teaching English for young students sometimes is quite difficult. Teachers need to be more concerned about it.

Although learning English is fun enough, many students are confused with this subject. They think that English is difficult to learn, has words that hard to say and many new words that must be remembered. One of the problems is the limited vocabulary that they know, and limited vocabulary they have when they want to speak. As a result, students become lazy to learn English, they are afraid to speak and even get bored when they have to learn it. Without adequate vocabulary knowledge, a learner will encounter problems in the process of mastering other four language skills, i.e., speaking, reading, writing and listening. So, vocabulary is the foundation to learn English language.

In order to make it easier for students in learning English, teacher often uses a media as one strategy to increase students' motivation. One of the strategies that was used by researcher is teaching English using movie. Movie was chosen as a media of learning English because movie can make students interested and motivated in learning. Also, learners will hear many words and phrases, especially idioms and colloquial expressions.

Movie as a media in teaching English has been used in many previous studies. Many researchers agree

that the use of movie is very useful and can make students more interested in learning. Problem was observed in SMPN 1 Gunungsari, the students were asked about their feeling in learning English. Most of them answered that they felt bored in learning English because the teaching process was conducted using conventional method. Thus, they needed new learning style, new atmosphere in class, and more interesting and fun situation in learning.

However, the fact is that watching movie with English subtitle is still uncertain and it is debatable among many researchers. There are so many strategies that teachers can use in teaching English and all of them are interesting. The use English subtitle in movie as a media to improve students' vocabulary prefer by me. Instead of reaching new words, the students also can increase their listening skill and speaking skill. From those problems and consideration, Researcher interested in conducting a study entitled "The use of English subtitle in movie to improve students' vocabulary, an experimental study in grade IX SMPN 1 Gunungsari Academic Year 2015/2016".

REVIEW OF RELATED LITERATURES
The Nature of Vocabulary and the Development

Vocabulary is the most important part of language that takes place in all concepts and idea in all subjects. People often use vocabulary as a word in their conversation. According to the Collins Cobuild English Language Dictionary (1989:1629), the Vocabulary of a Language is the total number of words in it, and someone's vocabulary is the total number of words in a language that he or she knows. However, the American Heritage Dictionary (in Pikulski and Templeton :n.d) defines vocabulary as "the sum of words used by, understood by, or at the command of a particular person or group'. People in this case know how they produce the language, they can understand many words that they actually use. So, they should have adequate number of words. Vocabulary is one of skills that link to skills such as listening, speaking, reading, and writing. According to Celca-Murcia (2000:76) there are two kinds of vocabulary, as follows:

1)   Productive versus Receptive Vocabulary

Productive vocabulary is the lexical terms which the students can remember and use appropriately in speaking and writing. Productive vocabulary is used in speaking and writing, the students need to be able to use and understand the words. On the other hand, receptive vocabulary is only presented until the students know the meaning to understand the context of reading and listening.

2)   Content Words versus Function Words

Content words are vocabulary items that represent most of vocabulary items which belong to open word classes. For example: noun, verb, adjective and some adverbs. Function words are defined as the vocabulary items that are classified into closed words vocabulary, preposition, determiners and many adverbs. Function words should be taught as a part of grammar and content words as a part of vocabulary. The teachers have to know the appropriate vocabulary that the students have to master. However, both kinds of vocabularies are needed in foreign language learning.

Vocabulary has different utilization in every aspect of language, for instance vocabulary had been used in writing and speaking. Pikulsky and Templeton (2004) mention four types of vocabulary:

a.   Expressive vocabulary
Type of vocabulary used in both speaking and writing
b.   Receptive vocabulary
Type of vocabulary that refers to words people understand in listening and reading
c.   Meaning or oral vocabulary
Vocabulary that people use and understand in speaking and listening belongs to this type of vocabulary
d.   Literate vocabulary
Combination of vocabulary utilize in writing and reading makes up this type of vocabulary

There are also four types of vocabulary:
a.   Listening vocabulary
Listening vocabulary is words people understand when others talk to them
b.   Speaking vocabulary
Speaking vocabulary is words people use when talking to others
c.   Reading vocabulary
Reading vocabulary is words people know and understand when reading a text
d.   Writing vocabulary
Writing vocabulary refers to words people use in writing.

Learning a language can mean learning the vocabulary of the language. Carter (2006) utters that learning vocabulary is the main task in learning another language. Vocabulary cannot be separated from language since the language itself consists of vocabulary. Priyono (2004) mentions vocabulary as the most important aspect of language teaching. In the same line, McCarthy (1990) cited in Campilo states that no matter how well the student learns grammar, how successfully the sounds of L2 are mastered, without words to express a wide range of meanings, communication in an L2 just cannot happen in any meaningful way. In other words, vocabulary takes an important role in process of communication neither grammar which enables students to communicate in L2.

Priyono (2004) sees from the students' point of view, states that rather than grammar, vocabulary is more reliable for students. By acquiring huge amount of vocabulary, students will be able to deliver their thought, but if students have limited vocabulary, they will be difficult to express their feeling and thought.

Teaching Vocabulary

Young children learn to communicate by listening and speaking through their environment society. The process of gathering some new words can be obtained from other skill in language, for instance from listening, speaking, reading and writing. These skills are correlating each other, and students have to learn it. In this case, teachers have to help them to develop the skill, develop the learners ability and as guidance in teaching. When teaching vocabulary, teachers need a comprehensive approach. According to Pikulski and Templeton, there are some comprehensive approaches as follows:

- Use "instructional" read-aloud events
- Provide direct instruction in the meanings of prefixes, suffixes, and root words
- Link spelling instruction to reading and vocabulary instruction
- Teach the effective, efficient, realistic use of dictionaries, thesauruses, and other reference works
- Teach, model, and encourage the application of a word-learning strategy
- Encourage wide reading
- Create a keen awareness of and a deep interest in language and words

Furthermore, teaching vocabulary is very important. Someone who wants to learn English has to know the vocabulary first. By knowing it, students can be easier in learning English. Teaching vocabulary needs a guide to help the learners understand about vocabulary. Teacher tries to balance between all different areas of language teaching and of course the method of teaching has been considered. Teacher has to know the importance of teaching vocabulary. If teacher does not think and know about the importance of vocabulary of course she/he will not concentrate in teaching vocabulary.

Teaching Media

> *"The word "media" comes from latin "medius". It means medle, mediator or deliver. In Arabic, the word "media" means "mediator" or "deliverer", message deliver sends to message receiver" (Arsyad, 2003 : 3).*

Nowadays, the teaching learning style has developed into variety of strategies that encourage teachers to be more creative in transferring their idea. According to Basuki et Al (1991 : 8-9), there are two types of media. First is dependent medium which means the helping tool in teaching process. Their success depends on the teacher. For example, movie is used to explain the material. Their effectiveness depends on how the teachers use it. If the teacher can use them well the students will get the point of information from them. The second is independent media. These media can be used individually by students to learn without any helps from the teachers. In teaching learning process, teacher can use all types of media that are appropriate with students' level. Gerlach and Ely (1971) in Arsyad (2010) mention several properties of good teaching media:

1. Fixative property. This property describes the ability of media to record, save and reconstruct a phenomenon or an object.
2. Manipulative property. By having this property, media can enable a transformation of an event or an object.
3. Distributive property. This property enables media to transport an event through time and space so that the event can be seen

Teaching English using Movie

In this study, movie is used as media of teaching English vocabulary. Using movie in classroom can make lessons more fun, movie or film can also teach people about history, science, human behavior and any other subject. Some films combined entertainment with instruction which can make the learning process more enjoyable.

1. Advantages of Using Movie
   Nasution (2005:104) states that the advantages of using movie in teaching and learning process are:
   a. Movie is very good in describing a process, if necessary by using a "slow motion".
   b. Each student can learn something from the movie, from the clever ones to the less intelligent.
   c. Movies can take a child from one country to another country and from one period to another period.
   d. Movie can be repeated if necessary to add clarity.
2. Disadvantages of using movie
   Azhar (2011:50) states that the disadvantages of using movie in teaching and learning process are:
   a. Procument of English movie generally is expensive

b. When the movie is shown, the pictures will keep changing making all students cannot follow the information given through the movie
c. Movies are not always appropriate with the needs and purposes of learning objective.

RESEARCH METHOD

In this research, quasi experimental study was used by researcher. Sukmadinata (2008) says that experimental study is a study which is conducted to measure the effect of a variable toward another variable. There were two variables in an experimental study: Independent variable was the variable which gave effect to the dependent variable, while dependent variable was the variable that was affected by the independent variable. The independent variable of this study was English subtitle in movie and the dependent variable of this study was increase students' vocabulary.

The design study of experimental study was applied the control group pre test-post test design. This research used two groups as the subject of the study that was control group and experimental group. Those groups used pre test-post test designs.

Population and Sampling

The subjects of this study were students at grade IX SMPN 1 Gunungsarri academic year 2015/2016.
a. Population
    The population of this study was the whole ninth-grade students of SMPN 1 Gunungsari academic year 2015/2016. Grade IX consisting of nine classes with the number of students in table (1):

Table 1 the Number of Students in Each Class

No	Class	Amount of student
1.	IX A	38 students
2.	IX B	37 students
3.	IX C	37 students
4.	IX D	31 students
5.	IX E	31 students
6.	IX F	37 students
7.	IX G	36 students
8.	IX H	30 students
9.	IX I	31 students
Total		308 students

b. Sample
    Samples of this study were 62 students from class IX D and IX E. They were taken as samples through purposive sampling technique. Purposive sampling technique is a technique in taking samples through several considerations (Arikunto, 2006). From an observation, it was known that IX D and IX E had almost the same competence in English, and also their spirit in learning was about the same.

The data from this research were obtained from test, there were two tests given in this study. The first was pre-test, the test which was given before treatment and the second was post-test, the test which given after treatment. These tests were given to control and experimental group

FINDING

The data in this research were primarily gathered from pre-test and post-test. Both tests were taken in two weeks started from January11[th] to January 23rd. The pre-test was given earlier in the first meeting and then the treatment was held two times in order to get valid data. Lastly, the post-test was conducted to find out the result of this research whether the use of English subtitle in movie improve students' vocabulary at grade IX SMPN 1 Gunungsari.

In this research, the use of subtitle English in movie was combined with teaching material at grade IX that was Narrative text. Before applying the treatment, the meaning, structure and example of Narrative text was explained. Explanation about Narrative text that related to the movie such as the characters, setting, and moral value was explained by researcher and then gave opportunity to students to explain the plot of each generic structure in Narrative text in order to know how well they could understand the words in movie. In the treatment, the students were asked to watch the movie entitled frozen. The experimental group watched movie using English subtitle. On the other hand, control group watched movie without subtitle.

T-test formula was used in analyzing the data to gather the hypothesis. The score of the pre-test and the post-test of both groups were tabulated in the data distribution. The score of pre-test and post-test was computed and then distributed to a table and then found the mean score of both groups. The formula to compute the score of pre-test and post test were given below:

$$\text{Score} \quad = \quad \frac{Correct\ Answer}{Total\ Question\ (20)}\ x\ 100$$

After tabulating the score of students' test, the researcher could not immediately devise the raw score into next formula in finding the mean deviation score of both groups. The students' raw score was needed to convert into standard score. Hence, the raw score was

converted into standard score using absolute norm t-score as follows:

$$T = 50 + \frac{X-MI}{SDI} X \ 10$$

(Nurkancana&Sunartana, 1990: 101)

The mean deviation (M) and the sum of square of the mean deviation ($\sum x^2 \ and \ \sum y^2$) of both groups was computed by using this following formula:

$$Mx = \frac{\sum dx}{N} \quad and \quad My = \frac{\sum dy}{N}$$

After applying the formula above, the formula was employed

$$\sum x^2 = \sum dx^2 - \frac{(\sum dx)^2}{N}$$

and $$\sum y^2 = \sum dy^2 - \frac{(\sum dy)^2}{N}$$

From those results, it indicated that there was slightly different mean score between both groups. The mean deviation of experimental group was higher than the mean deviation of control group. The t-test was needed to measure the validity of data computation whether the difference of mean deviation for both groups was appropriate with researcher's expectation for independent variable

1. T-test value

$$t = \frac{Mx - My}{\sqrt{\left[\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2}\right]\left[\frac{1}{N_x} + \frac{1}{N_y}\right]}}$$

2. Finding the degree of freedom (df)

$$df = (Nx + Ny) - 2$$
$$= 31 + 31 - 2$$
$$= 60$$

The result of the test presented that the score of t-test was 3.25 and degree of freedom was 60.

DISCUSSION

Based on the result of computation of t-test and statistical analysis of the data obtained, it was found that there was the effect of using English subtitle in movie on Students' voacabulary skill at grade IX in SMPN 1 Gunungsari academic year 2015/2016. The score of both groups was highly different. The score of experimental group was higher than that of the control group, which for the mean of deviation score in experimental group was

13.64 and the control group was 9.35. Furthermore, the value of t-test in this research was in the level of 0.005 (95%) with 2.66 and in the level 0.001 (99%) with 3.23 in (degree of freedom (*df*) 60, it can be seen in table below

Table 2 t-test result

t-test	t-table		
	Df	0.005	0.001
3.25	60	2.66028	3.23171

Table 2 shows that t-test (3.25) was higher than the t-table at both levels of significance (2.00 and 2.66), it can be concluded that there was significant difference between the results of post-test both experimental group and the control group. The data result showed that the difference of students scores in pre-test and post-test in both groups occurred continuously in students' deviation score and students' mean deviation score was highly different in which the *mx* was 13.64 and *my* was 9.35. Therefore, it can be argued that the null Hypothesis (Ho) was rejected and the Alternative Hypothesis (Ha) was accepted.

Furthermore, the result of this experimental research proved that the English subtitle in movie was effective to increase students' vocabulary than without using subtitle. Using English subtitle proved that students were easier to get information in movie and also they knew some new words from the movie. By doing so, the students got information more quickly because they learnt using movie. English subtitle in movie as a media in learning was very useful. It could help them to stimulate the material more easily, and also learning with fun atmosphere could make students easy in learning. Increasing students' vocabulary by using movie, especially English subtitle was an interesting and enjoyable activity where some students learnt by doing their favorite activity that was watching movie directly. The teaching learning process became more interesting, fun and more enthusiastic. Applying this method could help the students to enrich their vocabulary while continuously asking them to watch movie using English subtitle. It can be concluded that the use of English subtitle gave the effect in increasing students' vocabulary.

As the result, the use of English subtitle in movie gave the effect in process of increasing students' vocabulary at grade IX SMPN 1 Gunungsari. It can be seen from the mean score in post-test of experimental group is higher than that of the control group. Again, it shows that the use of English subtitle was effective to increase students' vocabulary

CONCLUSION AND SUGGESTION

Conclusion

Based on the result of data analysis and data interpretation as seen in chapter IV, it can be concluded that :

1. The use of English subtitle in movie gave the effect to increase students' vocabulary at grade IX SMPN 1 Gunungsari. It was seen from the post-test result of the experimental group which was higher than that of the pre-test. The average value of the post-test was 60.8, while the average value of the pre-test was 81.1. Moreover, the average value of the post-test from control group was lower than the average value of the post-test from experimental group. In control group, it was 50.9 for pre-test and 70.9 for post-test. Thus, it proved that this media had influenced students' vocabulary.

2. From the data analysis, two-tailed test was used in order to identify the effect of English subtitle in movie to improve students' vocabulary. The t-test was 3.25, it is higher than the t-table value at the significance level 0.05 (95%) with 2.00030 and 2.66028 at the level of significance 0.01. In conclusion, the researcher found that the use of English subtitle gave an effect in increasing students' vocabulary at grade IX SMPN 1 Gunungari.

Suggestion

The suggestions made by the researcher are :

1. For English teachers, the researcher expects that the use of media like English subtitle in movie can be an alternative teaching aids used by the teacher in teaching learning process in order to improve the students' vocabulary.

2. For students, the researcher expects that the students can practice this method when watching movie continuously. So, they can get some new words and get some information. They can get many new words from the movie they have watched and also they know how the words' sounds or pronounce and practice with the correct pronounce. By doing so, students also can improve their speaking skill.

3. For future researcher, the researcher suggests to apply this Media on other skills.

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