CHAPTER 1

INTRODUCTION

This part presents preliminary section of the study (1) Background of Problem, (2) Research Questions, (3) The Purpose of Research, (4) The Significant Research, (5) Rationale, (6) Hypothesis, (7) Methodology of Research, and (8) Data Analysis. The explanation of each part was given above:

A. Background of the Research

Learning by using media is a rare phenomenon in Indonesian school especially in senior high school, junior high school, elementary school. Whereas the use of media effects on students’ achievement, because media can help students in the learning process. The media in the learning process is certainly not only for school located in urban areas to which access is easier, but also the schools are in remote areas that need to be even more difficult to access.

There are several reasons why the schools are located in the remote area do not use media in the learning process. First, it can be infrastructure in the school that still used conventional media (book). Second, the school location is far away from the urban area. The schools located in the remote area tended not to care about using media in the learning process. Third, there is a lack of socialization to the school which is introducing the usage of media in learning teaching activity. Besides, lack of students’ vocabulary was being problem faced by students.

The media that can be used in learning English are films, television, books, radio, internet, etc. It means that there is no limitation of learning English. So, it can be said that film can be a helpful language learning media which can build students’ vocabulary acquisition. As a teaching and learning media, it provides visual aids which can attract students’ interest.
However, most students are still lack of interest in learning English. According to Brown (2001:80) “the important thing in learning English is the learner itself”. So, students learn based on their motivation. Using interesting media can improve students’ motivation. As Munadi (2013) cited in Fajarwati (2015) also said that one of funtions of media is “motivation function”. Learning media can raise students’ motivation to focus in the learning process. It means that in this media students not only get interesting audio or visual material but also higher vocabulary by knowing the culture, idiolects, body language, etc.

Subtitle is one of the ways to help the students understand the story of the film and easy to take a note of this film story. It also can be a media in learning vocabulary. A research conducted by Koskinen (1985:20) revealed that television program with subtitle could help students’ improve their vocabulary aquisition. In this study, the film that is going to use is English film with subtitle.

Besides, Aloqaili (2014) found that three experimental groups watching movie with subtitle scored showed highly significant gain of vocabulary than three control group who watch movie without subtitle. Based on statements above, it can be concluded that using movies with subtitle as media learning process can improve students’ vocabulary acquisition.

Being related to the explanation above, the problems and the phenomenon are revealed. Those problems are also faced by students of MTs Banuraja-Bandung Barat. Most of students are still lack of interest in learning English and the result is that they still lack vocabulary. Besides, 60-70% of them show that the score was still below the average of standard of minimum completeness of mastery learning (KKM). According to English teacher of the seventh grade in MTs. Banuraja-Bandung Barat the standard of minimum completeness of mastery learning is 65.

So, after the researcher understands what the students need, the researcher gives a suggestion to use some movie with subtitle as a media in learning English process. Media selection can affect
the students’ motivation in learning, so the teachers have to make sure that the media not only make students learn well but also make students enjoy the learning proses.

The researcher intends to use movie in learning proses and it is expected to enable students not only learn about English but also enjoy while learning English. According to statement above the researcher comes up with the title: “THE EFFECTIVENESS OF USING MOVIES WITH SUBTITLE AS A MEDIA TO IMPROVE STUDENTS’ VOCABULARY MASTERY”.

B. The Research Questions

Based on the problems above, the researcher formulates the research questions below:

1. What are the results of students’ vocabulary mastery before the use of movie with subtitle?
2. What are the results of students’ vocabulary mastery after the use of movie with subtitle?
3. How effective is the use of subtitle in a movie in improving students’ vocabulary mastery?

C. The Purposes of the Research

Based on the research questions above, the researcher formulates the goals of the study below:

1. To know students’ vocabulary mastery before the use of subtitle;
2. To identify students’ vocabulary mastery after the use of subtitle;
3. To figure out the effectiveness of using movies with subtitle to improve students’ vocabulary mastery.

D. The Significances of the Research

The result of the study is expected to be used theoretically and practically:

1. Theoretical Significances
The result of this study is expected to be able to widen the skill of teachers in using movies with subtitle to improve students’ vocabulary mastery. Besides the result of the study is expected to be a reference to other researchers who want to investigate about the use of subtitle in a movie to improve students’ vocabulary mastery.

2. Practical Significances

The result of this study is suggested to apply subtitle in a movie to improve students’ vocabulary mastery. Besides, the result of this study is suggested to apply subtitle in a movie as a media in learning process especially in English subject.

E. Rationale

Film is one of audiovisual medias to learn English better since there are combination of sound and picture on it. “Audiovisual media are still closer to real life because visual clues and context make it possible to view the message as much as listen to it” (Baltova, 1994:508, cited in Danan 2004). In addition, Garlach and Elly (1980:3) cited in Misbahuddin (2014) categorized the media in teaching into several types: still picture, audio recording, motion picture, television, and programmed and computer assisted instruction. Teachers can use any kind of media in order to make them easy in process of teaching and learning in the classroom.

Subtitle is translation of movie script from source language in to target language that usually at the bottom the screen. According to Luyken (1991:39), “Subtitles are condensed translation of original dialogue, which appear as lines of text usually posisioned towards the bottom of the screen”. Besides, subtitle has many advantages. Zanon (2006) mentions several advantages of subtitle such as: “It motivates learners and makes them secure and self-confident. Besides, it can help language learners to monitor their speech and find new vocabulary.
The students have to pay attention on vocabulary to improve their language skill. Jumariati (2012) said that vocabulary learning is the important aspect in learning foreign language. Students will improve much if they learn more words and expression. According to Richard (1997) cited in Syamsir (2013) it is vital to know a lot of words if you want to make progress in a foreign language.

Video or movie is the good media that can be in teaching, because the students can be more interested to the material that the teacher given. According to Stempleski and Tomalin (1990:3), “Children and adult feel their interest quicken when language is experienced in a lively way through television and video”.

| Table 1.1 |

The Key Steps to Teach Vocabulary using Movie with Subtitle

<table>
<thead>
<tr>
<th>Pre-learning</th>
<th>Learning Proses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The teacher prepare teaching learning media and tools such as computer/laptop, LCD Projector and selected movie</td>
<td>1. The teacher explains the learning purpose / KD</td>
</tr>
<tr>
<td>2. The teacher prepare the work sheet</td>
<td>2. The teacher divides the students into some groups consist of three-four per group</td>
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<tr>
<td>3. The teacher makes the conditional class with new media (animation movie)</td>
<td>3. The teacher plays selected movie and students pay attention seriously</td>
</tr>
<tr>
<td>4. The teacher gives the work sheet (consisting of the movie)</td>
<td>4. After that, every group show the result of discussion in front of the class by rotation</td>
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<tr>
<td>5. The students discuss how to do the task as a group</td>
<td>5. The teacher leads the discussion</td>
</tr>
<tr>
<td>6. The teacher evaluate the works heet</td>
<td>6. Reflection and closing</td>
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</table>
The steps to teach vocabulary using movie with subtitle are divided into two steps. The steps are Pre-Learning and Learning process. Before teacher starts the learning process, teacher prepares media and tools such as computer, LCD, projector and selected movies. Whereas in the learning process, the teacher divides students into some groups and plays selected then students are asked to discuss and try to find some new vocabularies.

G. Hypothesis

According to Creswell (2012), hypotheses are predictions the researcher makes about the expected relationships among variables. In addition, “hypothesis is base on the assumption about something that cleared the problem guide to the next research” (Sudjana, 1986). Hypothesis has two possibilities; it may be right or wrong. So it should be proved by hypothesis testing.

Based on the explanation above, the hypothesis of the study is ‘the effectiveness of using movies with subtitle to improve students’ vocabulary mastery’.

The study decides to analyze two variables. Those are about using movies with subtitle (X) and vocabulary mastery (Y). If the hypothesis is written in a certain formula, it will appear as follow:

Ha: Using movies with subtitle (X) is effective to improve students’ vocabulary mastery (Y).

Ho: Using movies with subtitle (X) is not effective to improve students’ vocabulary mastery (Y).
H. Research Methodology

1. Method of Research

This research is a quantitative research since it aims to explain how one variable affects another in this case how subtitles affects students’ vocabulary mastery. According to Creswell (2009) quantitative method means for testing objective theories by examining the relationship among variables. These variables can be measured, typically on instruments, so that numbered data can be analyzed data using statistical procedures.

a. Location of the Research

This study is conducted in MTs. Banuraja, which is located in Desa Pangauban, Batujajar, Kab. Bandung Barat. The researcher chooses this school because it is appropriate with researchers’ background research. And then, teacher and students are available to be source of research data. Besides, the location of this school is categorized into remote area.

b. Population

Population is a group of individuals who have the same characteristics. While Brown and Dowling (1998:33) define population as the national class of possible subjects and it may be defined at any level of analysis. Therefore, population of this study is the seventh grade students of MTs. Banuraja, Batujajar, Kab. Bandung Barat in academic year 2015/2016.

c. Sample
Sample is a small group of the target population that the researcher plans to research for making generalization about the target population (Creswell, 2012:142). The number of population is approximately 20-30 students. The researcher takes the students of seventh grade at MTs. Banuraja, Batujajar, Kab. Bandung Barat.

2. Techniques of the Research

The technique to collect the data for the study is the test, and the test is divided into two parts: pre-test and post-test.

a. Pre-test

This test is the way to know how many vocabularies the students have before the treatments are given. According to Creswell (2012:297), “a pre-test provides a measure on same attribute or characteristic that you assess for participants in an experiment before they receive a treatment”.

b. Treatments

The research of this study is class B at MTs. Banuraja. The researcher uses subtitle in movie as the media learning process. In other words, Class B as the Experimental Class used movie with subtitle as a media learning process.

In the learning process, the teacher plays one movie every meeting in the class. There are eight movies in eight meetings. Selected movies are animation movie such Kungfu Panda 1, Kungfu Pand 2, Kungfu Panda 3 and Big Hero 6. During watching movie, students are expected to find some new vocabulary.
c. Post-Test

Post-test is a test given to the students after being given the treatments. This post-test intends to reveal a different significance between students’ result/competence before being given treatments and after being given treatments. It means that the researcher gives post-test to measure the students’ vocabulary mastery after treatments (showing a movie with subtitle). This test is used to know the effectiveness of using movies with subtitle to improve their vocabulary mastery. This test is given to identify students’ result after being given the treatments.

I. Data Analysis
After conducting the research, the score data from experimental group and control composed of pretest and posttest score as the students’ learning result are gained. The data are processed quantitatively. The statistical calculation used in this research is the average difference with these following steps:

a. Calculating the mean of pretest and posttest score;

b. Examining the normality of pretest and posttest score data Kolmogorov-Smirnov to know whether the distribution of pretest and posttest score data is normal;

c. Determining hypothesis by testing the differences between two interrelated averages score using t-table;

d. Determining the improvement of students’ vocabulary mastery after treatment by testing the index gain, comparing pretest and posttest score using the formula;

\[ g = \frac{S_{post} - S_{pre}}{S_{maks} - S_{pre}} \]  \hspace{1cm} (Meltzer, 2002)

Note:

\[ S_{pre} \]: Pretest Score

\[ S_{post} \]: Posttest Score

\[ S_{maks} \]: Maximum Score

Index Gain (g) category:

\[ g > 0.7 \] : High
\[ 0.3 < g \leq 0.7 \] : Medium
\[ g \leq 0.3 \] : Low