

**THE EFFECT OF USING VIDEO SUBTITTLING TO IMPROVE
STUDENTS' VOCABULLARY: An Experimental Study at Second
Grade of SMPN 5 Mataram in Academic Year 2016/2017**



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**THE EFFECT OF USING VIDEO SUBTITTLING TO IMPROVE
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ABSTRACT

Vocabulary mastery is very important as it helps students catch information delivered in English learning process. Without knowledge of vocabulary, the students cannot develop the English skill. Vocabulary is the foundation to build the languages, which plays a fundamental role in learning. But the students often complain about the meaning of the words, and how to pronounce the words. The students also always find difficulties to improve their vocabulary. Therefore, students need media when learning vocabulary because media is one of facilities that might help students to improve their vocabulary mastery. This study focuses on the effect of using video with subtitle in teaching vocabulary. The study aims to investigate the influence of media in improving vocabulary mastery in form of comprehending narrative text. This thesis was taken from the result of post-test of second grade students in SMPN 5 Mataram academic year 2016/2017. The data was analyzed by calculating the T-test (hypothesis testing). The data of post-test shows in the significance level .05 with degree of freedom (df) is 58 and the T-table = 2.0017, then T-test (2.89) > T-table (2.0017 and 2.6633). The T-test is greater than T-table, then H_a is accepted and H_o is rejected. It can be concluded that the null hypothesis (H_o) where the use of video subtitle has no effective in improving students' vocabulary mastery in class VIII SMPN 5 Mataram academic year 2016/2017 was rejected. And the result as alternative hypothesis (H_a) states the use video subtilte is effective in improving students vocabulary mastery in class VIII SMPN 5 Mataram academic year 2016/2017 was accepted.

Keyword: *Vocabulary Mastery, Effectiveness, Media (Video).*

Pengaruh Penggunaan Video Terjemahan untuk Meningkatkan Kosakata Siswa: Penelitian Experimental pada Siswa Kelas Dua di SMPN 5 Mataram Tahun Akademik 2016/2017

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ABSTRAK

Penguasaan kosakata sangat penting karena membantu siswa menangkap informasi yang disampaikan dalam proses belajar bahasa Inggris. Tanpa pengetahuan kosakata, siswa tidak dapat mengembangkan kemampuan bahasa Inggris. Kosakata adalah dasar untuk membangun bahasa, yang memainkan peran mendasar dalam belajar. Tetapi siswa sering mengeluh tentang arti kata-kata tersebut, dan bagaimana cara mengucapkan kata-kata itu. Siswa juga selalu mengalami kesulitan untuk memperbaiki kosakata mereka. Oleh karena itu, siswa membutuhkan media saat belajar kosakata karena media merupakan salah satu fasilitas yang dapat membantu siswa dalam meningkatkan penguasaan kosakatanya. Penelitian ini berfokus pada efek menggunakan video dengan terjemahan dalam pengajaran kosakata. Penelitian ini bertujuan untuk mengetahui pengaruh media dalam meningkatkan penguasaan kosakata dalam bentuk teks naratif. Studi ini diambil dari hasil paska ujian siswa kelas VIII di SMPN 5 Mataram Tahun Akademik 2016/2017. Data dianalisis dengan menghitung T-test (pengujian hipotesis). Data post-test menunjukkan tingkat signifikansi 0,05 dengan derajat kebebasan (df) adalah 58 dan T-table = 2.0017, kemudian T-test (2,89) > T-tabel (2.0017 dan 2.6633). T-test lebih besar dari T-table, maka H_a diterima dan H_o ditolak. Dapat disimpulkan bahwa hipotesis nol (H_o) dimana penggunaan subtitle video tidak efektif dalam meningkatkan penguasaan kosakata siswa di kelas VIII SMPN 5 tahun akademik Mataram 2016/2017 ditolak. Dan hasilnya sebagai alternatif hipotesis (H_a) menyatakan penggunaan video subtitle efektif dalam meningkatkan penguasaan kosakata siswa di kelas VIII SMPN 5 tahun akademik Mataram 2016/2017 diterima.

Kata Kunci: Penguasaan Kosakata, Efektivitas, Media (Video).

1. INTRODUCTION

Teaching vocabulary is one of the most important components of any language classes because through vocabulary, second language learners will be able to understand and express language. While without grammar very little can be conveyed, without vocabulary nothing can be conveyed (Wilkins,1972: 111-112).

In this case, the use of media in teaching- learning process is needed to attract students' attention and to make teaching-learning activities more interesting and also effective. The use of media in teaching-learning process is not a new thing. Many teachers know that media will be helpful. Therefore, the researcher use one of the techniques to teaching vocabulary at second grade students by using media as a tool to teaching or conveying the material to be delivered and to be able to improve their own vocabulary in their learning process in the classroom.

1.1 Research Question

Based on the background of the study above.The researcher was formulate a research question of this thesis: “What is the effect of using video subtitling on improve students' vocabulary”?

1.2 Objective of the Study

The objective of this study is to discover if the use video with English subtitles can improve vocabulary of Second Grade students of SMPN 5 Mataram.

2. REVIEW OF RELATED LITERATURE

Vocabulary is the first and foremost important step in language acquisition. In a classroom where students are not finding themselves comfortable with L2, language learning can be made interactive and interesting with the introduction of appropriate vocabulary exercises. Pavicic (2003) dealt with a way to improve students' abilities to explore, store and usage of vocabulary items. He determined the role of vocabulary teaching and how a teacher could help their learners. Teaching vocabulary means

much more than presenting a new words to the students (Hammer, 2008 ;107).Numerous general properties of teaching media are also mentioned by Rohani (1997 in Musfiqon, 2012):

1. Teaching media is identical with direct and indirect aid
2. Teaching media is used in instructional communication process
3. Teaching media is an effective device in delivering class instructions

In this study, video is used as media of teaching English Vocabulary. According to Hornby (1984) in oxford advanced learner's dictionary of current english, media is the main ways that large numbers of people receive information and intertainment that is television, radio, and the newspaper.

3. RESEARCH METHOD

1) Research Design

In this research, the researcher used quantitative method as a method.

2) Sample of Study

Sample is a number of people chosen from a population. The sampling technique used in this study is purposive sampling. Purposive sampling is randomly selected a spesific number of list of probable sample of the population (Yusra, 2008:31). Sample of this study were 60 students from class VIII A and VIII C.

3) Procedure of Collection Data

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

4) Method of Data Analysis

To analyze the data obtained, the researcher used t-test formula. T- test accesses the mean of the groups to know it they are statistically different from each other.

$$T = \frac{Mx - My}{\sqrt{\left(\frac{\Sigma X^2 + \Sigma Y^2}{NX + NY - 2}\right) \left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

4. RESULT

From the data, the sum of pre-test and post-test for Experimental group was calculated 852 and 2520, with average 28.4 and 84. The sum of pre-test and post-test for Control group was calculated 1340 and 1948, with average 44.6 and 65. It's showed about there is significant different between experimental group and control group. deviation score of Experimental group and Control group was found after obtaining the value of the sum of deviation scores Σdx and Σdy , the average of the deviation scores could be computed. The average of the deviation scores Experimental group is 55.6 and th Control group is 22.8. By knowing the average scores of the both group, the value of T-test, which was used to examined the success of this study, could be computed by applying the formula:

$$T = \frac{Mx - My}{\sqrt{\left(\frac{\Sigma dx^2 + \Sigma dy^2}{Nx + Ny - 2}\right) \left(\frac{1}{Nx} + \frac{1}{Ny}\right)}} = \frac{55.6 - 22.8}{\sqrt{\left(\frac{93936 + 18000}{30 + 30 - 2}\right) \left(\frac{1}{30} + \frac{1}{30}\right)}} = 2.89$$

5. DISCUSSION

Based on the result of data calculation, here are the findings of this research:

At the result, the use of English subtitle in video gave the effect in process of improving students' vocabulary at Second Grade of SMPN 5 Mataram. It can be seen

from the mean score in post-test of experimental group is higher than the control group and it shows that the use of English subtitle was effective to improve students' vocabulary. 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 video with subtitle could increase students' enthusiasm in learning English. Students of Experimental group seemed more enthusiastic in learning than students in Control group. In this study, the researcher used some technique that in the treatment combined with students' material in grade VIII. The technique would be applied in teaching learning process. The researcher applies the scene that is suitable with the material. In addition this study would be referring to the effectiveness of the influence of media to increased students' vocabulary mastery in learning English. Therefore, to answer the research question, the data obtained from experimental group and control group pre-test and post-test were analyzed. The value of T-test required to compared to t-table so it could be concluded if the video with English subtitle could improve students' vocabulary. The degree of freedom of this research is 58, from the comparison of both critical values T-test and T-table in the level of confidence .05 and .01 with degree of freedom 58 are 2.0017 and 2.6633.

Table the comparison between the T-test and T-table

t-test	t-table		
	df	.05	.01
2.89	58	2.0017	2.6633

6. CONCLUSION

Based on the analysis of the data gathered during this research, it can be inferred by researcher that there was a significant difference between the students' progress in the experimental group and the control group. The differences of scores in the experimental and control groups were verified through the result of post-test. After conducting the research, it was found that video with English subtitle could increase

the the vocabulary of students of grade VIII SMPN 5 Mataram academic year 2016/2017. It could be seen from the post-test scores of experimental group which were higher than the pre-test. Furthermore, video without subtitle could also improve students' vocabulary. The students of control group also obtained higher scores in post-test than in pre-test, but the increase of the scores was not as significant as the increase of the scores of the experimental group. More analytical could be acquired after analyzing the pre-test and post-test score of both group with the T-test formula and consulted it to the t-table. The T-test value was 2.89, while the value of the t-table with degree of freedom (df) 58 at level of confidence .05 and .01 are 2.0017 and 2.6633. Thus, the value of T-test was higher than the t-table. In short, the use of video subtitling could increase the students' vocabulary of second grade SMPN 5 Mataram academic year 2016/2017.

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