THE EFFECT OF VIDEOS WITH SUBTITLES IN TEACHING SPEAKING TO THE NINTH GRADE STUDENT IN SMPN 5 MATARAM

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Abstract: The purpose of this research is to ascertain whether using videos with subtitles significantly affects students' speaking abilities at SMPN 5 Mataram. The samples for this study, which employed a pre-experimental research design, were from ninth-graders at SMPN 5 Mataram. The research's data came from the students' speaking proficiency pre- and post-tests. The data for this study were calculated using SPSS and the t-test method. There is a progressive score, according on the Pre-Test and Post-Test outcomes. The average pre-test score was 53.33, and the average post-test score was 77.08. The outcome of this study's hypothesis testing was sig (2-Tailed) = 0.000 due to sig = (0.000 0.05). It is clear from the results above that watching videos with subtitles significantly improves pupils' speaking abilities.

Keywords: speaking, video with subtitle.

INTRODUCTION

Speaking has a very important social role in human life, because speaking is a face-to-face communication tool which is very vital. Likewise, the speaking ability of a student is very important for the development of students, there will be a clear difference between active student talk to passive students talk well with friends and class teachers. A useful language ability is speaking (Siahaan, 2008:95). It implies that speaking refers to a person's ability to create sounds with meaning and that can be understood by others in order to create effective communication. Speaking is also the act of using language to interact with others (Fulcher, 2003:23). It indicates that two or more individuals are involved in this activity, and as both listeners and speakers are required to respond quickly to what they hear and contribute, each participant has an intention or set of intentions. There is a positive impact of speaking, namely: will produce a constructive pole and as for the negative impact of speaking that will lead to a destructive pole. Bailey (2005:25) defines speaking as a conversational process where participants exchange information with the goal of creating meaning. These beliefs suggest that speaking ability and communication go hand in hand. Speaking is the ability to utilize a language effectively to convey thoughts, feelings, or ideas in order to impart or receive knowledge from others through communication. In other

statement, According to Cameron (2001:41), it's crucial to structure the conversation such that the listener can grasp what the speaker is saying. Because speaking is the earliest mode of communication, speaking is crucial for language learners. They must be able to communicate in everyday situations in English with accuracy, fluency, and acceptability. Recently, English had been introduced to elementary school student, it is taught from grade one up six depending on the availability of the English at the school (Lail 2019:101). As a teacher regarding the impact above is a challenge that must be faced keeping in mind that the vocabulary of junior high school student is what is still lacking. A student needs the most important component in language, namely speaking skill where a student must be required to be skillfully in speaking. Speaking is a language competence that students learn throughout their lives; it is only preceded by listening proficiency in both oral and written communication.

Speaking is a crucial language skill that students should be taught. Learners require speaking in order to maintain relationships with others as well as to impart information. Learners must consistently practice speaking in order to become fluent speakers after they have mastered the skill. The primary subject of instruction in the language classroom, particularly in speaking, is language and its rules. By reciting conversation and engaging in repetition, the students are learning to talk. It is intended that repetition will help learners easily recall the language's tone and structure. The goal of reciting dialogue is to encourage interaction amongst students and an attempt at emotional expression. Many language programs place a significant priority on teaching speaking, and teaching methods cannot be discounted as a factor affecting the learning process. Because speaking and writing have different objectives, various strategies would be used to develop each skill. The former is more concerned with producing oral language, whereas the later is more focused with producing written language. Additionally, in order to achieve the desired results, the teaching tactics for English skills should be tailored to each skill. For the majority of Indonesian students, learning English as a second language is different from learning their mother tongue because it cannot be acquired organically. Typically, learning a new language entails being familiar with its syntax, vocabulary, and sound system. While focusing on linguistic structure is crucial while studying a foreign language, the primary objectives of an English language education are to help students become more effective communicators in English. The students should be able to communicate successfully in English within and outside of the classroom for job, study, and pleasure at the conclusion of the course.

Currently, reading skills are prioritized more when teaching language skills in junior high schools. The mandatory student handbooks, which contain themes and exercises for each unit, serve as a guide for teachers as they carry out their duties of teaching and learning English to students. Therefore, reading comprehension in a particular issue is given more emphasis in English teaching and learning activities. The teacher still falls short in implementing learning exercises that will help students improve their speaking abilities. Currently, the teacher's

speaking-skills-development lessons mostly employ the repeat-say method, in which the teacher reads examples of brief dialogues before having the class replicate them together.

When they want to express themselves but are unable to do so because to a lack of language proficiency, students employ achievement in speaking. Students attempt to circumvent this knowledge gap by coming up with solutions. Here, "speaking achievement" refers to the capacity to use discourse and grammatical strategies to effectively communicate in a given situation for a given goal. The capacity to understand English that is delivered at a typical pace and that covers every subject falls under the category of speaking achievement. The aforementioned explanation can be summarized by saying that speaking ability is necessary for using language correctly in social situations. For junior high school students, diversity in relationships includes not just verbal communication but also paralinguistic elements of speech like pronunciation, vocabulary, correctness, and fluency. It demonstrates how students can use their English skills in casual conversation to improve their speaking abilities.

To overcome this problem the media used in this research is videos with subtitles. The text that appears on top of a video to express the spoken portion of the video is known as a subtitle. These are the translated versions of the transcriptions of the videos, which are meant to give the spectator a sense of what is happening in real time. Typically, subtitles appear as text at the bottom of the screen. Typically, subtitles are utilized by viewers who are unable to understand the language spoken in the video but who can still make out other noises, such as music, and identify the speaker. Shuttleworth and Cowie (in Widiani, 2012:31) define subtitling as follows: The method of providing synchronized captions for dialogue in movies and television shows is known as subtitles. Subtitling, by this definition, is the process of synchronizing a translation's dialogue with the dialogue from the source material for movies and television shows. Watching English videos can increase our knowledge of new phrases that we have never encountered before. Apart from that, students can also add English vocabulary (vocabulary) and slang (slang) from the dialogues spoken by the characters in the video. By frequently watching English films or videos, we will get used to listening to conversations of native English speakers (English native speakers). Another advantage of learning video with subtitles is that it is easy for students know the appropriate intonation (accent) and pronunciation when a phrase is said. To practice speaking skills, students can try to pronounce the words that the character in the video just said. Thus, this study is to know whether the videos with subtitles is effective to improve students speaking skill at the 9th grade students of SMPN 5 Mataram.

RESEARCH METHOD
The purpose of this pre-experimental study is to determine whether or not the utilization of videos with subtitles affects students' speaking abilities. Participants in this pre-experimental research design were divided into one group. Before beginning any treatment, the group was

given a pre-test to gauge their level of speaking ability, and after finishing the treatment, they took a post-test using a film with subtitles. 312 pupils from SMPN 5 Mataram's ninth-grade class make up the study's population. 24 students in the IX H Class make up the sample in this study.

The instrument of this research used in collecting data is pre-test and post-test. The pre-test was given to the students in the first meeting, the aim is to determine the initial speaking ability of the group. The group was given a brief material about procedural text which is how to make iced tea and practice it. The material is based on the ability or level of students in speaking for the test. After the pre-test, the sample was treated in a different way. The group was taught using video with subtitle about procedural text. This treatment was carried out in three meetings. In the first meeting the material is how to cook rice, the second meeting the material is how to make noodles and the last meeting the material is how to wash hands properly and correctly. The last is post-test, Post-test is a measure on some attribute or characteristic that is assessed for participant in an experiment after treatment. A post-test is used to measure student ability after treatment process, to know their knowledge after they get treatment. The post test was in the form of procedure text, in which students was given three choices, including: how to make dalgona coffee, how to make meatballs and how to wash hands properly and correctly. Then students choose one of the three options and practice it. The time allocation was follow the schedule of teaching English at the school. This test was used to assess students' abilities after the treatment.

The researcher gave pre-test in the first meeting before give any action, then gave a treatment and post-test in the last meeting. The score into five criteria based on the scoring procedure adapted from course book "look ahead I" by Sudarwati and Grace (2007) which are consists of pronunciation, grammar, word order, fluency, and vocabulary. The data analysis procedure is to determine the average score that was obtained by the group before using video with subtitle and after using video with subtitle. The researcher used the t-test formula with the help of SPSS in calculating the data, the results of the data used for higher difference between the t-test results and t-table to find out whether the use of video with subtitle has a significant effect on student speaking skill.

FINDINGS AND DISCUSSION
Findings

This research aims to determine whether the video with subtitle has a significant effect on students speaking skill. The data obtained are presented along with the analysis of the effect of video with subtitle on students speaking skill. The data were collected from one group experimental of Ninth grade at SMPN 5 Mataram in academic year 2022-2023.

The 23rd of September until the 14th of October 2022 saw the completion of this study. It lasted for three weeks or around five weeks, lasting 80 minutes each. In particular, the lessons

were taught in three meetings, and the pre-test and post-test were administered in the remaining two. Before taking any action, the experimental group received a pre-test, and after treatment, they received a post-test utilizing a video with subtitles.

The test results for the Pre-test and Post-test are shown in the following table. The ninth grade pupils at SMPN 5 Mataram's results are tabulated in the table below.

Table 1. The mean score of pre-test and post-test

	N	Minimum	Maximum	Mean	Std.Deviation
Pre-test	24	40	75	53.33	9.743
Post-test	24	70	85	77.08	6.064

The figures in the table above indicate that there are 24 students in class IX H. The group's minimum, maximum, and mean scores are visible. Pre-test results range from a minimum of 40 to a maximum of 75, with a mean score of 53.33. While the least Post-test score is 70, the maximum is 85, and the average score is 77.08. Therefore, it can be said that there was a significant difference between the experimental class' Pre-test and Post-test results.

Normality test is used to know whether the data from the classes are normally distributed or not. In this study the researcher used SPSS 26 with Kolmogrov Smirnov to test for normality follows:

Table 2. the result of Normality test of one group pretest-posttest

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		24
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	8.42171311
Most Extreme	Absolute	.112

Differences	Positive	.084
	Negative	-.112
Test Statistic		.112
Asymp. Sig. (2-tailed)		.200[c,d]

a. Test distribution is Normal.

The test results demonstrate that the data for one group's Pre-test and Post-test are normally distributed based on the calculations performed above using SPSS 26. If the data are higher at significance = 0.05, the data are considered to be normal. The pre-test and post-test significant value of Kolmogrov-Smirnov is 200 0.05. As a result, since the significance value of the classes is greater than 0.05, it may be said that the data are normally distributed.

Hypothesis testing

After conducting normality test, the researcher calculated the hypothesis test to find out whether there was a significant difference between the results of the pre-test and post-test after being given treatment. The researcher uses SPSS version 26 to analyze the data.
Hypotheses are as follows:
H1 is accepted if sig < α = 0.05
H0 is accepted if sig > α = 0.05

Table 4.3 the result of t-test

Paired Samples Test									
		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	T	Df	Sig. (2-tailed)
Pair 1	pretest – posttest	-23.750	8.502	1.735	-27.340	-20.160	-13.685	23	.000

Based on the Table 4.3, the test result show that the sig (2-tailed) of Pre-test and Post-test is 0.00. This sig (2-tailed) is (0.00 < 0.05). It can be seen that (alternative hypothesis) H1 is accepted and (The null hypothesis) H0 is rejected. So, it could be assumed that there is a significant difference on the students' score before and after being taught of dubbed video media in learning speaking.

Discussion

One of the fundamental tenets of communicative language teaching (CLT) is that by seeing a foreign language as something that will benefit them, students will be more driven to learn it. How the teacher delivers the lesson material has a direct impact on how motivated the students are to learn. If the offered material is beneficial to them and they are satisfied with how the material is delivered, students will be highly driven to learn. Many language programs place a significant priority on teaching speaking, and teaching methods cannot be discounted as a factor affecting the learning process. Because speaking and writing have different objectives, various strategies would be used to develop each skill. The former is more concerned with producing oral language, whereas the later is more focused with producing written language. Additionally, in order to achieve the desired results, the teaching tactics for English skills should be tailored to each skill.

The teacher considers indicators of success when choosing learning materials and learning media, specifically whether the materials and media can help students understand what they are learning and what they are learning while taking into account their affective, cognitive, and psychomotor development, helpful films for students were discovered in a 2009 study by Ting Hung, Participants in this activity gain from the video's visual component, which helps them evaluate their own performance. As a result, students develop into independent learners and critical thinkers who focus on analyzing images, comprehending videos, and identifying their own "weaknesses and strengths" as well as those of others. Additionally, movies help students become more conscious of their learning processes, according to Beare (2008). They enable students to receive immediate feedback, which increases the effectiveness of films over "simple teacher correction".

The results of the speaking test indicate that student performance has improved from both the pre- and post-test results. Because videos can offer excellent visual stimulation with a combination of pictures, sounds, graphics, and text or dubbed, they can be used to teach English. According to earlier research findings, using a movie with subtitles can help students become more fluent in English (Liu & Song, 2021; Sánchez-Mompeán, 2021). Videos for learning can be used with this technique. With the help of videos, second- and foreign-language learners can

watch and actively engage in classes from the comfort of their own homes (Fitriani et al., 2020; Yuniarni et al., 2020; Zulhaini et al., 2016). Learning films can considerably enhance student learning outcomes, according to other research findings (Halim, 2017; Mustakim, 2020; Van Alten et al., 2020). so that they would be inspired to select the appropriate terminology to employ when speaking in context and raising their voices. Videos for learning can be used with this technique. Students' English skills can be enhanced with the aid of learning videos. The purpose of this study was to compare the students' speaking abilities before and after using the experiment with the subtitled films. These instructional strategies and material are meant to help students become more fluent in English's grammar, vocabulary, and pronunciation.

The results of the speaking test indicate that the film with subtitles had an impact on students' speaking abilities because the significant value is less than t (0.00 0.05). These findings indicate that using videos with subtitles to teach speaking skills to ninth-grade students at SMPN 5 Mataram is beneficial. The research conducted by Alfi Hasanah, The Effect of Video Youtube Towards Student Speaking Skill of the Tenth Grade at SMAN 2 Bangkinang Kota, is similar to the findings of this study. This study aims to determine the impact of student speaking at SMAN 2 Bangkinang Kota. At SMAN 2 Bangkinang Kota, 40 students participated in this study. YouTube videos served as the research's independent variable, and students' speech was its dependent variable. Speaking test was the only tool used in this study. The SPSS 24 version was used to examine the data. The study found a strong impact of YouTube videos on the students' ability to talk coherently at SMAN 2 Bangkinang Kota. Because the t-table was higher than the t-calculate, $(2.021 > -3.757)$, the t-test result also demonstrated that the effect of the YouTube video pattern in teaching speaking was substantial on students' speaking. The kids' average test scores also indicated a considerable improvement after using YouTube videos. It was given by the average score of the students. The experimental class's post-test mean score (84) was greater than the control class' post-test mean score (80). Based on the results above, it can be concluded that using videos with subtitles can help students become more fluent speakers. Tara Agustina also discovered this to be true.

The sig (2-tailed) was 0.00 at the level of sig 0.05 using SPSS 26. As a result, the alternative hypothesis (H1) is accepted and the null hypothesis (H0) is rejected. It can be said that the study's findings indicated that using videos with subtitles would help students' spoken communication skills. The data clearly show that students' scores improved from the Pre-test to the Post-test. This demonstrates how important video with subtitles is in helping the ninth-grade students at SMPN 5 Mataram learn how to speak English.

CONCLUSION AND SUGGESTION

Conclusion

The purpose of this study is to ascertain whether using videos with subtitles significantly affects students' speaking abilities at SMPN 5 Mataram. One method for helping people comprehend more about video content is to use subtitled videos. The samples for this study, which employed a pre-experimental research design, were from ninth-graders at SMPN 5 Mataram. The pre- and post-tests of the students' speaking ability were used to collect the data for this study.

The data for this study were calculated using SPSS and the t-test method. The pre-experimental group shown a considerable improvement based on the group's mean post-test score, which increased from the pre-test's mean score of 53.33 to the post-test's mean score of 77.08. The outcome of the paired sample test on the learning outcomes of the students reveals that the sig (2-tailed) of the pre-test and post-test is 0.00. This 2-tailed sig has a value of (0.00 0.05). Then, the null hypothesis (Ho) that claims "there is no significant effect of using video with subtitle on students' speaking skill" is disproved. The study's findings suggest that using videos with subtitles as a teaching tool might help students' spoken communication skills. The data clearly show that students' scores improved from the Pre-test to the Post-test.

Suggestion

After all, the researcher offers some suggestion to the following parties: the teachers, students, and other researcher.

1. **To the teacher**

   According to the findings of this study, the researcher found this media was effective for the ninth grade students' in SMPN 5 Mataram, their speaking skill improved so well. So, it is hoped that this media was used by the teacher continually. Also, the English teachers are expected to be more creative in finding and choosing teaching technique which suit the students.

2. **To the students**

   Students with low scores may use video with subtitle to help them learn better especially to express their thoughts, instead of being passive during the lesson.

3. **To the future researchers**

Future researchers, who are interested in studying the video with subtitle in English learning, may concentrate on studying the effectiveness of video with subtitle in other contexts in different group of students or different skills. Because this study only focus on finding the effect of video with subtitle media on students' speaking skill.

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