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**“The Use of Movie with English Subtitle in Increasing Students’ Vocabulary.
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THE USE OF MOVIE WITH ENGLISH SUBTITLE IN INCREASING
STUDENTS' VOCABULARY: An Experimental Study on Grade X SMA N 1
Gunungsari Academic Year 2014/2015

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ABSTRAK

Penelitian ini dilakukan untuk menentukan apakah penggunaan film dengan *subtitle* berbahasa Inggris dapat meningkatkan kosa kata siswa. Penelitian ini merupakan penelitian eksperimen dengan desain kelompok kontrol pre-tes dan post-tes. Populasi dalam penelitian ini adalah 320 siswa kelas X SMA N 1 Gunungsari tahun ajaran 2014/2015, sementara sampel penelitian adalah 79 siswa yang diambil dengan teknik purposive random sampling. Ada dua kelompok siswa yang diteliti, yaitu kelompok kontrol dan kelompok eksperimen. Kelompok eksperimen diberi perlakuan berupa menonton film dengan *subtitle* berbahasa Inggris, sementara kelompok kontrol menonton film dengan *subtitle* berbahasa Indonesia. Film yang diputar di kedua kelompok tersebut adalah film yang sama, yaitu film animasi berjudul "Despicable Me". Penelitian ini terbatas pada kosa kata tertentu, yaitu kosa kata yang berhubungan dengan kejahatan yang digunakan di dalam film tersebut.

Setelah melakukan penelitian ini, ditemukan bahwa nilai post-tes kelompok eksperimen meningkat secara signifikan. Setelah menganalisis

data, dalam hal ini nilai pre-tes dan post-tes kedua kelompok tersebut, ditemukan bahwa nilai t-Testnya 2,8016. Kemudian untuk dapat menyimpulkan apakah film dengan *subtitle* berbahasa Inggris dapat meningkatkan kosa kata siswa, nilai t-Test dibandingkan dengan t-tabel pada level kepercayaan 0,05 dan 0,01. Nilai t-tabel pada level kepercayaan 0,05 adalah 2,0017 dan pada level kepercayaan 0,01 adalah 2,6633. Karena nilai t-Test lebih tinggi daripada nilai t-tabel di kedua level kepercayaan, dapat disimpulkan bahwa film dengan *subtitle* bahasa Inggris dapat meningkatkan kosa kata siswa kelas X SMA N 1 Gunungsari tahun ajaran 2014/2015.

Kata kunci: *film, subtitle, meningkatkan, kosa kata.*

ABSTRACT

This study was conducted to determine if the use of movie with English subtitle can increase students' vocabulary. This study was an experimental study with control group pre-test and post-test design. The population of this study was 320 tenth-grade students of SMA N 1 Gunungsari academic year 2014/2015, while the samples were 79 students taken through purposive random sampling technique. There were two groups of students who were researched: control group and experimental group. Experimental group was given treatments of watching English-subtitled movie, while control group watching movie with Indonesian subtitle. The movie played in both group was the same. It was an animated movie entitled "Despicable Me". This study was limited to a certain vocabulary, that was vocabulary related to crime used in the movie.

It was found that the post-test scores of experimental group increased significantly. After analyzing the data, in this case both groups' scores in pre-test and post-test, it was discovered that the value of t-Test was 2.8016. Then to conclude whether English-subtitled movie can improve students' vocabulary, the value of t-Test was compared to t-table in the level of confidence .05 and .01. The value of t-table in the level of confidence .05 is 2.0017 and in the level of confidence .01 is 2.6633. Since the value of t-Test was higher than t-table in both level of confidence, it could be concluded that movie with English subtitle can increase the vocabulary of students of grade X SMA N 1 Gunungsari academic year 2014/2015.

Key words: *movie, subtitle, increase, vocabulary.*

A. INTRODUCTION

English is an international language. It is spoken all over the world, not only as the first language but also as the second language. The people of countries which use English neither as first nor second language also learn English. The advance of technology triggers them to master English although it is not spoken in those countries because the development of technology recently enables people to communicate with others in other countries whose languages are different. Because their languages are different, people then communicate by using the international language, English. Thus, for communication purpose, people start learning English.

Realizing the importance of English, the Indonesian government then includes English into the education curriculum. It causes English to become one of the primary subjects in junior and senior high schools. Moreover, in urban areas, English is taught in elementary school.

However, since English is not the first language in our country and students are unusual with it, learning English become uneasy for them. In learning English, students have to master four skills of language, listening, speaking, reading and writing, in order to communicate in English. Mastery of listening or/ and speaking is shown by students' ability to communicate orally in English. Reading mastery is proven by being able to comprehend various types of texts, while writing mastery can be displayed by being capable of writing numerous genres of texts.

Since it is difficult to learn English because it is not students' mother tongue, they sometimes have difficulties to master those four language skills. Listening and speaking in English are hard for them since they are not familiar with English words. Reading English text is also considered complicated. Spears (2004) says that students' difficulty in reading is caused by their difficulties to concentrate and maintain their focuses on what they are reading. Additionally, writing text by using English is problematic for students. Langan (2012) utters that writing can be a

challenge and sometimes can be a frustrating task for students because they seldom practice transforming their thoughts on a sheet of paper. Several students even sometimes are unable to write a good sentence.

Those problems in learning English happen because students have quite limited vocabularies. Priyono (2004: 18) says that "...the unsatisfactory results of EFL teaching and learning are not related to methodology but to insufficient language input for students, which is essentially vocabulary." Vocabulary is an important element in a language. Campilo (n.d: 36) states that "vocabulary is obviously a very important element within a language as the overwhelming majority of meaning is carried lexically...". If students have less English vocabularies, they will be difficult to master the four language skills. In other words, they will not be able to communicate properly in English.

Furthermore, having limited vocabularies can be seen as a problem for students. Students will have problem in mastering the four language skills. They will not be able to recognize and understand the words they hear in listening due to the lack of vocabularies. In reading, they will be unable to understand the text they read. Spears (2004) state that having limited vocabulary can be an obstacle to reading comprehension. Also, it will be difficult for students to express their ideas both in speaking and writing.

Thus, having a large number of vocabularies is crucial for language learners. Teachers should provide them with language input which can increase the number of their vocabularies. Teachers commonly encourage their students to communicate in English to multiply their vocabularies. Otherwise, teachers can apply several techniques to enlarge students' lexis. One of the techniques is through watching movie with English subtitle. Watching movie is enjoyable for students, moreover they can obtain numerous vocabularies from the movie since it uses English subtitle.

However, the effect of English-subtitled movie in increasing students' vocabularies is still uncertain. Because there are not many studies which were conducted to prove it, I then was interested in confirming whether watching movie with English subtitle can improve students' vocabularies. The movie which would be used in this study was an animated movie entitled "Despicable Me". This movie was used for several reasons:

- The pronunciations of the characters in this movie are clear. Thus, it is beneficial to train students in listening.
- The content of this movie is appropriate to all ages including teenagers.
- Although this movie is about crime, it has deep moral values: hard work, never give up in making dreams come true, making martyr of the love ones and that loving can make others be proud of us.

The objective of this study is to discover if the use movie with English subtitle can improve students' vocabulary of grade X SMA N 1 Gunungsari academic year 2014/2015.

Review of Related Literature

1. The Nature of Vocabulary

People often define vocabulary as words. 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". While National Reading Technical Assistance Center (2010) defines vocabulary as "the knowledge of words and word meanings".

2. Teaching Vocabulary

Vocabulary teaching has been done for ages since the language learning began. Formerly, vocabulary was taught directly. Since the aim of learning a foreign language is to enable students to read a text in English, teacher then pretaught the

vocabulary that were used in the text. However, Seal (1991) mentions that preteaching vocabulary is not a good technique in teaching vocabulary, since it can create negative effect on reading comprehension. Madden (1980) in the same article states that “any meanings the pupils work out for themselves will be better remembered than any one they are given”. Madden believed that letting students to explore new words by themselves will be more helpful to increase their vocabulary rather than being given the vocabulary.

3. Teaching Media

The word ‘media’ is the plural form of the word ‘medium’. People have their own definitions of media which are different from each other. However, most people define media as messengers. Bovee (1997) in Carapedia states that media is a tool whose function is to deliver message. Having the same point as Bovee, University of Indonesia, Faculty of Literature in the same article, defines media as a technical device which used to do mediation or delivering message, or in other word media is a communication tool. Thinking of more specific definition, Schram cited in Carapedia defined media as technology of messenger that can be utilized in learning activity. Arsyad (2010) defines media as a device which send the message of teaching. In short, generally media is a tool which can help human in doing their activities in terms of communication or teaching. If media are used in teaching, then they become teaching media. Teaching media are media teachers used in teaching. Sukiman (2012) says that teaching media are everything which can be applied to transport messages from sender to recipient to stimulate the mind, feeling, attention and aptitude of students in learning process to effectively reach the purposes of learning. In the same line as Sukiman, Arsyad (2010) says that teaching media is media which carry messages or information with instructional purposes or containing certain teaching purposes.

4. Movie as Teaching Media

Belonging into media resulted from audio visual technology; movie can be used in teaching English. Movie consists of a series of moving image which followed

by numerous dialogs. The moving images and the dialogs of the movie can be helpful for students to learn new vocabulary. Celik (2003: 363) claims that “The introduction of new vocabulary can be carried out through the use of realia, pictures,…”

As an audio visual media, movie assists learners to obtain new vocabulary and save it in their long term memory. Visual media, according to Musfiqon (2012), can accelerate students’ comprehension skill and strengthen their memory. Arsyad (2010) adds that visual stimuli can give good result in terms of remembering, recognizing, recalling and connecting the fact and the concepts. While watching the movie students can learn to connect what they see in the movie and what they hear from the movie then they can conclude by themselves what the characters of the movie are saying.

B. RESEARCH METHOD

This research was an experimental study. Sukmadinata (2008) says that experimental study is a study which is conducted to measure the effect of a variable toward another variable. There are two variable in an experimental study: independent variable and dependent variable. Independent variable is the variable which will give effect to the dependent variable, while dependent variable is the variable that is affected by the independent variable. The independent variable of this study is movie with English subtitle and the dependent variable of this study is students’ vocabulary. English-subtitled movie is expected to improve students’ vocabulary.

There are a number of designs of experimental research. This study applied the control group pre test-post test design. Thus, there were two groups as the subject of the study: control group and experimental group. Experimental group was a group which would accept the treatments of watching movie with English subtitle while control group was also given treatments but the treatments were different from experimental group. Control group accepted treatments of watching movie with Indonesian subtitle.

1. Population

Population, according to Arikunto (2006), was the whole subjects of the research. The population of this study was 320 students of grade X SMA N 1 Gunungsari academic year 2014/2015 which was divided into nine classes.

2. Sample

According to Arikunto (2006), sample is a part or representative of the population which will be researched. Samples of this study were 79 students from class X IS 3 and X IS 4. They were taken as samples through purposive random sampling technique. Purposive random sampling technique is a technique in taking samples through several considerations (Arikunto, 2006). From an observation, it is known that X IS 3 and X IS 4 have almost the same competence in English. Also, their enthusiasm in learning is about the same. In addition, these two classes had the characteristics of the whole population.

The data of this research was obtained from test. There were two tests given in this study. The first was test which was given before treatment, called pre-test and the second was given after treatment, called post-test. Both control and experimental groups would be given these tests.

The data was obtained by applying several procedures:

- a. First, pre-test was to both control and experimental groups to measure their lexical competences.
- b. Second, treatments were given to both experimental group and control group. The treatments for experimental group would be given three times in three meetings. In the first meeting, students were explained that they would watch an English-subtitled movie and they were asked to tell me if they find difficult words while watching the movie. The students were also given a list of several words used in the movie and they were asked to find the meanings of those words while watching the movie. The students then watched the movie. The movie would be paused if words in the list appeared in the movie or the students found words which they did not

know their meaning. After watching the movie, the students and I would discuss the difficult words they found in the movie and the meanings of words in the list given. In this meeting, only the first 30 minutes of the movie will be played due to the limited time.

In the second meeting, the movie would be played for 65 minutes starting from the beginning. Students would also be given a list of vocabulary used in the movie. After watching the movie, the students and I would discuss the vocabulary in the list given before. Students would also be asked about the movie to know whether they understand the story of the movie. If they understood the dialogue which was shown by the subtitle, they would understand what the movie was about.

In the last meeting, the rest of the movie would be played. As in the first and second meeting, the students would be given a list of words used in this part of the movie and were asked to find the meanings while watching the movie.

Treatments for control group would also be given in three meetings. The procedures of each meeting would be the same as the experimental group. However, the movie watched by control group was with Indonesian subtitle.

- c. The last procedure was giving post-test. This test was also given to both groups. Post-test was given to discover the effect of watching movie with English subtitle towards students' vocabulary.

C. FINDING AND DISCUSSION

Finding

After conducting the research, the data required were obtained. The data were students' scores in both pre-test and post-test. It then was analyzed by employing the t-Test formula to obtain the value of t-Test.

$$D_x = \frac{\sum dx}{N_x}$$

$$= \frac{1676}{30} = 55.86$$

$$D_y = \frac{\sum dy}{N_y}$$

$$= \frac{690}{30} = 23$$

$$t\text{-Test} = \frac{D_x - D_y}{\sqrt{\frac{\sum dx^2 + \sum dy^2}{(N_x + N_y) - 2} \left(\frac{1}{N_x} + \frac{1}{N_y} \right)}}$$

$$= \frac{55.86 - 23}{\sqrt{\frac{99305 + 20377}{(30 + 30) - 2} \left(\frac{1}{30} + \frac{1}{30} \right)}}$$

$$= \frac{32.86}{\sqrt{\frac{119682}{58} \left(\frac{2}{30} \right)}}$$

$$= \frac{32.86}{\sqrt{\frac{239364}{1740}}}$$

$$= \frac{32.86}{\sqrt{137.5655}}$$

$$= \frac{32.86}{11.7286} = 2.8016$$

t-Test = the degree of differences

$\sum dx$ = the total sum of the deviation of individual scores of experimental group

$\sum dy$ = the total sum of the deviation of individual scores of control group

N_x = the number of samples of experimental group

N_y = the number of samples of control group

D_x = the mean score of dx

D_y = the mean score of dy

Discussion

The study was conducted for three weeks from 15th to 30th August 2014. The classes used as the sample in this study were class X IS 3 as the control class and X

IS 4 as the experimental class. At the beginning, those two classes consisted of 37 students; however, several students from other major transferred into these classes that the amount of students in class X IS 3 became 40 and 39 in class X IS 4. Nevertheless, table 4.1.1 shows that the amount of students of each class are 30 students. It was because in both classes several students were absent when the pre-test was given and on the day the post-test was done, several other students did not attend the class. Thus, several students only had the pre-test score and some other only obtained the post-test score. Students who had both pre-test and post-test scores were 32 students in control class and 30 students in experimental class. In order to equalize the number of subjects in both classes, the student with the highest and the lowest scores in control class then were eliminated. Therefore, the subjects were 30 students for each class.

There were three meetings for each class which were 90 minutes long. Meetings for control class were given on 15th, 22nd and 29th of August 2014, while for experimental class; meetings were on 16th, 23th and 30th of August 2014. In the first meeting, pre-test was given in the first 45 minutes. Then, the treatment was given afterwards. Before watching the movie, students were given a list of vocabulary used in the movie. During the treatment, students watched the movie for 30 minutes and after that, students and I discussed the vocabulary students obtained from the movie.

In the second meeting, students watched the movie. However, in this meeting the movie was watched for 65 minutes from the beginning. So students rewatched the first 30 minutes of the movie to reinforce the vocabulary they attained from the movie in the previous meeting. As In the first meeting, before the movie was played, students were given a list of vocabulary utilized in the movie. After watching the movie, students and I discussed the vocabulary attained by students from the movie. Also, they were asked several questions about the movie to examine if they understood the movie.

In the last meeting, as in the first and second meeting, a list of vocabulary used in the movie was given to the students. Then they watched the last 30 minutes of

the movie. After that, for about 15 minutes students and I discussed the vocabulary and the story of the movie. Then, the post-test was given and students did it in about 45 minutes.

The questions of the pre-test were the same as the post-test. They consisted of 35 questions which were divided into three parts. There were 15 questions in the first part which contributed 30% to the total score. The second part that consisted of 10 questions also contributed 30% to the total score. The rest 10 questions belonged to the third part contributed 40% to the total score. Simply, the computation for the total score could be written

$$\begin{aligned}\text{Total score} &= \text{score part I} + \text{score part II} + \text{score part III} \\ &= 30\% + 30\% + 40\% \\ &= 100\% \\ &= 100\end{aligned}$$

Thus, the highest score for pre-test and post-test was 100 and the lowest score was 0.

As seen above that the value of the t-Test was 2.8016. The value of t-Test required to be compared to t-table so it could be concluded if the English-subtitled movie could increase students' vocabulary. The value of t-test was compared to t-table at the level of confidence .05 and .01 with degree of freedom (df) 58. Degree of freedom was determined by reducing the amount of subjects with 2. Mathematically, it could be written

$$\begin{aligned}df &= (N_x + N_y) - 2 \\ &= (30 + 30) - 2 = 58\end{aligned}$$

df = degree of freedom

N_x = the number of subjects of experimental group

N_y = the number of subjects of control group

The values of t-table in the level of confidence .05 and .01 with degree of freedom 58 are 2.0017 and 2.6633. They are lower than the value of the t-Test so null hypothesis saying the use of movie with English subtitle cannot increase students' vocabulary was rejected; thus the alternate hypothesis stating the use of movie with English subtitle can increase students' vocabulary was accepted.

Jubesky (2012) who conducted the similar study found that movie with English subtitle could not only improve students' vocabulary but also students' grammatical knowledge. Different from Jubesky, this study found that English-subtitled movie could increase students' enthusiasm in learning English. Students of experimental group seemed more enthusiastic in learning than students in control group. They wanted to know what the movie was about so they tried hard to understand the English subtitle so that they would understand the story of the movie. Meanwhile, students of control group did not need to try hard to understand the movie since the movie used Indonesian subtitle.

D. CONCLUSION AND SUGGESTIONS

Conclusion

Based on the finding and discussion above, it could be concluded that the use of movie with English subtitle could increase the vocabulary of students of grade X SMA N 1 Gunungsari academic year 2014/2015.

Suggestion

Based on the result of the research, I would like to offer several suggestions:

1. Teachers should be able to create a nice atmosphere in the classroom because the learning process will be more beneficial in a nice atmosphere.
2. Learning English is not as hard and as boring as students think. English can be learned while doing hobbies. Students who love watching English movie and listening to English music can obtain English knowledge from

their hobbies. Do not only enjoy the movie and the music, acquire the English from your hobbies.

3. It is expected that the next researchers can improve this research to be better than this. Also, it will be better if the next researchers choose the movie which is more appropriate to students' ages and level of English and to the English curricula.
4. The next researchers are hoped to focus on other types of vocabulary or vocabulary related to other fields so students' vocabulary can be more varied.

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