

AN UNDERGRADUATE THESIS

**AN ANALYSIS OF FILM SUBTITLE IN LISTENING TESTING AT THE
NINTH GRADERS OF MTsMIFTAHUT THOLIBIN SUKADANA EAST
LAMPUNG**

By:

Ferliana Aryantika

Student Number: 1501070171



Tarbiyah and Teacher's Training Faculty

English Education Department

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1441 H/2020M

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LAMPUNG**

Presented as Partial Fufillment of the Requirements

For th Degree of SarjanaPendidikan (S.Pd)

English Education Study Program

By:

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ABSTRACT

BY:

FERLIANA ARYANTIKA

The purpose of this research is to investigate the problem faced by the students in using film subtitle in listening testing at the ninth grade of MTs Miftahut Tholibin Sukadana east Lampung and to know the student perception in using film subtitle in listening testing at the ninth grade of MTs Miftahut Tholibin Sukadana east Lampung.

The problem that had outlined by the researcher in this research was the student found difficulties in listening, they have low linguistic aspect mastered by students such as the limited English vocabulary of students.

In this case the researcher used qualitative research which is each consist of observation and documentation. The subjects of this research were 20 students of the ninth grade of MTs Miftahut Tholibin Sukadana east Lampung

The researcher conclude that there was significant increasing of using film subtitle on the students listening testing at the ninth grade of MTs Miftahut Tholibin Sukadana east Lampung.

Keyword : *Community language learning, listening testing.*

ANALISIS FILM SUBTITLE DALAM MENDENGARKAN PENGUJIAN DI
KELAS SEMBILAN PADA MTs MIFTAHUT THOLIBIN PROVINSI
LAMPUNG

OLEH:

FERLIANA ARYANTIKA

Tujuan dari penelitian ini adalah untuk menyelidiki masalah yang dihadapi oleh siswa dalam menggunakan subtitle film dalam pengujian mendengarkan pada siswa kelas sembilan MTs Miftahut Tholibin Sukadana Lampung Timur dan untuk mengetahui persepsi siswa dalam menggunakan subtitle film dalam pengujian mendengarkan pada kelas sembilan. MTs Miftahut Tholibin Sukadana Lampung timur.

Masalah yang telah digariskan oleh peneliti dalam penelitian ini adalah siswa mengalami kesulitan dalam mendengarkan, mereka memiliki aspek linguistik yang rendah yang dikuasai oleh siswa seperti kita terbatasnya kosakata bahasa Inggris siswa.

Dalam hal ini peneliti menggunakan penelitian kualitatif yang masing-masing terdiri dari observasi dan dokumentasi. Subjek penelitian ini adalah 20 siswa kelas sembilan MTs Miftahut Tholibin Sukadana Lampung Timur

Resracher menyimpulkan bahwa tiga peningkatan signifikan menggunakan gigitan ular film pada tes mendengarkan siswa di kelas sembilan MTs Miftahut Tholibin Sukadana Lampung timur.

Kata kunci: *Pembelajaran bahasa komunitas, tes mendengarkan.*



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Assalamu'alaikum, Wr. Wb

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It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

Wassalamu'alaikum Wr. Wb

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Assalamu'alaikumWr.Wb.

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AT THE NINTH GRADERS OF MTs MIFTAHUT THOLIBIN
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Sudah kami setuju dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

Wassalamu'alaikumWr.Wb.

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An Undergraduate thesis entitled: AN ANALYSIS OF FILM SUBTITLE IN LISTENING TESTING AT THE NINTH GRADERS OF MTs MIFTAHUT TOLIBIN SUKADANA EAST LAMPUNG, written by Ferliana Aryantika, student number 1501070171, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on, January 22nd 2020 at 15.00- 17.00 a.m.

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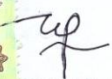
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States that this undergraduate thesis is originally the result of the researcher's research, in exception of certain parts which are excepted from bibliography.

Metro, Januari 2019

The Researcher,




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MOTTO

لَكُمْ دِينُكُمْ وَلِيَ دِينِ

"Untukmu agamamu, dan untukku agamaku"
(Q.S Al-Kafiruun: 6)

DEDICATION PAGE

This undergraduate thesis is dedicated to:

My beloved family, especially my parents. You're my soul and inspiration
(Mr. Sunaryo (Alm) and Mrs. Erna Kusmiati)

My beloved brother
I love you
(Kevin Dwi Arya Putra)

My beloved friends
(Farida, Helmi, Lina, Sintia, Nisa, Tutik)

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Metro Lampung

My beloved Almamater of State Institute for Islamic Studies of Metro

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The writer release that, this undergraduate thesis would not be able accomplished with any help and supports from many helpful people. In this lovely chance, the writer sincerely acknowledgment his gratitude.

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With limitation of the writer ability, certainly this undergraduate thesis has many mistakes in writing and presentation items. Therefore the writer apologize, hopefully this research can be benefit to all of us properly.

Metro, Januari 2020

The writer



Ferliana Aryantika

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TABLE OF CONTENTS

COVER	i
TITLE PAGE	ii
ABSTRACT	iii
ABSTRAK	iv
APPROVAL PAGE	v
NOTIFICATION PAGE	vi
NOTA DINAS	vii
RATIFICATION PAGE	viii
STATEMENT OF OF RESEARCH ORIGINALITY	ix
MOTTO	x
DEDICATION PAGE	xi
ACKNOWLEDGMENT	xii
TABLE OF CONTENTS	xiii
LIST OF TABLE	xv
LIST OF FIGURES	xvi
CHAPTER I INTRODUCTION	
A. Background of the Study.....	1
B. Research Question.....	6
C. Objectivies and Benefits of the Study.....	6
D. Prior Research	8
CHAPTER II THEORITICAL REVIEW	
A. Concept of Listening Testing	12
B. Concept of Film Subtitle.....	21

CHAPTER III RESEARCH METHODOLOGY

A. The Type and Characteristics of Research	30
B. Data Resources	31
1. Primary Resources	31
2. Secondary Resources	31
C. Data Collecting Technique	32
1. Observation	33
2. Documentation	34
D. Data Analysis Technique.....	34
E. Research Approach	36

CHAPTER IV RESULT OF THE RESEARCH AND INTERPRETATION

A. Results of The Research.....	39
1. Description of Research Location	39
B. Data Analysis	45
1. The Result of Observation Sheet Film Subtitle	45
2. The Result of Interview Sheet Film Subtitle.....	

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion	63
B. Suggestion.....	64

BIBLIOGRAPGY

APPENDIXES

CURRICULUM VITAE

LIST OF TABLES

Table 1	The Data of Pre-Survey Result of Listening	2
Table 2	The Data Categorization of Listening Class	4
Table 3	Scoring of Listening Rubric.....	20
Table 4	Condition of Teacher and Employers	40
Table 5	The Quantity of MTs Miftahut Tholibin	41
Table 6	The Condition of Building and Facilities	42
Table 7	The Result of English Difficulties in Listening Testing	47
Table 8	The Type of Question and Each Other	49

LIST OF FIGURES

Figure 1 Analysis Components of Miles and Huberman Model	35
Figure 2 Organization of MTs Miftahut Tholibin.....	43
Figure 3 Location Sketch of MTs Miftahut Tholibin	44

CHAPTER I

INTRODUCTION

A. Background of the study

English is the main foreign language that is very important to learn as an international language. English is generally taught as a foreign language or a second language. This has led to an increasing demand for English language learning at Indonesia from year to year. English is one of the absolute requirements that should be fulfilled by many people, whether they want to study or work at inside and outside country.

In addition, one of the English language skills is listening. Listening is receiving language through the ears. Listening involves the sounds of speech and processing them into words and sentences. When people listen something, they use their ears to receive individual sounds (rhythm and pauses) and they use their brain to convert these into messages that mean something to them. Listening in any language requires focus and attention. It is a skill that some people need to work at harder than others. People who have difficulty concentrating are typically poor listeners. Listening in a second language requires greater focus.

Moreover, listening is the activity of paying attention to and trying to get meaning from the source of sound. In order to listen to spoken language, people are required to understand what do the speakers mean when they use particular words in particular ways on particular occasions, and not simply understand the words themselves. Therefore, people have

to not only pay attention to the sound but also the situational context and the gesture.

However, listening is not a language skill that is easily mastered. There are many problems got by students in the listening process in English. The main problems in listening are caused by the low linguistic aspects mastered by students such as the limited English vocabulary of students. In addition, students are also constrained to develop listening skills due to the low mastery of English grammar.

Moreover, other listening problems are caused by the students' low ability to apply the concept of understanding native speaker sounds because of the similarity of sounds that students hear. In addition, listening problems are caused by the weak contribution of non-linguistic aspects such as poor listening motivation, lack of support for the environment, and limited teaching media.

In line with the listening discussion, the writer has conducted a Pre-Survey to study the difficulties of listening class IX students at MTs Miftahut Tholibin. Research has been carried out on 30 August 2019. Following are the results of the Pre-survey illustrated in the following table:

Table 1
The Data of Pre-Survey Result of Listening

No	Student's Name	Grade	Criteria
1	AM	50	Unsatisfactory
2	DRR	30	Unsatisfactory

3	DPS	70	Good
4	D	40	Unsatisfactory
5	DUD	80	Very Good
6	FS	60	Fair
7	F	60	Fair
8	H	60	Fair
9	L	40	Unsatisfactory
10	MP	70	Good
11	M	60	Fair
12	MQ	50	Unsatisfactory
13	NA	50	Unsatisfactory
14	RP	70	Good
15	S	50	Unsatisfactory
16	SDA	50	Unsatisfactory
17	SM	60	Fair
18	S	80	Very Good
19	YL	30	Unsatisfactory
20	YD	70	Good

(source : archived from the students listening assignment by the english teacher)

The Pre-Survey results with the above abilities are categorized into 2 criteria, based on the above minimum provisions, then the English

language lessons for class MTs Miftahut Tholibin with the results of the pre-survey categorization are illustrated in the following table:

Table 2
The Data Categorization of listening class of MTs Miftahut Tholibin

No	Grade	Fregency	Percentage	Criteria
1	100-90	0 Students	0%	Excellent
2	89-80	2 Students	10%	Very good
3	79-70	4 Students	20%	Good
4	69-60	5 Students	25%	Fair
5	59 below	9 Students	45%	Unsatisfactory
Total	Total of Students (n) = 20 Students			

The Pre-Survey results above show that the highest percentage of students' listening skill belongs to 'fair' category (25%). Meanwhile, the lowest percentage of students' listening skill belongs to 'very good' category (10%). It means that the students' listening skill is low.

From the results of the Pre-Survey, it is known that students have their listening problems caused by the English vocabulary that they have. In addition, students' problem in listening is also caused by the weakness of English grammar, the low quality of listening is caused by the failure to realize mechanical listening properly. In addition to the listening process, students experience difficulty in capturing the core message of what they hear. The problem of listening students is also caused by the weak motivation to hear English and the limited media listening.

Moreover, one of the listening problems found by the researcher in the Pre-Survey process of listening students is media of listening testing. One

of the media that can be used in listening testing is film subtitle. Film subtitle is the printed translation over a film either in a foreign or the same languages to explain the actors' statement. By making subtitle film, students' concentration in following words can be enhanced and also can develop students' word recognition skill because listening to the original dialogues, so the purpose of subtitling is to make it easier for us to understand conversations, or plot, or words that are being read by the narrator.

Film subtitles in general the translation text or subtitle is a translation file in the form of writing or text from a film that will be displayed on a foreign language film with the aim of film lovers who can understand what is being discussed by the characters in the film. This might happen because usually the translation text is made and added to the video or film using the mother tongue (everyday language) that they use in a particular country or region.

Based on all of the above explanations, the writer will conduct a qualitative study in analyze the problems of using film in listening testing at MTs Miftahut Tholibin 2019/2020.

Therefore the writer extracted a study entitled: An Anylisis Of Film Subtitle In Listening Testing At The Nineth Graders Of MTs Miftahut Tholibin Sukadana East Lampung.

B. Research Question

The writer had formulated the problems of this research as follows:

1. What are the problems faced by students students' in using indonesian film subtitle in listening testing at theninth gradeof MTs Miftahut Tholibin in academic year 2019/2020?
2. What are the students' perception in using indonesian film subtitle in listeningtesting at the ninth grade of MTs Miftahut Tholibin in academic year 2019/2020?

C. Objectives and Benefits of the Study

1. Objective of the study

Based on the research questions above, the researcher outlines the research objectives, as follows:

- a. To investigate the problems faced by the students' in using indonesian film subtitle in listening testing at the nineth grade of MTs Miftahut Tholibin in academic year of 2019/2020
- b. To know the students perception in using indonesian film subtitle in listening testing at the nineth grade of MTs Miftahut Tholibin

2. Benefit of Study

This research has benefits not only for students, but also for English teachers and the principal of MTs Miftahut Tholibin

a. For the students

This research is expected to be useful for students as information in the form of a useful phenomenon related to the students listening problems in using subtitles in listening testing is expected through this research students realize the students problems in students

listening problems in using subtitles in listening testing, the causes of student problems in problems in using film subtitles in listening testing listening, and the solutions of students problems in using film subtitles in listening.

b. For the English teacher

This research is expected to be useful for English teachers as valuable information in the form of students' problems in the subtitles in listening testing. By knowing the problem, the English teacher is expected to be able to apply the solution to overcome the students' problems in listening problems in using the film subtitles in listening testing.

c. For the headmaster

This research is expected to be for school principals as a guideline for considering policies in the form of English language teaching programs through this research, principals can also help improve listening quality or students in the form of teaching equipment for teaching English language teaching methods, and various other programs as efforts to improve quality English.

D. Prior Research

For this research, it will be carried out by considering some prior research as a guideline for authors to determine each important step in this study.

The first prior research is carried out by Amin Saed, Arash Yazdani & Mohsen Askary¹ with the journal title Film Subtitles and Listening Comprehension Ability of Intermediate EFL Learners. The research method from the first prior research is qualitative. The samples from the first prior research are 10 student. The purpose of this study was to investigate what kind of film is more effective in developing listening comprehension ability: ESG or WSG in the context of intermediate EFL students. Variables examined by the second prior research include listening. The results of research from the first prior research show that based on the results of the present study intermediate students benefited this method and input because the proficiency level of intermediate students in terms of the range of vocabulary items and listening skill was high enough.

This research and the first prior research have similarities and differences. The similarity between this research and the first prior research lies in the similarity of the variables studied, film and listening. The next similarity lies in the similarity of qualitative research methods. The difference between this study and the first prior research is in the research sample. This is because this study will examine the ninth grade of MTs Miftahut Tholibin while the first prior research has examined the sample in Chabahar Maritime University as a sample.

¹ Amin Saed, Arash Yazdani and Mohsen Askary, "Film Subtitles and Listening Comprehension Ability of Intermediate EFL Learners," *International Journal of Applied Linguistics and Translation* 2, no.3 (2016): 29-32

The second prior research is carried out by Nur Zahrah Azizah, Muhammad Yaumi² with the journal title *The Influence Of Subtitle Film On Students' Listening Motivation*. The research method from the second prior research is quantitative. The samples from the second prior research are 107 student. The purpose of this study is provide motivation to students on listening lessons. Variables examined by the second prior research include listening. The results of research from the second prior research indicates that teaching listening by making subtitle film is effective to make students increase their listening motivation as well as their listening skill.

This research and the second prior research have similarities and differences. The similarity between this research and the second prior research lies in the similarity of the variables studied, film and listening. The differences between this study and the second prior research is the research method is quantitative. As for the other differences, the second prior research is in the research sample. This is because this study will examine the ninth grade of MTs Miftahut Tholibin while the second priorresearch has examined the sample the second semester students of English Education Department in academic year 2016/2017 as a sampel.

The third prior research is carried out by Justsinta Sindi Alivi, Suharyono³with the journal title *Obtaining Listening Comprehension By*

² Nur Zahrah Azizah, Muhammad Yaumi, "The Influence of Subtitle Film on Students' Listening Motivation," *Eternal*, Vol 4, No 01 (2018): 117-126

³ Justsinta Sindi Alivi, Suharyono, "Obtaining Listening Comprehension By Using Video Materials," *Exposure Journal*, Vol 5, No 01 (2016): 14-21

Using Video Materials. The research method from the first prior research is quantitative. The samples from the first third research are 67 student. The objective of the research is to analyze whether there is statistically significant difference between groups of students using videos and groups of students using audio-only in listening comprehension. And, to identify whether there is statistically significant difference between female and male students in listening comprehension using videos and audio-only. Variables examined by the third prior research include listening.

The results of research from the second prior research indicates that Teaching listening using videos is deemed to offer better comprehension than provide the students with auditory materials only. The availability of images and real-life contexts in the videos could assist the students to be able to infer and interpret the situations and information of the video content. In addition, being more selective in preparing video materials should be fair adjusting to the students' level of proficiency. The last, females probably possess better performances in comprehending listening than males, yet the condition is supposed to be influenced by some intern factors of each individual that one group to another could be different.

This research and the third prior research have similarities and differences. The similarity between this research and The third prior research lies in the similarity of the variables studied, film and listening. The next similarity lies in the similarity of qualitative research methods.

The difference between this study and the third prior research is in the research sample. This is because this study will examine the ninth grade of MTs Miftahut Tholibin while the third prior research has examined the sample 4th semester students of social study department in Islamic State University of Malang academic years 2014-2015 as a sampel.

Based on all the prior research descriptions above, the researcher intends to continue the prior research that was conducted by Amin Saed, Arash Yazdani & Mohsen Askary, the researcher would like to conduct qualitative through the application of research by analyzing film subtitle as a school listening test tool at the ninth grade of MTs Miftahut Tholibin. Understanding the procedure and the results of all prior research above the researcher can take an important essence and clear instructions on the implementation of this next research.

CHAPTER II

THEORITICAL REVIEW

E. Concept of Listening Testing

1. Listening

a. Nature of Listening

Listening is an important skill; it enables language learners to receive and interact with language input and facilitates the emergence of other language skills.⁴ Compared with writing and reading, or even speaking, the development of listening receives the least systematic attention from teachers and instructional materials.

Listening is crucial while communicating in a foreign language. Without properly understanding the context, it is difficult to express one's opinion correctly.⁵ Roughly 40% to 50% of people's communication is taken up by listening.

Moreover, listening is one of the receptive skills and as such it involves students in capturing and understanding the input of English.⁶ Reading, the other receptive skill, involves students in understanding and interpreting the written word. Listening is probably more difficult than reading because students often

⁴ Larry Vandergrift and Christine C. M. Goh, *Teaching and Learning Second Language Listening* (New York, Routledge, 2012), 4.

⁵Maiga Chang, et al., *Learning by Playing: Game-based Education System Design and Development*(New York, Springer, 2009), 74 - 75.

⁶Lucy Pollard's, *Teaching English ; A book to help you through your first two years in teaching* (London, Copyright, 2008),39.

recognise the written word more easily than they recognise the spoken word.

The term listening is used in language teaching to refer to a complex process that allows us to understand spoken language.⁷ Listening, the most widely used language skill, is often used in conjunction with the other skills of speaking, reading and writing.

Based on all of explanation above, it is concluded that listening is not only skill area in language performance, but also a critical means of acquiring a second language (L2). Listening is the channel in which we process language in real time – employing pacing, units of encoding and pausing that are unique to spoken language.

b. Aspects of Listening

Listening comprises of some key components, they are:

3. Discriminating between sounds
4. Recognizing words and understanding their meaning
5. Identifying grammatical groupings of words
6. Identifying expressions and sets of utterances that act to create meaning
7. Connecting linguistic cues to non-linguistic and paralinguistic cues

⁷Ronald Carter and David Nunan, *The Cambridge Guided to Teaching English to Speakers of Other Languages* (Cambridge, Cambridge University Press, 2001), 7.

8. Using background knowledge to predict and to confirm meaning and
9. Recalling important words and ideas.⁸

c. The Importance of Listening

Listening plays an important role in communication in people's daily lives. However, listening has an important role not only in daily life but also in classroom settings.⁹

The importance of listening in language classroom as follows:

- 1) Listening is vital in the language classroom because it provides input for the learner. Without understanding input at the right level, any learning simply cannot begin.
- 2) Spoken language provides a means of interaction for the learner. Because learners must interact to achieve understanding. Access to speakers of the language is essential. Moreover, learners' failure to understand the language they hear is an impetus, not an obstacle, to interaction and learning.
- 3) Authentic spoken language presents a challenge for the learner to understand language as native speakers actually use it.

⁸ Babita Tyagi, "Listening : An Important Skill and Its Various Aspects," *The Criterion An International Journal in English* 12, No 1, (2013): 1.

⁹ Yıldırım, S., Yıldırım, Ö, "The Importance Of Listening In Language Learning And Listening Comprehension Problems Experienced By Language Learners: A Literature Review," *Abant İzzet Baysal Üniversitesi Eğitim Fakültesi Dergisi* 16, No 4 (2016): 2097.

- 4) Listening exercises provide teachers with a means for drawing learners' attention to new forms (vocabulary, grammar, new interaction patterns) in the language.

2. Listening Testing

a. Nature of Listening Testing

The following descriptions of a wide variety of listening test procedures. While looking at the test procedures, it is worth considering the reliability, validity, and practicality criteria that have been looked at above.¹⁰

1). Dictation

The teacher reads aloud a text of approximately 150 words phrase by phrase. The learners write each phrase as they hear it. This kind of test has been used as a test of general language proficiency.

2). Partial Dictation

The learners have an incomplete written text in front of them. As they listen to a spoken version of the text, they fill in the missing parts on the written text.

3). Text with Questions

The learners have a list of multiple-choice questions in front of them while they listen to a text being read or a recorded dialogue. As they listen they answer the questions.

¹⁰I. S. P. Nation and J. Newton, *Teaching ESL/EFL Listening and Speaking* (New York, Routledge, 2009), 170.

4). Responding to Statements

The learners listen to statements or questions and respond to them by choosing from multiple-choice items of words or pictures, by indicating true or false, or by giving a short answer.

3). Three Choice True-false

Instead of responding to statements with just true or false, three categories of response are allowed true, false, or not stated.

4). Recorded Cloze

The learners listen to a tape recording where every 15th word has been replaced by a “bleep” sound and with pauses at the end of each sentence. As they listen the learners write the missing words.

5). Information Transfer

The learners listen to a description or dialogue and label a diagram or fill in a chart or table while they listen.

6). Rating Scales and Lists

Based on learners’ performance on a task or based on teachers’ knowledge of their learners, teachers indicate on a scale where they consider their learners are in terms of listening proficiency.

Based on all the explanations above, the writer will analyze the type of listening testing in the ninth grade of Smp N 2

Batanghari. In this class the English teacher uses information transfer in listening testing.

b. Components of Listening Testing

The components of listening testings are explained, as follows:

3. Hearing

It is referred to the response caused by sound waves stimulating the sensory receptors of the ear; it is physical response; hearing is perception of sound waves; you must hear to listen, but you need not listen to hear (perception necessary for listening depends on attention). Brain screens stimuli and permits only a select few to come into focus—these selective perception is known as attention, an important requirement for effective listening.

2). Understanding

This step helps to understand symbols we have seen and heard, we must analyze the meaning of the stimuli we have perceived; symbolic stimuli are not only words but also sounds like applause and sights like blue uniform that have symbolic meanings as well; the meanings attached to these symbols are a function of our past associations and of the context in which the symbols occur. For successful interpersonal communication, the listener must understand

the intended meaning and the context assumed by the sender.

3). Remembering

Remembering is an important listening process because it means that an individual has not only received and interpreted a message but has also added it to the mind's storage bank. In listening our attention is selective, so too is our memory- what is remembered may be quite different from what was originally seen or heard.

4). Evaluating

Only active listeners participate at this stage in listening. At this point the active listener weighs evidence, sorts fact from opinion, and determines the presence or absence of bias or prejudice in a message; the effective listener makes sure that he or she doesn't begin this activity too soon ; beginning this stage of the process before a message is completed requires that we no longer hear and attend to the incoming message-as a result, the listening process ceases.

5). Responding

This stage requires that the receiver complete the process through verbal and/or nonverbal feedback; because

the speaker has no other way to determine if a message has.¹¹

Based on the explanation above it can be concluded that in the listening testing process requires several components consisting of hearing, understanding, remembering, evaluating, responding.

All these components cannot be separated from each other because after listening to the listener must understand, remembering, evaluating and responding what he had heard from a voice.

c. Media Needed in Listening Testing

There are repeated opportunities to listen to the same text. Repeated reading is a well-established activity for improving reading fluency. Repeated listening using a tape-recorder, DVD or video, or using input from the teacher should also be of value.¹²

Based on the explanation above, it can be concluded that the English teacher needs some media in the listening testing process, in this case the writer will focus more on the use of film, specifically the film subtitles on the listening testing process.

¹¹Michael Rost, *Listening in Language Learning* (New York, Routledge, 1990), 150

¹²I. S. P. Nation and J. Newton, *Teaching ESL/EFL Listening and Speaking* (New York, Routledge, 2009), 51.

d. Scoring of Listening Rubric

Table 3
Scoring of Listening Rubric

Skor	Indicator
Excellent to very good 100-90	Excellent at identifying the main idea, general, and specific information. Accurately infers implied information. No problems at recognizing vocabulary and expressions
Very good 89-90	Very good at identifying the main idea, general, and specific information. Shows good ability to infer implied information. Almost no problems at recognizing vocabulary and expressions
Good 79-70	Good at identifying the main idea, general, and specific information. Shows some ability to infer implied information. Some minor problems at recognizing vocabulary and expressions
Fair 69-60	Still able to identifying the main idea, general, and specific information. Still shows ability to infer implied information. Some problems at recognizing vocabulary and expressions

Unsatisfactory 59 or below	Unable to identify the main idea, general, and spesific information. Fails to infer implied information. Many problems at recognizing vocabulary and expressions ¹³
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F. Concept of Film Subtitle

1. Nature of Film Subtitle

a. Nature of Film

Film is a multimedia art form. Dialogues among characters are not the only method of unfolding films. Audio-visual means, together with the subtitles make the unfolding of a story smoother and more coherent.¹⁴

As asserted by The Board of Studies New South Wales, film is a powerful medium: being primarily visual, it therefore caters to a wide audience.¹⁵

Beside that, according to Tim Stafford, film is principally defined by the dynamism of its moving images but does, however, share some qualities with the picture book and the comic book.¹⁶

¹³ Carol A. Chapelle, Mary K. Enright, and Joan M. Jamieson, “*Building A Validity Argument For The Test Of English As A Foreign Language*” (New York & London: Routledge, 2008), 67.

¹⁴Li Xinya,”Movie Subtitle Translation: Relevance Theory Perspective with Reference to the Movie The Shawshank Redemption as the Case Study,”*International Journal of Language and Linguistics* 4, No 2 (2016): 67.

¹⁵The Board of Studies NSW, *Fiction, Film and other Texts: A support document for the English Years 7–10 Syllabus* (New South Wales: Board of Studies NSW, 2003), 40.

¹⁶Tim stafford, *Teaching Visual Literacy in the Primary Classroom: Comic books, film, television and picture narratives* (New York: Routledge, 2011), 85.

Therefore, Mark Winokur and Bruce Holsinger say that film is a motion picture whose age, artistry, budget, or nationality distinguishes it as a culturally significant work (thus the most subjective term of all).¹⁷

b. Nature of Subtitle

Subtitling is one of the two most common modes of audiovisual translation. Subtitling is used for some audiovisual products, such as cinema, television, video, DVD, LaserDisc, CD Rom, computer games, Internet and live performances.¹⁸

Subtitling is “a translation practice that consists of presenting a written text, generally on the lower part of the screen”, which seeks to convey “the original dialogue of the speakers, as well as the discursive elements that appear in the image (letters, inserts, graffiti, inscriptions, placards, and the like), and the information. This conception highlights that subtitling does not only involve the transmission of the original dialogue of the speakers, but also other visual and acoustic information.¹⁹

Subtitling is the turning of language delivered orally into a written text, appearing on screen simultaneously with the dialogues, which remain fully audible. Thus, subtitling performs

¹⁷Mark Winokur and Bruce Holsinger, *The Complete Idiot's Guide To Movies, Flicks, and Film* (Indianapolis: Alpha Books, 2001), 4.

¹⁸Dayan Liu, “On the Classification of Subtitling,” *Journal of Language Teaching and Research* 5, No 5, (2014): 1103.

¹⁹Yuping Chen, *Translating Film Subtitles into Chinese : A Multimodal Study* (Beijing, Springer, 2019), 4.

the twofold task of adding a channel of communication and ensuring the co-existence of two languages.²⁰

c. Nature of Film Subtitle

Subtitled film is offered through the interplay between the visual and the verbal modes rather than images or words alone.²¹ There are two kinds of verbal modes in subtitled films: the source verbal language (i.e. the sound track) produced in the film shooting process, and the subtitle, an ancillary and additive semiotic channel in subtitled films. So the information in subtitled films is offered through two systems of cross-modal interactions: one between the visual mode and the source verbal language (here after the visual-verbal system), and the other between the visual mode and the subtitles (here after the visual-subtitle system).

Subtitle translation is, to a certain extent, a process of re-narrativizing the original films.²² Because viewers of subtitled films do not understand or at least do not fully understand the source verbal language, they cannot have full access to the narration created between the source verbal language and the visual images. So, in subtitled films, this narration needs to be re-narrativized, meaning that the narration should be built up between

²⁰ Elena Di Giovanni, "The Layers of Subtitling," *The Dawn Journal* 3, No 1, (2016): 2.

²¹ Yuping Chen, *Translating Film Subtitles into Chinese : A Multimodal Study* (Beijing, Springer, 2019), 118.

²² *Ibid*, 154.

the subtitles and the visual images, rather than between the source verbal message and the visual images.

Subtitling film is one of the most popular forms for audience watching foreign language films, because making subtitling is “faster, cheaper and technically simpler”.²³ It is “the process of providing synchronized captions for film and television dialogue”. It is admitted that subtitling is a kind of translation, no matter what it is intra-lingual or inter-lingual

2. Benefit of Film Subtitle

There are some benefits of film subtitle, as follows:²⁴

- a. Subtitles can lead to better word identification and, ultimately, vocabulary learning.
- b. Subtitles for improving oral text comprehension needs to be verified with a comprehension measure that replicates listening in real life contexts: that is, without the help of these tools. No claims can be made about the positive impacts of captions and subtitles on L2 listening comprehension until their effects are investigated using a measure that requires L2 listeners to fully rely on their L2 listening ability, compensatory strategies, and metacognitive knowledge about listening processes.

²³Junchen Zhang, “Audiovisual Translation: A Critical Review on Sino-western Perspectives of Film Subtitle Translation,” *International Journal of Comparative Literature & Translation Studies* 6, No 1, (2018): 59.

²⁴Larry Vandergrift and Christine C. M. Goh, *Teaching and Learning Second Language Listening* (New York, Routledge, 2012), 229-230.

- c. Subtitles and captions for improving listening “as long as viewers learn to take advantage of relevant strategies” although it is not clear what these strategies are. To conclude, before we can affirm the capacity of subtitles and captions to improve listening comprehension skills, we need longitudinal research comparing the performance of an experimental group using these tools with a control group, on a measure that assesses comprehension without the benefit of these tools.
- d. Subtitles help listeners note differences between what they hear and the written form of the message, improve word segmentation skills, and, thereby, gain greater insight into their comprehension errors. Similar to the caveats expressed earlier about the use of transcripts in listening development, captions and subtitles should only be used after learners have attempted to understand the text as a whole, by means of a metacognitive approach, using prediction, inferencing, and monitoring strategies that help to compensate for gaps in understanding.
- e. Subtitling can be used for training various people at different degrees: university, post graduate, translators, communicators, etc. and also, with slight alterations, for improving the French language knowledge.²⁵

²⁵Mihaela Viskya, “The Use of Subtitling in Teaching Professional Interpretation,” *Procedia - Social and Behavioral Sciences* 191, (2015): 2641.

3. Principle of Film Subtitle

There are two kinds of verbal modes in subtitled films: the source verbal language (i.e. the sound track) produced in the film shooting process, and the subtitle, an ancillary and additive semiotic channel in subtitled films.²⁶ So the information in subtitled films is offered through two systems of cross-modal interactions: one between the visual mode and the source verbal language (here after the visual-verbal system), and the other between the visual mode and the subtitles (hereafter the visual-subtitle system).

It is postulated that “distance” is revealed via an examination of viewers’ comprehension of the meanings delivered through semiotic inter play in the visual-verbal system and the visual-subtitle system. If the meaning in the visual-verbal system is conveyed in a more direct and clearer way than in the visual-subtitle system, there is a far distance between the visual and the verbal and vice versa. On the other hand, if the meaning in the visual-subtitle system is communicated in a way that can facilitate viewers’ understanding more readily than in the visual-verbal system, there is a close distance between the visual and the subtitle and vice versa.

²⁶*Ibid*, 118.

4. Problems of using Film Subtitle as a Listening Ability

The three main issues in subtitle translation, namely to overcome the technical constraints, to maintain the narrative flow and to bridge the cultural gaps, are discussed from the perspective of multimodality.

d. To Overcome the Technical Constraints

This section first describes the technical constraints in subtitle translation and then elaborates two theoretical considerations relating to how these technical constraints can be overcome with reference to semiotic interplay between the visual and the verbal modes in the subtitling process.

e. Narrative Flow in Subtitle Translation

Subtitle translation not only involves transferring verbal information in audiovisual texts, but also concerns the maintaining of the narrative flow in subtitled films because “film dialogue is not just ‘dialogue’, it is also a narrative”. Subtitles should have their own “sequential structure” to rebuild the narrative flow for film viewers who cannot, or cannot fully, understand the source verbal message.

f. Cultural Gaps in Subtitle Translation

To bridge the cultural gaps is the third main issue in subtitle translation. A cultural sign is a sign, verbal or non-verbal, containing culture-loaded information. “Since signs occur in every instance of human action and interaction, it is clear tha

semiotics, like film studies, is deeply embedded in the dynamics of cultures and societies” in multimodal texts, “the interaction of verbal languages with other audiovisual signs ... is all the more important in shaping cultural representations”. The cross-modal interplay between visual images and verbal dialogues in audiovisual texts, such as films, plays a significant role in delivering culture-bound information.²⁷

Based on the explanation above, it can be concluded that there are some problems in the use of subtitle films in listening testing including to overcome the technical constraints, narrative flow in subtitle translation, cultural gaps in subtitle translation. The writer will analyze the problems of students' problems in the use of film subtitles in listening testing.

5. Procedure of Film Analysis in Qualitative Research

According to Denzin, the procedure of film analysis in qualitative research consists of some steps, as follows:²⁸

- a. Paying attention to the films analyzed in the research. In this research, the researcher will analyze the film subtitle used by the teacher in listening testing.
- b. Paying attention to the research questions that are formulated. Therefore, in this case the researcher will take a note

²⁷*Ibid*, 29.

²⁸Uwe Flick, *An Introduction To Qualitative Research* (London, Sage Publications, 2010), 247.

the key information got from scenes referred to the research questions.

- c. Conducting the structured microanalysis toward the scenes and sequences of the film. In this case, the researcher will analyze the phenomena of film subtitle in listening testing.
- d. When answering the research question, search for patterns in the entire film. Searching for patterns extends to the whole film in order to answer the research question. The film's realistic and subversive readings are contrasted and a final interpretation is written.

In this case, the researcher conducted qualitative research by analyzing the film subtitle in listening testing by viewing the film and interpreting the use of the film subtitle in listening testing, Then the researcher will pay attention to the research question. Researchers will conduct structured microanalysis by analyzing the use of film subtitles in listening testing. Then the researcher will answer the research question.

CHAPTER III

RESEARCH METHOD

4. The Types and Characteristics of Research

The researcher considers the importance of film subtitle in listening testing to be explored. The researcher decides to use qualitative research to analyze the use of film subtitle in listening testing at MTs Miftahut Tholibin.

According to Creswell, qualitative research is for exploring and understanding the meaning individual or group considered to social or human problem.²⁹ It can be said that qualitative research means investigate and understanding the problem of human or social by individual or groups.

Qualitative research is a research that aimed to describe, learn, and explain the phenomenon. The understanding of phenomenon can be reached by describing and exploring through narration. It means that the research procedure that result descriptive data written or spoken from the participants and the behavior that is observed. It also belongs to descriptive study that proposes to collect current information, to identify problem, to make comparison or evaluation and to learn from others' experience to establish decision.

The characteristic in this research focuses on the descriptive qualitative research. The researcher will take the research that can be used to describe phenomena and summarize. The aim of using survey for

²⁹John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches 3rd Ed*(New Delhi: Sage Publications, 2003), 4.

descriptive research is getting a good step of certain things. Descriptive qualitative analysis involves describing the common underlying characteristics of data. Descriptive qualitative research is useful because it can provide important information regarding the average member of a group.³⁰

In line with the explanation above, the purpose of this research to know an analysis of film subtitle in listening testing at the ninth graders of MTs Miftahut Tholibin.

5. Data Resources

In this research, the researcher divides the sources into two items. They are primary and secondary.

e. Primary sources

Primary source are original materials on which research is based. They are testimony or direct evidence concerning a topic under consideration. They present information in its original form, neither interpreted nor condensed nor evaluated by other writers. The primary source of this research is listening testing media used by English teacher of the ninth grade students of MTs Miftahut Tholibin of East Lampung. The total numbers of the students are 20 students.

f. Secondary sources

Secondary source offers interpretation or analysis based on primary sources. They may explain primary sources and often uses

³⁰Geoffrey Marczyk et. al., *Essentials of Research Design and Methodology* (USA: John Wiley & Sons, Inc. 2005), 16.

them to support a specific thesis or argument or to persuade the reader to accept a certain point of view. The secondary source in this research is from interview, documentation, journals, e-books and articles that are related to the research.

6. Data Collecting Technique

Qualitative research typically follows an inductive process.³¹It means that the data collection taken from process analyzing data become theory or interpretations. Creswell said that “in many qualitative studies, inquiries collect multiple forms of data and spend a considerable time in the natural setting gathering information”³²The data collection is the accumulation of specific evidence that will enable the researcher to properly analyse the results of all activities by his research design and procedures.

The data are needed in a research work to serve the raw material that is used in the production of data. It provides a definite direction and definite answer to a research inquiry. Whatever inquiry has to give a definite answer to an investigation. Data are very essential for a scientific research. In addition, the data are needed to substantiate the various arguments in research findings.³³

Qualitative researchers also have a toolbox of data-gathering techniques, including in-depth interviewing, participant observation, and

³¹Linda Kalofet.al., *Essential of Social Research*(England: Open University Press, 2008), 85.

³²John W. Creswell, *Research Design*(California: Sage Publications, 2000), 184.

³³Yogesh Kumar Singh, *Fundamental of Research Methodology and statistics*(New Delhi: New Age International Publisher, 2006), 212.

document analysis.³⁴ The researcher in this research uses document to collect the data. The researcher takes documents from the result of an analysis of film subtitle in listening testing. In the process of collecting the data, the researcher collects the results of listening students to analyze and to identify the using of film subtitle in listening testing.

In this research, the researcher use three techniques to collect the data. There are observation, documentation and field note.

e. Observation

Observation is the process of gathering open-ended, firsthand information by observing people and places at a research site.³⁵ As a form of data collection, observation has both advantages and disadvantages. Advantages include the opportunity to record information as it occurs in a setting, to study actual behavior, and to study individuals who has difficulty verbalizing their ideas (e.g., preschool children). Some of the disadvantages of observations are that you will be limited to those sites and situations where you can gain access, and in those sites, you may have difficulty developing rapport with individuals. This can occur if the individuals are unaccustomed to formal research (e.g., a non-university setting).

The observation will be done to investigate the following things :

³⁴Donald Ary et. al., *Introduction to Research in Education Eight Edition* (USA: Wadsworth Cengage Learning, 2010), 32.

³⁵John W. Creswell, *Educational Research Planning Conducting and Evaluating Quantitative and Qualitative Research*(England: University of Nebraska, 2002), 53.

10. The listening testing media particularly film subtitle at the ninth graders of MTs Miftahut Tholibin

11. The process of listening testing by using film subtitle at ninth graders of MTs Miftahut Tholibin

f. Documentation

Qualitative research may be used by documents or other artifacts to gain an understanding of the phenomenon under study.³⁶In this research, the researcher uses documents technique to collect the data. Documents can be a valuable source of information in qualitative research.

The reseacher will use documentation to get the following data:

- a) The history of MTs Miftahut Tholibin
- b) The organization structure of MTs Miftahut Tholibin
- c) The location sketch of MTs Miftahut Tholibin
- d) The quantity and description of teacher at MTs Miftahut Tholibin
- e) The quantity and description of student at MTs Miftahut Tholibin

7. Data Analysis Technique

The important part in research study is analyzing data, because the result becomes a conclusion from all of the research. Analysis of data means studying the tabulated material in order to determine character facts

³⁶*Ibid.*, 432

or meanings. It involves breaking down existing complex factors into simple parts and putting the parts together in new arrangements for the purpose of interpretation. Qualitative data generally take the form of words (descriptions, observations, impressions, recordings). The researcher must organize and categorize or code the large mass of data so that they can be described and interpreted. In qualitative research, data analysis includes two aspects, the aspects consist of text analysis and involve developing a description and themes.

The researcher would apply Miles and Huberman model to analyze the data.³⁷ The components of this analysis model are pictured by this figure.

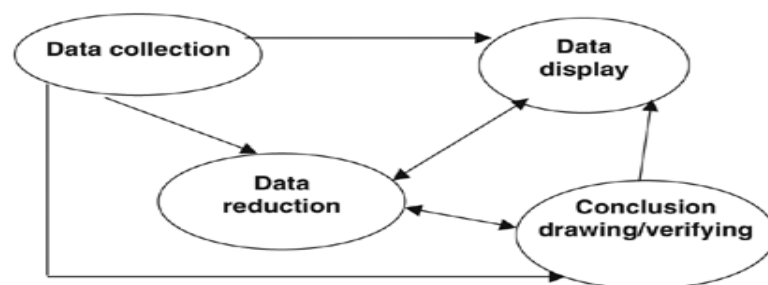


Figure I. *Analysis Components of Miles and Huberman Model*

Data analysis by Miles and Huberman model conducts the following steps:³⁸

- 1). Data collection is the step when the researcher gather all data which are used to complete the research.
- 2). The researcher reduces the data he had gotten by summarizing and choosing specific things.

³⁷Michael Huberman M. and Miles, *Data Management and Analysis Methods*, In N. K. Denzin and Y.S Lincoln (Eds.): (London, CA: Sage, 1994), 429.

³⁸*Ibid*,

- 3). To display the data, the researcher usually uses graphics, figures, or charts. The display should be able to describe the content entire the data.
- 4). Lastly, the researcher verifies his research by making conclusion of data findings.

Therefore, it is concluded that the analysis of data has somefunctions in analyze research data that include in; to make the meaningfulraw data, to test null hypothesis, to get the significant results, to describe inferences or to make generalization, and to calculate parameters.

8. Research Approach

In this research the researcher use six steps in the process of research, as follows:³⁹

1). Identifying a Research Problem

Writer begins a research study by identifying a topic to study typically an issue or problem in education that needs to be resolved. Identifying a research problem consists of specifying an issue to study, developing a justification for studying it, and suggesting the importance of the study for select audiences that will read the report.

2). Reviewing the Literature

Skills required for reviewing the literature develop over time and with practice. The writer can learn how to locate journal articles and books in an academic library, access computerized databases,

³⁹John W. Creswell, *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research* (New York: Pearson Education, 2002), 7.

choose and evaluate the quality of research on your topic, and summarize it in a review. Library resources can be overwhelming, so having a strategy for searching the literature and the review is important.

3). Specifying a Purpose for Research

If the research problem covers a broad topic of concern, writer needs to focus it so that writer can study it. A focused restatement of the problem is the *purpose statement*. This statement conveys the overall objective or intent of the research. As such, it is the most important statement in your research study.

4). Collecting Data

Evidence helps provide answers to the research questions and hypotheses. To get these answers, the writer engages in the step of collecting or gathering data. Collecting data means identifying and selecting individuals for a study, obtaining their permission to study them, and gathering information by asking people questions or observing their behaviors.

5). Analyzing and Interpreting the Data

During or immediately after data collection, the writer needs to make sense of the information supplied by individuals in the study. Analysis consists of “taking the data apart” to determine individual responses and then “putting it together” to summarize it.

6). Reporting and Evaluating Research

After conducting the research, the writer will develop a written report and distribute it to select audiences (such as fellow teachers, administrators, parents, students) that can use the information.

CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

G. RESULT OF THE RESEARCH

g. Description of Research Location

12. The History of Mts Miftahut Tholibin Sukadana

Mts Miftahut Tholibin Sukadana is located at the sukadana highway, sukadana sub-district, located in the east lampung regency with an area of 12,500 M². Mts Miftahut Tholibin Sukadana was established in 1990 with NPSN number 10816813 initiated by teachers and the local community. Sk school establishment 1236/Mts/LT/1990 with the sk date of establishment.

13. Vision and Mission of Mts Miftahut Tholibin Sukadana

9. Vision of School

"The realization of the East Lampung community who are religious, harmonious, intelligent and prosperous physically and spiritually in order to realize a sovereign, independent and personality based on mutual cooperation"

10. Mision of School

To achieve the vision mentioned above, the mission undertaken is as follows:

- a. Increase understanding and experience of religious teachings
- b. Strengthen intra and inter-religious harmony

- c. Providing equal and quality service for religious life
- d. Improve the utilization and quality of management of religious economic potential
- e. Realizing the implementation of quality and accountable Hajj and Umrah pilgrimage
- f. Improving access to and quality of general education characterized by religion, religious education in general education units and religious education
- g. Achieve clean, accountable and trusted government governance

14. **Motto**

“I can, I am sure I can, I am sure I can”

15. **The Condition of Teacher and Official Employers at MTs Miftahut Tholibin Sukadana.**

Condition of teachers and official employers in MTs Miftahut Tholibin Sukadana, the numbers of teachers and official employers in MTs Miftahut Tholibin Sukadana in the academic years of 2019/2020 could be identified as follows:

Table 4
The table of Condition of Teacher and Official Employers at Mts Miftahut Tholibin Sukadana

No	Name	Gender	Last Education	Occupation
1	Zaenudin, S.Pd.I	Male	S1	Qur'an hadits and SBK teacher
2	Sutarji, S.Pd.I	Male	S1	Social sciences and civic teacher

3	Yesi Yulkarnain, S.Pd.I	Male	S1	English teacher
4	Muhtadin, S.Pd.I	Male	S1	Arabic, and prakarya teacher
5	Qomaruddin, S.Pd.I	Male	S1	Indonesian language teacher
6	Safrudin, S.Pd.I	Male	S1	SKI and fiqih teacher
7	Winarto, S.Pd.I	Male	S1	Indonesian teacher
8	Eko Supeno, S.Pd.I	Male	S1	Mathematics teacher
9	Erpan, S.Pd.I	Male	S1	Science teacher
10	Mahmud Shodiq, S.Pd.I	Male	S1	BPI teacher
11	Mujayin, S.Pd.I	Male	S1	PJOK teacher
12	Novita Olliya, S.Pd.I	Female	S1	Lampung teacher

16. The Quantity of the Students of MTs Miftahut Tholibin Sukadana

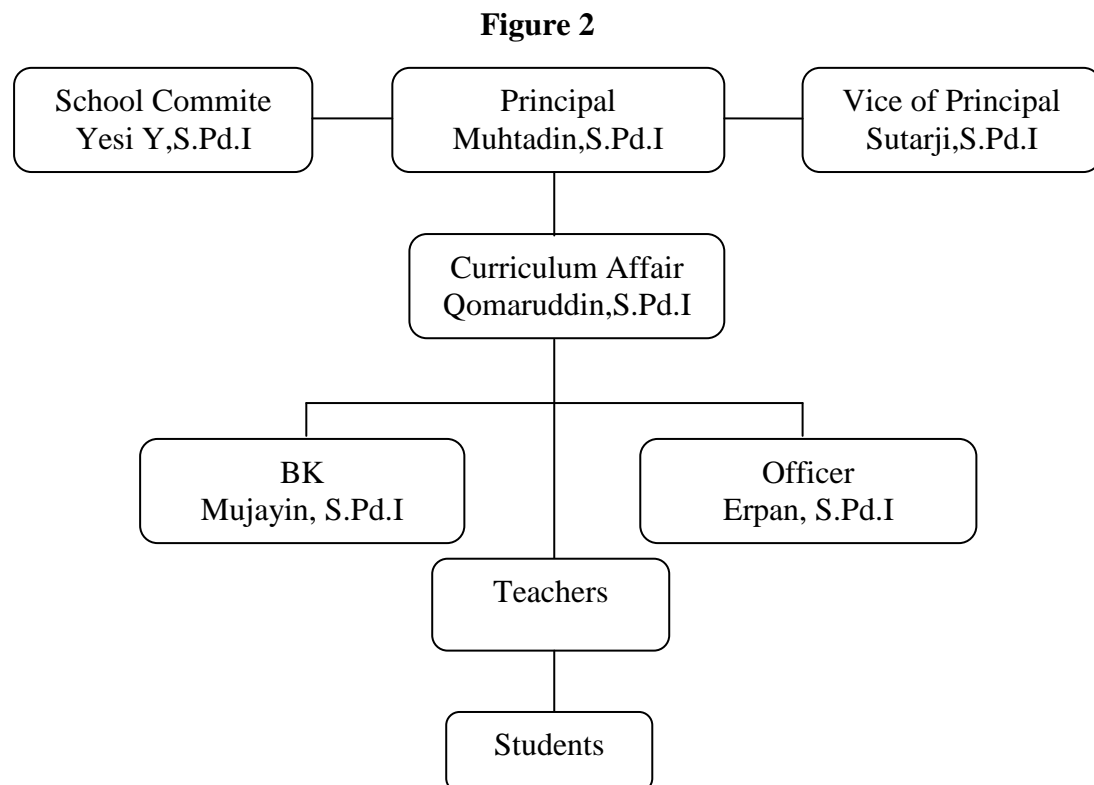
Table5

The Table of Quantity of the Students of MTs Miftahut Tholibin Sukadana

No	Class	Amount student in clas		Amount
		Male	Female	
1	VII	18	14	32
2	VIII	17	13	30
3	IX	11	9	20

17. The Organization of MTs Miftahut Tholibin Sukadana

The organization of MTs Miftahut Tholibin Sukadana in Academic Year 2019/2020 could be shown in the figure as follows:



18. The condition of building of MtsMiftahutTholibin

To support teaching and learning process, MTs Miftahut Tholibin Sukadana has many buildings and other supporting facilities. These buildings and facilities can be seen as follow:

Table 6
Table of condition of building and facilities at MTs Miftahut Tholibin
Sukadana

No	Building Facility	Quantity
1	Library room	1

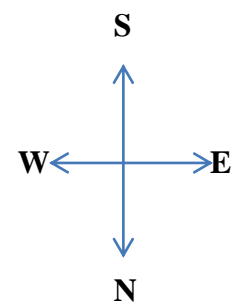
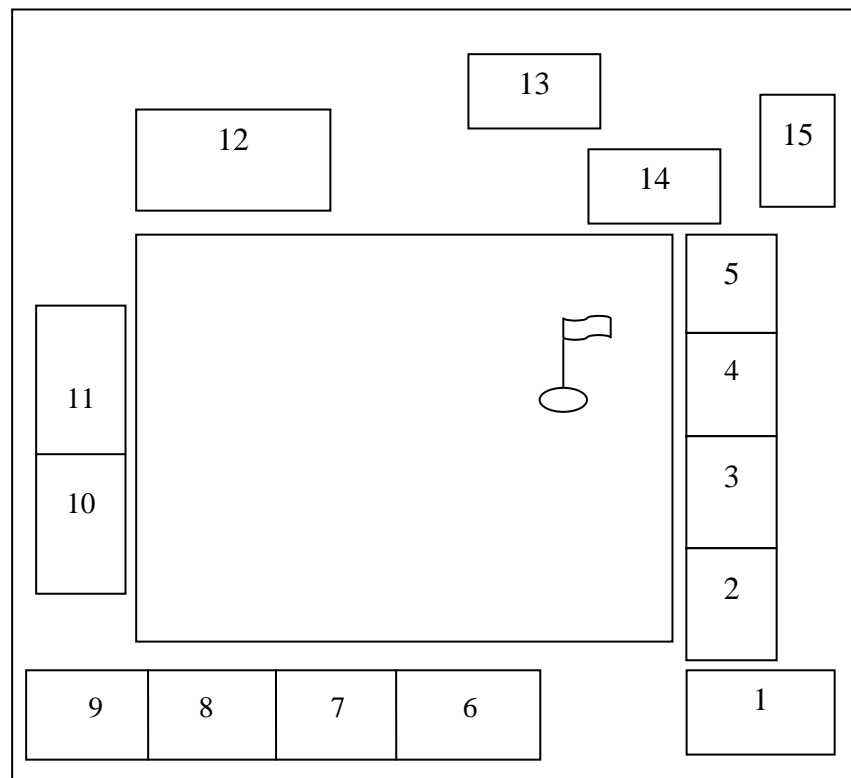
2	computer laboratory room	1
3	Futsal field	1
4	Classroom	11
5	Computer	15
6	Lcd	2
7	Display board	2
8	The mosque	1
9	Canteen	3
10	basketball court	1
11	volleyball court	1
12	UKS	1
13	Parking	1

The state of facilities and infrastructure utilized by students as a support in the learning process. From some of the tables above it can be seen that in MTs Miftahut Tholibin Sukadana has adequate facilities and pre facilities because all have been there to support teaching and learning activities in the school.

19. The location sketch of Mts Miftahut Tholibin Sukadana

in high school Mts Miftahut Tholibin a school location sketch as follows :

Figure 3



SOULT = S

EAST = E

NORTH = N

WEST = W

Notes :

- f) Teacher's parking area
- g) Library
- h) Headmaster office
- i) Teacher's room
- j) Warehouse
- k) Computer laboratory room
- l) Classroom of VII class
- m) Classroom of VIII class
- n) Classroom of IX class
- o) UKS
- p) Library room
- q) Mosque
- r) Toilets
- s) Student's parking area
- t) Canteen

H. Data Analysis

1. The result of observation sheet film subtitle in listening testing student of MTs Miftahut Tholibin

The data of this research is the information collected by doing qualitative research. In this research, the researcher analyzed students' errors in using pronoun in sentence at the seventh grade of MTs Miftahut Tholibin in academic year 2019/2020.

This research was conducted on Wednesday, December 18th, 2019 at MTs Miftahut Tholibin. The researcher had mentioned previously on the chapter three that the instruments used for collecting data for this research were documentation and interview. In this case, the researcher collected primary resource of the data from student's result film subtitle in listening testing at the ninth grade of MTs Miftahut Tholibin as documentation. In this study, the researcher analyzed film subtitle in listening testing by using components of listening testing. In this component there are several assessment categories such as hearing, understanding, remembering, evaluating, and responding.

The researcher got the data by doing interview. The researcher took 20 students' result at the ninth grade of MTs Miftahut Tholibin as the data resource. Furthermore, the researcher will give the brief description of data analysis result as follows:

1) Hearing

It is referred to the response caused by sound waves stimulating the sensory receptors of the ear; it is physical response; hearing is perception of sound waves; you must hear to listen, but you need not listen to hear (perception necessary for listening depends on attention). Brain screens stimuli and permits only a select few to come into focus- these selective perception is known as attention, an important requirement for effective listening.

2) Understanding

This step helps to understand symbols we have seen and heard, we must analyze the meaning of the stimuli we have perceived; symbolic stimuli are not only words but also sounds like applause and sights like blue uniform that have symbolic meanings as well; the meanings attached to these symbols are a function of our past associations and of the context in which the symbols occur. For successful interpersonal communication, the listener must understand the intended meaning and the context assumed by the sender.

3) Remembering

Remembering is an important listening process because it means that an individual has not only received and interpreted a message but has also added it to the mind's storage bank. In listening our attention is selective, so too is our memory- what is remembered may be quite different from what was originally seen or heard.

4) Evaluating

Only active listeners participate at this stage in listening. At this point the active listener weighs evidence, sorts fact from opinion, and determines the presence or absence of bias or prejudice in a message; the effective listener makes sure that he or she doesn't begin this activity too soon; beginning this stage of the process before a message is completed requires that we no longer hear and attend to the incoming message- as a result, the listening process ceases.

5) Responding

This stage requires that the receiver complete the process through verbal and/or nonverbal feedback; because the speaker has no other way to determine if a message has.

Table 7
The result of English difficulties in listening testing

No	Name of students	Hearing	Understanding	Remembering	Evaluating	Responding
1	AM	2	1	1	1	0
2	DRR	1	1	0	1	0
3	DPS	0	1	0	0	1
4	D	1	0	0	0	1
5	DUD	1	0	1	0	0
6	FS	1	1	1	1	0
7	F	1	1	1	0	0
8	H	1	0	1	0	1
9	L	0	0	0	1	1
10	MP	1	0	1	0	1
11	M	1	1	2	1	0
12	MQ	1	1	2	1	0
13	NA	1	1	0	0	0
14	RP	1	1	1	0	0
15	S	1	1	1	0	0
16	SDA	1	1	0	0	0

17	SM	1	1	0	0	0
18	S	1	0	0	1	0
19	YL	1	1	0	0	0
20	YD	0	2	0	0	0
Total		18	15	12	8	5
Percentage		90%	75%	60%	40%	25%

The table below would describe the data research that researcher got from English teacher at MTs Miftahut Tholibin:

Table 8

The type of question and each item

No	Components of listening	Number Item
1	Hearing	1 and 2
2	Understanding	3 and 4
3	Remembering	5 and 6
4	Evaluating	7 and 8
5	Responding	9 and 10

a. Hearing

From 10 questions that the teacher gave to students, the researcher found 2 questions related to hearing in number 1 and 2. In this questions the students had to choose the right answer.

1. What is the name of the snake called by cole?

- a. Beautekareena c. Ketrine
b. Kareenabeaute d. Dylan

b. Dylan said that kareenabeaute otherwise known as the?

- a. Boa c. Busy

- b. Boot d. Rubber boa

After analyzed the data, the reseacher found some false in 10 student's worksheet. For item number (1), there were 9 frequency of false. They answered the question "What is the name of the snake called by cole? a. Beaute kareena", while the correct answer is "What is the name of the snake called by cole? b. Kareena beaute".

For item number (2), there were 13 frequency of false. They answered "Dylan said that kareenabeaute otherwise known as the? a. boa", while the correct answer is "Dylan said that kareenabeaute otherwise known as the? d. Rubber boa". Based on the analysis of the result above, it could be shown from the table below:

b. Understanding

From 10 questions that the teacher gave to students, the researcher found 2 questions related to hearing in number 2 and 4. In this questions the students had to choose the right answer.

- c. What xavier has done?
- | | |
|------------------------------|---------------------------|
| a. Kill the kareenabeaute | c. See the kareenabeaute |
| b. Give eat to kareenabeaute | d. Cook the kareenabeaute |
- d. Which part of the body is bitten by a snake?
- | | |
|---------|------------|
| a. Head | c. Hand |
| b. Foot | d. Stomach |

After analyzed the data, the reseacher found some false in 10 student's worksheet. For item number (3), there were 15 frequency of false. They answered the question "What xavier has done? b. Give eat to kareena beaute", while the correct answer is "What xavier has done? a. kill the kareena beaute".

For item number (4), there were 8 frequency of false. They answered "Which part of the body is bitten by a snake? d. stomatch", while the correct answer is "Which part of the body is bitten by a snake? b. foot". Based on the analysis of the result above, it could be shown from the table below:

c. Remembering

From 10 questions that the teacher gave to students, the researcher found 2 questions related to hearing in number 5 and 6. In this questions the students had to choose the right answer.

- e. What color is the snake that bites dylan?
- | | |
|---------------------|------------------|
| a. Green and brown | c. Red and white |
| b. Yellow and white | d. Black and red |
- f. What does xavier need to binding Dylan's leg?
- | | |
|----------|------------|
| a. Belt | c. Clothes |
| b. Shoes | d. Pants |

After analyzed the data, the reseacher found some false in 10 student's worksheet. For item number (5), there were 12 frequency of false. They answered the question "What color is the snake that bites

dylan? c. Red and white”, while the correct answer is “What xavier has done? d. Black and red”.

For item number (6), there were 16s frequency of false. They answered “What does xavier need to binding Dylan’s leg? d. pants”, while the correct answer is “What does xavier need to binding Dylan’s leg? a. belt ”. Based on the analysis of the result above, it could be shown from the table below:

d. Evaluating

From 10 questions that the teacher gave to students, the researcher found 2 questions related to evaluating in number 7 and 8. In this questions the students had to choose the right answer.

g. After being tied to the belt, what Tyles did?

- | | |
|------------------------------|-------------------|
| a. Cut the foot | c. Kill the snake |
| b. Suck the venom out of his | d. Eat the snake |

h. After nothing, Xavier told Tyles to?

- | | |
|--------------|----------------|
| a. Stay here | c. Oh, No |
| b. Suck weak | d. Suck harder |

After analyzed the data, the reseacher found some false in 10 student’s worksheet. For item number (7), there were 16 frequency of false. They answered the question “After being tied to the belt, what Tyles did? a. cut the foot”, while the correct answer is “After being tied to the belt, what Tyles did? b. suck the venom out of his”.

For item number (8), there were 9 frequency of false. They answered “After nothing, Xavier told Tyles to? b. suck weak”, while the correct answer is “After nothing, Xavier told Tyles to? d. Suck harder”. Based on the analysis of the result above, it could be shown from the table below:

e. Responding

From 10 questions that the teacher gave to students, the researcher found 2 questions related to evaluating in number 7 and 8. In this questions the students had to choose the right answer.

- i. Whether cole agree with Xavier plan?
 - a. Okay
 - b. Yes, agree
 - c. Disagree
 - d. That’s right
- j. What is Dylan answer when asked by Xavier?
 - a. Just do it, chop it off
 - b. Ok. That’s enough
 - c. That’s good plan
 - d. It’s nature fault

After analyzed the data, the reseacher found some false in 10 student’s worksheet. For item number (9), there were 19 frequency of false. They answered the question “Whether cole agree with Xavier plan?a. okay”, while the correct answer is “Whether cole agree with Xavier plan? c. disagree ”.

For item number (10), there were 19 frequency of false. They answered “What is Dylan answer when asked by Xavier?”, while the

correct answer is “What is Dylan answer when asked by Xavier?”.

Based on the analysis of the result above, it could be shown from the table below:

2. The result of interview question film subtitle in listening testing

The next procedure was analyzing sources of error to know why students at the ninth grade of MTs Miftahut Tholobin made false in using film subtitle in listening testing. The researcher asked the interview questions to the 20 students. These lists were the result of the interview in 20 respondents:

a. Question 1

What do you know about film subtitle? Please explain!

Answer :

Responden 1 : a subtitle can either be the second explanatory, part of a longer title

Responden 2 : the words that appear at the bottom of a movie screen to translate dialogue that's spoken in a foreign language

Responden 3 : subtitles are text derived from either a transcript or screenplay of the dialogue or commentary in films

Responden 4 : subtitle usually displayed at the bottom of the screen, but can also be at the top of the screen if there is already text at the bottom of the screen

- Responden 5 : subtitle are a printed translation of the words of a foreign film that are shown at the bottom of the picture
- Responden 6 : translation of foreign dialogue of a movie or TV program; usually displayed at the bottom of the screen
- Responden 7 : subtitle can be shown on a separate display below the screen
- Responden 8 : captions displayed at the bottom of a cinema or television screen that translate or transcribe the dialogue or narrative
- Responden 9 : a subordinate title of a published work or article giving additional information about its content
- Responden 10 : a secondary or subordinate title of a literary work, usually of explanatory character
- Responden 11 : subtitle can be shown on a separate display below the screen
- Responden 12 : a subtitle can either be the second explanatory, part of a longer title
- Responden 13 : subtitle are a printed translation of the words of a foreign film that are shown at the bottom of the picture

Responden 14 : words that translate what is said in a film/movie into a different language and appear on the screen at the bottom

Responden 15 : subtitle are also used, especially on television, to help deaf people (people who cannot hear well)

Responden 16 : a translation of what people are saying in a foreign language film or television programme, that appears at the bottom of the screen

Responden 17 : a subordinate title of a published work or article giving additional information about its content

Responden 18 : subtitle usually displayed at the bottom of the screen, but can also be at the top of the screen if there is already text at the bottom of the screen

Responden 19 : captions displayed at the bottom of a cinema or television screen that translate or transcribe the dialogue or narrative

Responden 20 : words that translate what is said in a film/movie into a different language and appear on the screen at the bottom

b. Question 2

What do you know about listening? Please explain!

Answer:

Responden 1 : listening is receiving language through the ears

Responden 2 : listening involves identifying the sounds of speech and processing them into words and sentences

Responden 3 : process of receiving, constructing meaning from and responding to spoken and nonverbal message, to hear something with thoughtful attention

Responden 4 : listening is the ability to accurately receive and interpret messages in the communication process

Responden 5 : listening is key to all effective communication without the ability to listen effectively, message are easily misunderstood communication breaks down and the sender of the message can easily become frustrated or irritated

Responden 6 : Listening involves identifying the sounds of speech and processing them into words and sentences

Responden 7 : Listening in any language requires focus and attention. It is a skill that some people need to work at harder than others

Responden 8 : it is a physical and psychological process that involves acquiring assigning meaning and responding to symbolic messages from others

Responden 9 : listening is the process of receiving, constructing meaning from, and responding to spoken and / non verbal message

Responden 10 : listening is a form communicatin that involves hearing, interpreting and construction meanings, an active process that is not limited to the spoken word

Responden 11 : listening involves identifying the sounds of speech and processing them into words and sentences

Responden 12 : listening is the ability to accurately receive and interpret messages in the communication process

Responden 13 : listening is the ability to accurately perceive a message conveyed by another person

Responden 14 : process that consists of hearing, attending, understanding, responding, and remembering, an aural message

Responden 15 : listening is not the same as hearing, listening involves a series of five steps; receiving, understanding, remembering, evaluating and responding

Responden 16 : listening is the process of receiving, constructing meaning from, and responding to spoken and / non verbal message

Responden 17 : Listening involves identifying the sounds of speech and processing them into words and sentences

Responden 18 : listening is the ability to accurately receive and interpret messages in the communication process

Responden 19 : listening is a form communicatin that involves hearing, interpreting and construction meanings, an active process that is not limited to the spoken word

Responden 20 : listening is the ability to accurately perceive a message conveyed by another person

c. Question 3

Do you have problem in learning listening?

Answer:

Responden 1 : yes I have

Responden 2 : of course I have

Responden 3 : yes I have

Responden 4 : yes i have

Responden 5 : absolutely yes

Responden 6 : of course I have

Responden 7 : yes I have

Responden 8 : yes I have

Responden 9 : absolutely yes

Responden 10 : of course I have

Responden 11 : yes I have

Responden 12 : yes I have

Responden 13 : yes I have

Responden 14 : of course I have

Responden 15 : yes I have

Responden 16 : yes I have

Responden 17 : yes I have

Responden 18 : absolutely yes

Responden 19 : of course I have

Responden 20 : yes I have

d. Question 4

What are the causes of your problem in learning listening?

Answer:

Responden 1 : because I have low concentration to listening

Responden 2 : I feel my vocabulary is low

Responden 3 : because I not paying close attention to speakers

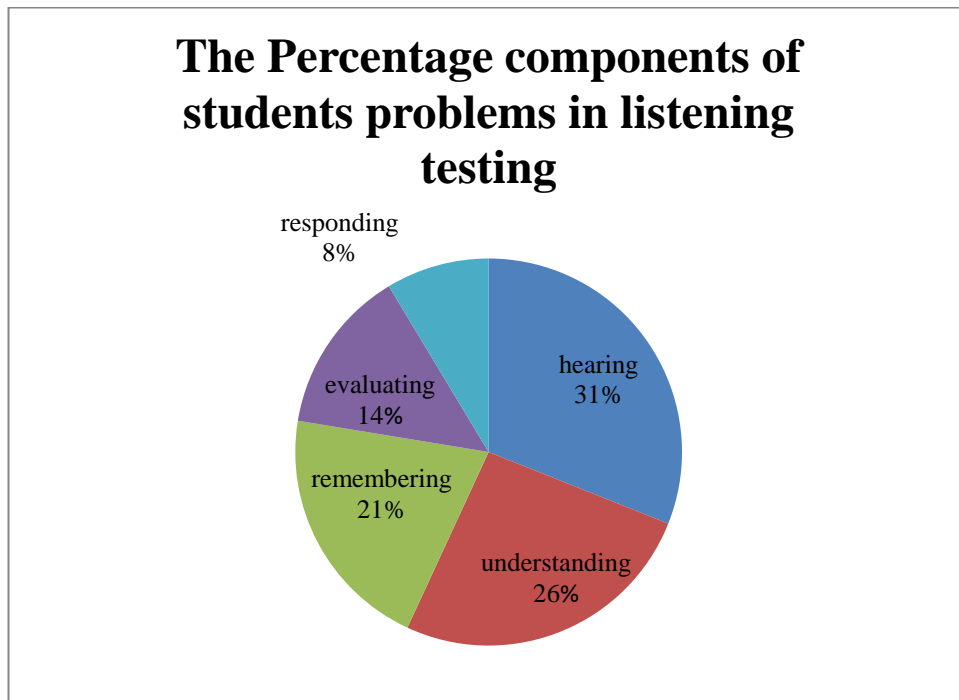
Responden 4 : listening too hard for me

Responden 5 : I am very difficult to focus on something

Responden 6 : I feel difficulty in seeing the speaker

- Responden 7 : because the speakers talk to fast
- Responden 8 : I feel my vocabulary is low
- Responden 9 : because I feel bored if I study listening
- Responden 10 : Maybe I don't understand about the topic
- Responden 11 : because low linguistic
- Responden 12 : low mastery of english grammar
- Responden 13 : I am very difficult to focus
- Responden 14 : low ability to apply the concept of understanding
native speaker sounds because of the similarity of
sounds
- Responden 15 : because I lack of interest in study listening
- Responden 16 : listening too hard for me
- Responden 17 : I feel my vocabulary is low
- Responden 18 : low mastery of english grammar
- Responden 19 : I am very difficult to focus
- Responden 20 :because the speakers talk to fast

All respondents have their own opinion about listening. Most of the students say that listening is receiving language through the ears, listening involves identifying the sounds of speech and processing them into words and sentences



Based on the figure above can conclude that there are five components in listening testing they are hearing, understanding, remembering, evaluating and responding. Student to component hearing 31%, student to component understanding 26%, student to component remembering 21%, student to component evaluating 14% and student to component responding 8%.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of qualitative research techniques of observation and documentation carried out by MTs Miftahut Tholibin Sukadana, about the implementation of English education as character education 2019/2020 school year some conclusions can be drawn. The conclusion is presented as follows:

The problems faced by the students in using film subtitle in listening testing at the ninth grade of MTs Miftahut Tholibin Sukadana East Lampung are hearing 31%, understanding 26%, remembering 21%, evaluating 14%, and responding 8%.

Based on all explanation above, it can be concluded that the students' lowest problem with film subtitle in listening testing is responding, where the student only answers the true question 8%. The problem faced by the students in using film subtitle in listening testing is because of various kinds of problems such as limited vocabulary of students, low mastery of English grammar.

Therefore, based on the result of the interview, the students' perception in using film subtitle in listening testing is that they are unable to apply the concept of understanding native speaker sounds because of the similarity of sounds.

B. Suggestion

Through this research, the writer would like to constructively give suggestions as follows:

- h. For the students

This research is expected to be useful for students as information in the form of a useful phenomenon related to the students listening problems in using subtitles in listening testing is expected through this research students realize the students problems in students listening problems in using subtitles in listening testing, the causes of student problems in problems in using film subtitles in listening testing listening, and the solutions of students problems in using film subtitles in listening.

i. For the English teacher

This research is expected to be useful for English teachers as valuable information in the form of students' problems in the subtitles in listening testing. By knowing the problem, the English teacher is expected to be able to apply the solution to overcome the students' problems in listening problems in using the film subtitles in listening testing.

j. For the headmaster

This research is expected to be for school principals as a guideline for considering policies in the form of English language teaching programs through this research, principals can also help improve listening quality or students in the form of teaching equipment for teaching English language teaching methods, and various other programs as efforts to improve quality English.

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APPENDIXES

Question for the student of listening class

Name :

Class :

Please watch the film and answer the multiple choice questions below correctly!

1. What is the name of the snake called by Cole?
 - a. Beate Kareena
 - b. Kareena Beate
 - c. Ketrine
 - d. Dylan
2. Dylan said that Kareena Beate otherwise known as the?
 - a. Boa
 - b. Boot
 - c. Busy
 - d. Rubber boa
3. What Xavier has done?
 - a. Kill the Kareena Beate
 - b. Give eat to Kareena Beate
 - c. See the Kareena Beate
 - d. Cook the Kareena Beate
4. Which part of the body is bitten by a snake?
 - a. Head
 - b. Foot
 - c. Hand
 - d. Stomach
5. What color is the snake that bites Dylan?
 - a. Green and brown
 - b. Yellow and white
 - c. Red and white
 - d. Black and red
6. What does Xavier need to binding Dylan's leg?
 - a. Belt
 - b. Shoes
 - c. Clothes
 - d. Pants
7. After being tied to the belt, what Tyles did?
 - a. Cut the foot
 - b. Suck the venom out of his
 - c. Kill the snake
 - d. Eat the snake
8. After nothing, Xavier told Tyles to?
 - a. Stay here
 - b. Suck weak
 - c. Oh, No
 - d. Suck harder
9. Whether Cole agree with Xavier plan?
 - a. Okay
 - b. Yes, agree
 - c. Disagree
 - d. That's right
10. What is Dylan answer when asked by Xavier?
 - a. Just do it, chop it off
 - b. Ok. That's enough
 - c. That's good plan
 - d. It's nature fault

Answer key

1. B

2. D

3. A

4. B

5. D

6. A

7. B

8. D

9. B

10. A

Question for the student of listening class

Name : AKMALUL MAKHAJI
Class : 9

Please watch the film and answer the multiple choice questions below correctly!

1. What is the name of the snake called by cole?
a. Beaute kareena c. Ketrine
 b. Kareena beaute d. Dylan
2. Dylan said that kareena beaute otherwise known as the?
a. Boa c. Busy
b. Boot d. Rubber boa
3. What xavier has done?
a. Kill the kareena beaute c. See the kareena beaute
 b. Give eat to kareena beaute d. Cook the kareena beaute
4. Which part of the body is bitten by a snake?
a. Head c. Hand
 b. Foot d. Stomach
5. What color is the snake that bites dylan?
a. Green and brown c. Red and white
b. Yellow and white d. Black and red
6. What does xavier need to binding Dylan's leg?
a. Belt c. Clothes
b. Shoes d. Pants
7. After being tied to the belt, what Tyles did?
 a. Cut the foot c. Kill the snake
b. Suck the venom out of his d. Eat the snake
8. After nothing, Xavier told Tyles to?
a. Stay here c. Oh, No
b. Suck weak d. Suck harder
9. Whether cole agree with Xavier plan?
 a. Okay c. Disagree
b. Yes, agree d. That's right
10. What is Dylan answer when asked by Xavier?
a. Just do it, chop it off c. That's good plan
b. Ok. That's enough d. It's nature fault

70
Good

Question for the student of listening class

Name : DEDE RITA RAHMAWATI

Class : IX

Please watch the film and answer the multiple choice questions below correctly!

1. What is the name of the snake called by cole?
a. Beaute kareena c. Ketrine
 Kareena beaute d. Dylan
- × 2. Dylan said that kareena beaute otherwise known as the?
 Boa c. Busy
b. Boot d. Rubber, boa
- × 3. What xavier has done?
a. Kill the kareena beaute c. See the kareena beaute
 Give eat to kareena beaute d. Cook the kareena beaute
4. Which part of the body is bitten by a snake?
a. Head c. Hand
 Foot d. Stomach
- × 5. What color is the snake that bites dylan?
a. Green and brown c. Red and white
 Yellow and white d. Black and red
- × 6. What does xavier need to binding Dylan's leg?
a. Belt Clothes
b. Shoes d. Pants
7. After being tied to the belt, what Tyles did?
a. Cut the foot c. Kill the snake
 Suck the venom out of his d. Eat the snake
- × 8. After nothing, Xavier told Tyles to?
 Stay here c. Oh, No
b. Suck weak d. Suck harder
- × 9. Whether cole agree with Xavier plan?
a. Okay c. Disagree
b. Yes, agree That's right
- × 10. What is Dylan answer when asked by Xavier?
a. Just do it, chop it off c. That's good plan
 Ok. That's enough d. It's nature fault

30

Unsatisfactory

Question for the student of listening class

Name : DIA RUSPITA SARI

Class : IX

Please watch the film and answer the multiple choice questions below correctly!

1. What is the name of the snake called by Cole?
 a. Beate Kareena c. Ketrine
b. Kareena Beate d. Dylan
2. Dylan said that Kareena Beate otherwise known as the?
 a. Boa c. Busy
b. Boot d. Rubber Boa
3. What Xavier has done?
 a. Kill the Kareena Beate c. See the Kareena Beate
b. Give eat to Kareena Beate d. Cook the Kareena Beate
4. Which part of the body is bitten by a snake?
a. Head c. Hand
b. Foot d. Stomach
5. What color is the snake that bites Dylan?
a. Green and brown c. Red and white
 b. Yellow and white d. Black and red
6. What does Xavier need to binding Dylan's leg?
a. Belt c. Clothes
b. Shoes d. Pants
7. After being tied to the belt, what Tyles did?
 a. Cut the foot c. Kill the snake
b. Suck the venom out of his d. Eat the snake
8. After nothing, Xavier told Tyles to?
 a. Stay here c. Oh, No
b. Suck weak d. Suck harder
9. Whether Cole agree with Xavier plan?
a. Okay c. Disagree
 b. Yes, agree d. That's right
10. What is Dylan answer when asked by Xavier?
a. Just do it, chop it off c. That's good plan
 b. Ok. That's enough d. It's nature fault

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Unsatisfactory

Question for the student of listening class

Name : DIMAS

Class :

Please watch the film and answer the multiple choice questions below correctly!

1. What is the name of the snake called by cole?
a. Beaute kareena c. Ketrine
 Kareena beaute d. Dylan
2. Dylan said that kareena beaute otherwise known as the?
 Boa c. Busy
b. Boot d. Rubber boa
3. What xavier has done?
a. Kill the kareena beaute c. See the kareena beaute
 Give eat to kareena beaute d. Cook the kareena beaute
4. Which part of the body is bitten by a snake?
a. Head c. Hand
b. Foot Stomach
5. What color is the snake that bites dylan?
a. Green and brown c. Red and white
 Yellow and white d. Black and red
6. What does xavier need to binding Dylan's leg?
a. Belt Clothes
b. Shoes d. Pants
7. After being tied to the belt, what Tyles did?
 Cut the foot c. Kill the snake
b. Suck the venom out of his d. Eat the snake
8. After nothing, Xavier told Tyles to?
 Stay here c. Oh, No
b. Suck weak d. Suck harder
9. Whether cole agree with Xavier plan?
a. Okay Disagree
b. Yes, agree d. That's right
10. What is Dylan answer when asked by Xavier?
 Just do it, chop it off c. That's good plan
b. Ok. That's enough d. It's nature fault

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Ums factory

Question for the student of listening class

Name : ~~DITA~~ ULAN DART
Class : IX

Please watch the film and answer the multiple choice questions below correctly!

1. What is the name of the snake called by Cole?
a. Beate Kareena c. Ketrine
b. Kareena Beate d. Dylan
2. Dylan said that Kareena Beate otherwise known as the?
a. Boa c. Busy
b. Boot ~~X~~ Rubber boa
3. What Xavier has done?
a. Kill the Kareena Beate c. See the Kareena Beate
b. Give eat to Kareena Beate d. Cook the Kareena Beate
4. Which part of the body is bitten by a snake?
a. Head ~~X~~ Hand
b. Foot d. Stomach
5. What color is the snake that bites Dylan?
a. Green and brown ~~X~~ Red and white
b. Yellow and white d. Black and red
6. What does Xavier need to binding Dylan's leg?
~~X~~ Belt c. Clothes
b. Shoes d. Pants
7. After being tied to the belt, what Tyles did?
a. Cut the foot ~~X~~ Kill the snake
b. Suck the venom out of his d. Eat the snake
8. After nothing, Xavier told Tyles to?
a. Stay here ~~X~~ Oh, No
b. Suck weak d. Suck harder
9. Whether Cole agree with Xavier plan?
a. Okay ~~X~~ Disagree
b. Yes, agree d. That's right
10. What is Dylan answer when asked by Xavier?
a. Just do it, chop it off c. That's good plan
~~X~~ Ok. That's enough d. It's nature fault

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Unsatisfactory

Question for the student of listening class

Name : FENI SARITRA

Class : IX (sembilan)

Please watch the film and answer the multiple choice questions below correctly!

1. What is the name of the snake called by cole?
a. Beaute kareena c. Ketrine
 b. Kareena beaute d. Dylan
2. Dylan said that kareena beaute otherwise known as the?
 a. Boa c. Busy
b. Boot d. Rubber boa
3. What xavier has done?
a. Kill the kareena beaute c. See the kareena beaute
 b. Give eat to kareena beaute d. Cook the kareena beaute
4. Which part of the body is bitten by a snake?
a. Head c. Hand
 b. Foot d. Stomach
5. What color is the snake that bites dylan?
a. Green and brown c. Red and white
b. Yellow and white d. Black and red
6. What does xavier need to binding Dylan's leg?
a. Belt c. Clothes
b. Shoes d. Pants
7. After being tied to the belt, what Tyles did?
a. Cut the foot c. Kill the snake
b. Suck the venom out of his d. Eat the snake
8. After nothing, Xavier told Tyles to?
a. Stay here c. Oh, No
b. Suck weak d. Suck harder
9. Whether cole agree with Xavier plan?
a. Okay c. Disagree
b. Yes, agree d. That's right
10. What is Dylan answer when asked by Xavier?
a. Just do it, chop it off c. That's good plan
b. Ok. That's enough d. It's nature fault

40

Elu Satisfactory

Question for the student of listening class

Name : FERDI

Class : A.

Please watch the film and answer the multiple choice questions below correctly!

1. What is the name of the snake called by Cole?
a. Beate Kareena c. Ketrine
 Kareena Beate d. Dylan
- ×2. Dylan said that Kareena Beate otherwise known as the?
a. Boa c. Busy
b. Boot d. Rubber Boa
- ×3. What has Xavier done?
a. Kill the Kareena Beate c. See the Kareena Beate
b. Give eat to Kareena Beate d. Cook the Kareena Beate
4. Which part of the body is bitten by a snake?
a. Head c. Hand
 Foot d. Stomach
5. What color is the snake that bites Dylan?
a. Green and brown c. Red and white
b. Yellow and white Black and red
- ×6. What does Xavier need to bind Dylan's leg?
a. Belt Clothes
b. Shoes d. Pants
- ×7. After being tied to the belt, what did Tyles do?
 Cut the foot c. Kill the snake
b. Suck the venom out of his d. Eat the snake
- ×8. After nothing, Xavier told Tyles to?
 Stay here c. Oh, No
b. Suck weak d. Suck harder
- ×9. Whether Cole agree with Xavier plan?
a. Okay Disagree
b. Yes, agree d. That's right
- ×10. What is Dylan answer when asked by Xavier?
a. Just do it, chop it off That's good plan
b. Ok. That's enough d. It's nature fault

30
Unsatisfactory

Question for the student of listening class

Name : HERWANI

Class : IX

Please watch the film and answer the multiple choice questions below correctly!

- x1. What is the name of the snake called by Cole?
 a. Beate Kareena c. Ketrine
b. Kareena Beate d. Dylan
2. Dylan said that Kareena Beate otherwise known as the?
a. Boa c. Busy
b. Boot d. Rubber Boa
- x3. What Xavier has done?
a. Kill the Kareena Beate c. See the Kareena Beate
 b. Give eat to Kareena Beate d. Cook the Kareena Beate
4. Which part of the body is bitten by a snake?
a. Head c. Hand
 b. Foot d. Stomach
- x5. What color is the snake that bites Dylan?
a. Green and brown c. Red and white
 b. Yellow and white d. Black and red
6. What does Xavier need to binding Dylan's leg?
 a. Belt c. Clothes
b. Shoes d. Pants
- x7. After being tied to the belt, what Tyles did?
 a. Cut the foot c. Kill the snake
b. Suck the venom out of his d. Eat the snake
8. After nothing, Xavier told Tyles to?
a. Stay here c. Oh, No
b. Suck weak d. Suck harder
9. Whether Cole agree with Xavier plan?
a. Okay c. Disagree
b. Yes, agree d. That's right
10. What is Dylan answer when asked by Xavier?
a. Just do it, chop it off c. That's good plan
b. Ok. That's enough d. It's nature fault

60

Fair

Question for the student of listening class

Name : MANDA PRAYOGI

Class : IX

Please watch the film and answer the multiple choice questions below correctly!

1. What is the name of the snake called by cole?
a. Beaute kareena c. Ketrine
b. Kareena beaute d. Dylan
- ✗ 2. Dylan said that kareena beaute otherwise known as the?
✗ a. Boa c. Busy
b. Boot d. Rubber boa
- ✗ 3. What xavier has done?
a. Kill the kareena beaute c. See the kareena beaute
✗ b. Give eat to kareena beaute d. Cook the kareena beaute
- ✗ 4. Which part of the body is bitten by a snake?
a. Head c. Hand
b. Foot ✗ Stomach
5. What color is the snake that bites dylan?
a. Green and brown c. Red and white
b. Yellow and white ✗ Black and red
- ✗ 6. What does xavier need to binding Dylan's leg?
a. Belt ✗ Clothes
b. Shoes d. Pants
- ✗ 7. After being tied to the belt, what Tyles did?
✗ a. Cut the foot c. Kill the snake
✗ b. Suck the venom out of his d. Eat the snake
- ✗ 8. After nothing, Xavier told Tyles to?
✗ a. Stay here c. Oh, No
b. Suck weak d. Suck harder
- ✗ 9. Whether cole agree with Xavier plan?
a. Okay c. Disagree
b. Yes, agree d. That's right
10. What is Dylan answer when asked by Xavier?
✗ a. Just do it, chop it off c. That's good plan
b. Ok. That's enough d. It's nature fault

30

Utsats factory

Question for the student of listening class

Name : Latifah

Class : IX

Please watch the film and answer the multiple choice questions below correctly!

1. What is the name of the snake called by Cole?
 a. Beate Kareena c. Ketrine
 b. Kareena Beate d. Dylan
2. Dylan said that Kareena Beate otherwise known as the?
 a. Boa c. Busy
 b. Boot d. Rubber Boa
3. What Xavier has done?
 a. Kill the Kareena Beate c. See the Kareena Beate
 b. Give eat to Kareena Beate d. Cook the Kareena Beate
4. Which part of the body is bitten by a snake?
 a. Head c. Hand
 b. Foot d. Stomach
5. What color is the snake that bites Dylan?
 a. Green and brown c. Red and white
 b. Yellow and white d. Black and red
6. What does Xavier need to binding Dylan's leg?
 a. Belt c. Clothes
 b. Shoes d. Pants
7. After being tied to the belt, what Tyles did?
 a. Cut the foot c. Kill the snake
 b. Suck the venom out of his d. Eat the snake
8. After nothing, Xavier told Tyles to?
 a. Stay here c. Oh, No
 b. Suck weak d. Suck harder
9. Whether Cole agree with Xavier plan?
 a. Okay c. Disagree
 b. Yes, agree d. That's right
10. What is Dylan answer when asked by Xavier?
 a. Just do it, chop it off c. That's good plan
 b. Ok. That's enough d. It's nature fault

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Unsatisfactory

Question for the student of listening class

Name : NARSUDA

Class : IX

Please watch the film and answer the multiple choice questions below correctly!

1. What is the name of the snake called by cole?
 Beaute kareena c. Ketrine
 Kareena beaute d. Dylan
- x 2. Dylan said that kareena beaute otherwise known as the?
a. Boa c. Busy
 Boot d. Rubber boa
3. What xavier has done?
 Kill the kareena beaute c. See the kareena beaute
b. Give eat to kareena beaute d. Cook the kareena beaute
- 7 4. Which part of the body is bitten by a snake?
a. Head c. Hand
b. Foot d. Stomach
5. What color is the snake that bites dylan?
a. Green and brown c. Red and white
b. Yellow and white Black and red
6. What does xavier need to binding Dylan's leg?
 Belt c. Clothes
b. Shoes d. Pants
7. After being tied to the belt, what Tyles did?
a. Cut the foot c. Kill the snake
 Suck the venom out of his d. Eat the snake
- x 8. After nothing, Xavier told Tyles to?
 Stay here c. Oh, No
b. Suck weak Suck harder
- x 9. Whether cole agree with Xavier plan?
a. Okay c. Disagree
b. Yes, agree That's right
- x 10. What is Dylan answer when asked by Xavier?
a. Just do it, chop it off That's good plan
b. Ok. That's enough d. It's nature fault

50

Usafactory

Question for the student of listening class

Name : MUHIBATUL QIRAMAH

Class : IX <Sembilan>

Please watch the film and answer the multiple choice questions below correctly!

1. What is the name of the snake called by Cole?
 a. Beate Kareena c. Ketrine
 b. Kareena Beate d. Dylan
2. Dylan said that Kareena Beate otherwise known as the?
 a. Boa c. Busy
b. Boot d. Rubber Boa
3. What Xavier has done?
a. Kill the Kareena Beate c. See the Kareena Beate
b. Give eat to Kareena Beate d. Cook the Kareena Beate
4. Which part of the body is bitten by a snake?
a. Head c. Hand
 b. Foot d. Stomach
5. What color is the snake that bites Dylan?
a. Green and brown c. Red and white
b. Yellow and white d. Black and red
6. What does Xavier need to binding Dylan's leg?
 a. Belt c. Clothes
b. Shoes d. Pants
7. After being tied to the belt, what Tyles did?
a. Cut the foot c. Kill the snake
 b. Suck the venom out of his d. Eat the snake
8. After nothing, Xavier told Tyles to?
 a. Stay here c. Oh, No
b. Suck weak d. Suck harder
9. Whether Cole agree with Xavier plan?
a. Okay c. Disagree
b. Yes, agree d. That's right
10. What is Dylan answer when asked by Xavier?
a. Just do it, chop it off c. That's good plan
 b. Ok. That's enough d. It's nature fault

50

Unsatisfactory

Question for the student of listening class

Name : NUR ANISA

Class : IX

Please watch the film and answer the multiple choice questions below correctly!

1. What is the name of the snake called by Cole?
a. Beate Kareena c. Ketrine
 b. Kareena Beate d. Dylan
2. Dylan said that Kareena Beate otherwise known as the?
 a. Boa c. Busy
 b. Boot d. Rubber boa
3. What has Xavier done?
a. Kill the Kareena Beate c. See the Kareena Beate
 b. Give eat to Kareena Beate d. Cook the Kareena Beate
4. Which part of the body is bitten by a snake?
a. Head c. Hand
 b. Foot d. Stomach
5. What color is the snake that bites Dylan?
a. Green and brown c. Red and white
b. Yellow and white d. Black and red
6. What does Xavier need to bind Dylan's leg?
a. Belt c. Clothes
b. Shoes d. Pants
7. After being tied to the belt, what did Tyles do?
a. Cut the foot c. Kill the snake
b. Suck the venom out of his d. Eat the snake
8. After nothing, Xavier told Tyles to?
a. Stay here c. Oh, No
b. Suck weak d. Suck harder
9. Whether Cole agree with Xavier plan?
a. Okay c. Disagree
b. Yes, agree d. That's right
10. What is Dylan answer when asked by Xavier?
a. Just do it, chop it off c. That's good plan
b. Ok. That's enough d. It's nature fault

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Unsatisfactory

Question for the student of listening class

Name : REZA RAH LEVI
Class : IX

Please watch the film and answer the multiple choice questions below correctly!

1. What is the name of the snake called by Cole?
 a. Beaute kareena c. Ketrine
 b. Kareena beaute d. Dylan
2. Dylan said that Kareena Beaute otherwise known as the?
 a. Boa c. Busy
b. Boot d. Rubber boa
3. What Xavier has done?
a. Kill the Kareena Beaute c. See the Kareena Beaute
 b. Give eat to Kareena Beaute d. Cook the Kareena Beaute
4. Which part of the body is bitten by a snake?
a. Head c. Hand
 b. Foot d. Stomach
5. What color is the snake that bites Dylan?
a. Green and brown c. Red and white
b. Yellow and white d. Black and red
6. What does Xavier need to binding Dylan's leg?
a. Belt c. Clothes
b. Shoes d. Pants
7. After being tied to the belt, what Tyles did?
 a. Cut the foot c. Kill the snake
b. Suck the venom out of his d. Eat the snake
8. After nothing, Xavier told Tyles to?
 a. Stay here c. Oh, No
b. Suck weak d. Suck harder
9. Whether Cole agree with Xavier plan?
a. Okay b. Disagree
b. Yes, agree d. That's right
10. What is Dylan answer when asked by Xavier?
a. Just do it, chop it off c. That's good plan
 b. Ok. That's enough d. It's nature fault

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Unsatisfactory

Question for the student of listening class

Name : SUNARIAH
Class : 9 (sembilan)

Please watch the film and answer the multiple choice questions below correctly!

1. What is the name of the snake called by Cole?
 a. Beate Kareena c. Ketrine
b. Kareena Beate d. Dylan
2. Dylan said that Kareena Beate otherwise known as the?
a. Boa b. Busy
b. Boot d. Rubber boa
3. What has Xavier done?
 a. Kill the Kareena Beate c. See the Kareena Beate
b. Give eat to Kareena Beate d. Cook the Kareena Beate
4. Which part of the body is bitten by a snake?
 a. Head c. Hand
b. Foot d. Stomach
5. What color is the snake that bites Dylan?
a. Green and brown c. Red and white
b. Yellow and white d. Black and red
6. What does Xavier need to bind Dylan's leg?
a. Belt b. Clothes
b. Shoes d. Pants
7. After being tied to the belt, what did Tyles do?
a. Cut the foot c. Kill the snake
b. Suck the venom out of his d. Eat the snake
8. After nothing, Xavier told Tyles to?
a. Stay here b. Oh, No
b. Suck weak d. Suck harder
9. Whether Cole agree with Xavier plan?
a. Okay b. Disagree
b. Yes, agree d. That's right
10. What is Dylan answer when asked by Xavier?
a. Just do it, chop it off c. That's good plan
 b. Ok. That's enough d. It's nature fault

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Unsatifactory

Question for the student of listening class

Name : SILVIA DEWI ANGGRAINI
Class : 9

Please watch the film and answer the multiple choice questions below correctly!

- x 1. What is the name of the snake called by Cole?
 a. Beate Kareena c. Ketrine
b. Kareena Beate d. Dylan
2. Dylan said that Kareena Beate otherwise known as the?
a. Boa c. Busy
b. Boot d. Rubber Boa
- x 3. What has Xavier done?
a. Kill the Kareena Beate c. See the Kareena Beate
 b. Give eat to Kareena Beate d. Cook the Kareena Beate
4. Which part of the body is bitten by a snake?
a. Head c. Hand
 b. Foot d. Stomach
- x 5. What color is the snake that bites Dylan?
a. Green and brown c. Red and white
 b. Yellow and white d. Black and red
- x 6. What does Xavier need to bind Dylan's leg?
a. Belt c. Clothes
 b. Shoes d. Pants
- x 7. After being tied to the belt, what did Tyles do?
a. Cut the foot c. Kill the snake
b. Suck the venom out of his d. Eat the snake
- x 8. After nothing, Xavier told Tyles to?
a. Stay here c. Oh, No
 b. Suck weak d. Suck harder
- x 9. Whether Cole agree with Xavier plan?
a. Okay c. Disagree
b. Yes, agree d. That's right
- x 10. What is Dylan answer when asked by Xavier?
a. Just do it, chop it off c. That's good plan
b. Ok. That's enough d. It's nature fault

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Unsatisfactory

Question for the student of listening class

Name : SITI MUTMA'RUHAT
Class : X (Semburan)

Please watch the film and answer the multiple choice questions below correctly!

1. What is the name of the snake called by Cole?
a. Beaute Kareena c. Ketrine
 Kareena beaute d. Dylan
2. Dylan said that Kareena Beaute otherwise known as the?
a. Boa c. Busy
b. Boot d. Rubber boa
3. What Xavier has done?
 Kill the Kareena Beaute c. See the Kareena Beaute
b. Give eat to Kareena Beaute d. Cook the Kareena Beaute
4. Which part of the body is bitten by a snake?
a. Head c. Hand
b. Foot Stomach
5. What color is the snake that bites Dylan?
a. Green and brown c. Red and white
 Yellow and white d. Black and red
6. What does Xavier need to binding Dylan's leg?
a. Belt Clothes
b. Shoes d. Pants
7. After being tied to the belt, what Tyles did?
 Cut the foot c. Kill the snake
b. Suck the venom out of his d. Eat the snake
8. After nothing, Xavier told Tyles to?
a. Stay here Oh, No
b. Suck weak d. Suck harder
9. Whether Cole agree with Xavier plan?
a. Okay c. Disagree
b. Yes, agree That's right
10. What is Dylan answer when asked by Xavier?
a. Just do it, chop it off c. That's good plan
 Ok. That's enough d. It's nature fault

20

Unsatisfactory

Question for the student of listening class

Name : SENEN

Class : IX

Please watch the film and answer the multiple choice questions below correctly!

1. What is the name of the snake called by Cole?
 a. Beate Kareena c. Ketrine
b. Kareena Beate d. Dylan
2. Dylan said that Kareena Beate otherwise known as the?
a. Boa c. Busy
b. Boot d. Rubber boa
3. What has Xavier done?
a. Kill the Kareena Beate c. See the Kareena Beate
b. Give eat to Kareena Beate d. Cook the Kareena Beate
4. Which part of the body is bitten by a snake?
a. Head c. Hand
b. Foot d. Stomach
5. What color is the snake that bites Dylan?
a. Green and brown c. Red and white
 b. Yellow and white d. Black and red
6. What does Xavier need to bind Dylan's leg?
a. Belt c. Clothes
b. Shoes d. Pants
7. After being tied to the belt, what did Tyles do?
a. Cut the foot c. Kill the snake
 b. Suck the venom out of his d. Eat the snake
8. After nothing, Xavier told Tyles to?
a. Stay here c. Oh, No
b. Suck weak d. Suck harder
9. Whether Cole agree with Xavier plan?
a. Okay c. Disagree
b. Yes, agree d. That's right
10. What is Dylan answer when asked by Xavier?
a. Just do it, chop it off c. That's good plan
 b. Ok. That's enough d. It's nature fault

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Uusati's factory

Question for the student of listening class

Name : Yasir Lana

Class : IX

Please watch the film and answer the multiple choice questions below correctly!

1. What is the name of the snake called by Cole?
 a. Beate Kareena c. Ketrine
 b. Kareena Beate d. Dylan
2. Dylan said that Kareena Beate otherwise known as the?
 a. Boa c. Busy
 b. Boot Rubber boa
3. What has Xavier done?
 a. Kill the Kareena Beate c. See the Kareena Beate
 b. Give eat to Kareena Beate Cook the Kareena Beate
4. Which part of the body is bitten by a snake?
 a. Head c. Hand
 b. Foot d. Stomach
5. What color is the snake that bites Dylan?
 a. Green and brown c. Red and white
 b. Yellow and white d. Black and red
6. What does Xavier need to bind Dylan's leg?
 a. Belt c. Clothes
 b. Shoes Pants
7. After being tied to the belt, what did Tyles do?
 a. Cut the foot Kill the snake
 b. Suck the venom out of his d. Eat the snake
8. After nothing, Xavier told Tyles to?
 a. Stay here c. Oh, No
 b. Suck weak d. Suck harder
9. Whether Cole agree with Xavier plan?
 a. Okay c. Disagree
 b. Yes, agree That's right
10. What is Dylan answer when asked by Xavier?
 a. Just do it, chop it off c. That's good plan
 b. Ok. That's enough d. It's nature fault

20

Unsatisfactory

Question for the student of listening class

Name : Yuhana Dewanti

Class : IX

Please watch the film and answer the multiple choice questions below correctly!

1. What is the name of the snake called by Cole?
 a. Beate Kareena c. Ketrine
b. Kareena Beate d. Dylan
2. Dylan said that Kareena Beate otherwise known as the?
 a. Boa c. Busy
b. Boot d. Rubber Boa
3. What Xavier has done?
 a. Kill the Kareena Beate c. See the Kareena Beate
b. Give eat to Kareena Beate d. Cook the Kareena Beate
4. Which part of the body is bitten by a snake?
a. Head c. Hand
 b. Foot d. Stomach
5. What color is the snake that bites Dylan?
 a. Green and brown c. Red and white
b. Yellow and white d. Black and red
6. What does Xavier need to binding Dylan's leg?
a. Belt c. Clothes
 b. Shoes d. Pants
7. After being tied to the belt, what Tyles did?
 a. Cut the foot c. Kill the snake
b. Suck the venom out of his d. Eat the snake
8. After nothing, Xavier told Tyles to?
a. Stay here c. Oh, No
b. Suck weak d. Suck harder
9. Whether Cole agree with Xavier plan?
 a. Okay c. Disagree
b. Yes, agree d. That's right
10. What is Dylan answer when asked by Xavier?
a. Just do it, chop it off c. That's good plan
 b. Ok. That's enough d. It's nature fault

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Unsatisfactory

Interview to the Students of Listening Class

Name :

Class :

Please read question bellow carefully and give your answer!

1. What do you know about film subtitle? Please explain!
2. What do you know about listening? Please explain!
3. Do you have problem in learning listening?
4. What are the causes of your problem in learning listening?

Interview answer sheet

Answer

1. a subtitle can either be the second explanatory, part of long title

2. listening involves identifying the sounds of speech and process them into words and sentences

3. yes I have

4. because I have concentration to listening

Interview answer sheet

Answer

1. Subtitles are text derived from either a transcript or screenplay of the dialogue or commentary in films
2. process of receiving, constructing meaning from and responding to spoken and nonverbal message, to hear something with thoughtful attention
3. Yes I have
4. Because I ~~have~~ not paying close attention to speakers.

Interview answer sheet

Answer

1. Subtitle are a printed translation of the words of a foreign film that are shown at the bottom of the picture
2. Listening is key to all effective communication without the ability to listen effectively, message are easily misunderstood communication breaks down and the sender of the message can easily become frustrated or irritated.
*
3. absolutely yes
4. I am very difficult to focus on something

Interview answer sheet

Answer

1. Subtitle usually displayed at the bottom of the screen, but can also be at the top of the screen if there is already text at the bottom of the screen.
2. Listening is the ability to accurately receive and interpret messages in the communication process.
3. Yes I have
4. Listening too hard for me

Interview answer sheet

Answer

1. Translation of foreign dialogue of a movie or TV program, usually displayed at the bottom of the screen
2. Listening involves identifying the sounds of speech and processing them into words and sentences
3. of course I have
4. I feel difficulty in seeing the speaker

Interview answer sheet

Answer

1. Subtitles are a printed translation of the words of a Foreign film that are shown at the bottom of the picture.

2. Listening is the ability to accurately perceive and message conveyed by another person.

3. Yes I have

4. I am very difficult to focus.

Interview answer sheet

Answer

1. Subtitle can be shown on a separate display below the screen

2. Listening in any language requires focus and attention it is a skill that some people need to work at harder than others

3. yes i have

4. because the speakers talk too fast

Interview answer sheet

Answer

1. Subtitle are a printed translation of the words of a foreign film that are shown at the bottom of the picture
2. Listening is the primary ability to accurately receive a message conveyed by another person.
3. Yes, I have
4. I am very difficult to focus.

Interview answer sheet

Answer

1. Caption displayed at the bottom of a cinema or television screen that translate or transcribe the dialogue or narrative
2. It is a physical and psychological process that involves acquiring assigning meaning and responding to symbolic messages from others
3. yes I have
4. I feel my vocabulary is low

Interview answer sheet

Answer

1. A subordinate title of a published work or article giving additional information about its content
2. Listening is the process of receiving, constructing meaning from, and responding to spoken and non verbal message
3. Absolutely yes
4. I feel my vocabulary is low

Interview answer sheet

Answer

1. a. Secondary or subordinate title of a literary work,
usually of explanatory character
2. Listening is a form of communication that involves
hearing, interpreting and construction meanings, an
active process that is not limited to the spoken
word
3. Of course I have
4. maybe I don't understand about the topic

Interview answer sheet

Answer

1. the words that appear at the bottom of a movie screen to translate dialogue that's spoken in a foreign language
2. listening is receiving language through the ears
3. of course I have
4. I feel my vocabulary is low

Interview answer sheet

Answer

1. Subtitle can be shown on a sperate display below the screen
2. Listening involves identifying the sound of speech and processing them into words and sentences
3. Yes I have
4. Because low linguistic

Interview answer sheet

Answer

1. A subtitle can either be the second explanatory part of a longer title
2. Listening is the ability to accurately receive and interpret messages in the communication process
3. Yes I have
4. Low mastery of English grammar

Interview answer sheet

Answer

1. words that translate what is said in a film/movie into a different language and appear on the screen at the bottom.
2. process that consist of hearing, attending, understanding, responding, and remembering an aural message
3. OF course I have
4. low ability to apply the concept of understanding native speaker sounds because of the similarity of sounds.

Interview answer sheet

Answer

1. Subtles are also use especially on television to cause deaf people (people ~~blind~~ who hear well)
2. Listening is not the same as hearing. Hearing involves a series of five steps: receiving, understanding, remembering, evaluating and responding.
3. yes. I have.
4. Because I ~~the~~ lack of interest in study listening.

Interview answer sheet

Answer

1. a translation of what people are saying in a foreign language film or television program, that appears at the bottom of the screen
2. Listening is the ~~the~~ process of receiving, constructing meaning from and responding to spoken and / non verbal message.
3. yes, I have.
4. Listening is hard for me.

Interview answer sheet

Answer

1. A subordinate title of a published work or article giving additional information about its content.

2. Listening involves identifying the sounds of speech and processing them into words and sentences.

3. Yes I have

4. I feel my vocabulary is low

Interview answer sheet

Answer

1. captions displayed at the bottom of cinema or television screen that translate or transcribe the dialogue or narrative
2. listening is a form communication that involves hearing, interpreting and construction meanings, an active process that is not limited to the spoken word
3. of course I have
4. I am very difficult to focus.

Interview answer sheet

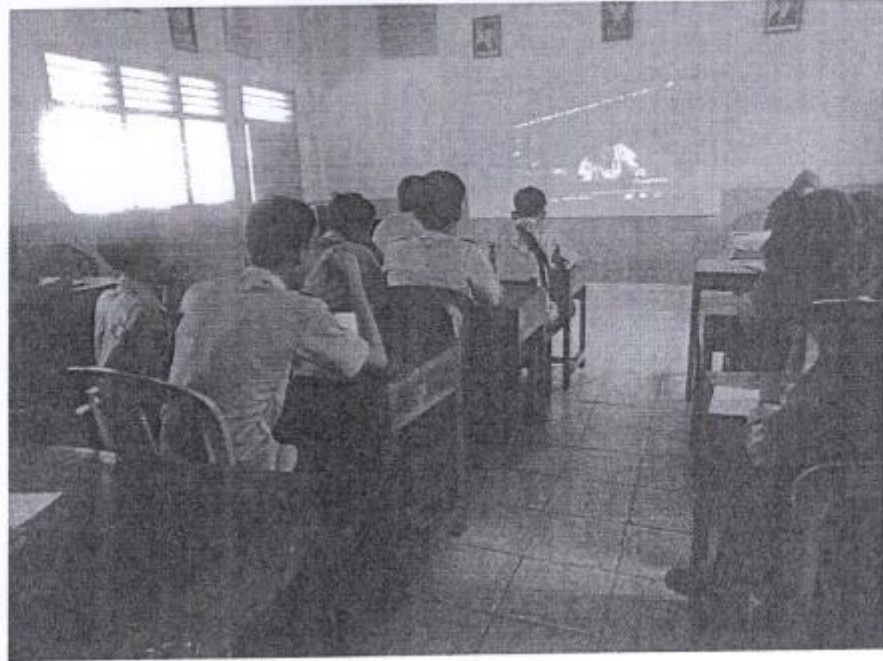
Answer

1. words that translate what is said in a film/movie into a different language and appear on the screen at the bottom.
2. Listening is the ability to accurately perceive a message conveyed by another person.
3. yes I have
4. because the speaker talk too fast.

Interview activity in listening class of MTs Miftahut Tholibin



Learning activities in listening class of MTs Miftahut Tholibin



Movie watching activities in listening class of MTs Miftahut Tholibin

CURRICULUM VITAE



FERLIANA ARYANTIKA' was born in Tulang Bawang, Unit 2 on February, 28th 1997. She is the first child from happy couple namely Mr. Sunaryo (Alm), and Mrs. Erna Kusmiati.

She took her elementary school at Elementary School for 6 years at SDN 01 DWT Jaya, from 2003-2009. She continued her study in SMPN 05 Banjar Agung, for 3 years from 2009-2012. In line with her focus on the study, she decided to continue her study in SMAN 01 Banjar Agung 2012-2015. Then, she was registered as a S1 student of English Education Department of The State Institute for Islamic Studies (IAIN) of Metro on 2015-2020. Many things she has gotten in the classroom and she hoped get job soon after graduate.



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-3723/In.28.1/J/TL.00/11/2019
Lampiran : -
Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,
KEPALA MTs MIFTAHUT THOLIBIN SUKADANA
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

Nama : **FERLIANA ARYANTIKA**
NPM : 1501070171
Semester : 9 (Sembilan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Judul : **AN ANALYSIS OF FILM SUBTITLE IN LISTENING TESTING AT THE NINTH GRADERS OF MTs MIFTAHUT THOLIBIN SUKADANA EAST LAMPUNG**

untuk melakukan *pra-survey* di MTs MIFTAHUT THOLIBIN SUKADANA.

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 11 November 2019

Keria Jurusan
Pendidikan Bahasa Inggris

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014



YAYASAN PENDIDIKAN ISLAM
" MTS MIFTAHUT THOLIBIN
PAPAN BATU SUKADANA JAYA KEC. SIKADANA KAB. LAMPUNG TIMUR
TERAKREDITASI : C

Nomor : 007/Mh.II/MTs/XI/2019
Lampiran : -
Perihal : Telah menyelesaikan Pra Survey

Kepada Yth..
Bpk/Ibu Wakil Dekan 1 IAIN
Metro
Di

Tempat

Assalamualaikum Wr. Wb.

Segala puji bagi Allah SWT. Atas limpahan Rahmad dan hidayah Nya, Sholawat Dan salam semoga tetap dilimpahkan kepada Nabi Muhammad SAW. Berdasarkan Surat dari Institut Agama Islam Negeri Metro Nomor : B-3723/In.28.1/LT.00/11/2019 Tanggal 11 November 2019 , dengan ini Kepala MTs. Miftahut Tholibin Papan Batu Kec. Sukadana Kab. Lampung Timur menerangkan bahwa :

Nama : FERLIANA ARYANTIKA
NPSM : 1501070171
Semester : 9 (Sembilan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Judul : AN ANALYSIS OF FILM SUBTITLE IN LISTENING TESTING AT THE NINT GRADERS OF MTs MIFTAHUT THOLIBIN SUKADANA EATS LAMPUNG

Telah selesai melaksanakan Pra Survey di MTs. Miftahut Tholibin Papan Batu Sukadana dari tanggal 14 November 2019 s/d 16 November 2019 dengan judul "AN ANALYSIS OF FILM SUBTITLE IN LISTENING TESTING AT THE NINTH GRADERS OF MTs MIFTAHUT THOLIBIN SUKADANA EAST LAMPUNG"
Demikian surat ini sampikan, untuk dapat dipergunaka sebagaimana mestinya.
Wassalamualaikum Wr. Wb.





**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : B-4403/In.28/D.1/TL.00/12/2019
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA MTs MIFTAHUT THOLIBIN
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-4402/In.28/D.1/TL.01/12/2019, tanggal 16 Desember 2019 atas nama saudara:

Nama : **FERLIANA ARYANTIKA**
NPM : 1501070171
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MTs MIFTAHUT THOLIBIN, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF FILM SUBTITLE IN LISTENING TESTING AT THE NINTH GRADERS OF MTs MIFHATUT THOLIBIN SUKADANA EAST LAMPUNG".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 16 Desember 2019
Wakil Dekan I,

Dra. Isti Fatonah MA
NIP. 19670531 199303 2 003





YAYASAN PENDIDIKAN ISLAM
" MTS MIFTAHUT THOLIBIN "
PAPAN BATU SUKADANA JAYA KEC. SIKADANA KAB. LAMPUNG TIMUR
TERAKREDITASI : C

Nomor : 007/Mh.II/MTs/XI/2019
Lampiran : -
Prihal : Telah menyelesaikan research

Kepada Yth.,
Bpk/Ibu Wakil Dekan 1 IAIN
Metro
Di

Tempat

Assalamualaikum Wr. Wb.

Segala puji bagi Allah SWT. Atas limpahan Rahmad dan hidayah Nya, Sholawat Dan salam semoga tetap dilimpahkan kepada Nabi Muhammad SAW. Berdasarkan Surat dari Institut Agama Islam Negeri Metro Nomor : B-3723/In.28.1/LT.00/11/2019 Tanggal 16 Desember 2019 , dengan ini Kepala MTs. Miftahut Tholibin Papan Batu Kec. Sukadana Kab. Lampung Timur menerangkan bahwa :

Nama : FERLIANA ARYANTIKA
NPSM : 1501070171
Semester : 9 (Sembilan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Judul : AN ANALYSIS OF FILM SUBTITLE IN LESTENING TESTING AT THE NINT GRADERS OF MTs MIFTAHUT THOLIBIN SUKADANA EATS LAMPUNG

Telah selesai melaksanakan research di MTs. Miftahut Tholibin Papan Batu Sukadana dari tanggal 17 Desember 2019 s/d 19 Desember 2019 dengan judul "AN ANALYSIS OF FILM SUBTITLE IN LESTENING TESTING AT THE NINTH GRADERS OF MTs MIFTAHUT THOLIBIN SUKADANA EAST LAMPUNG"
Demikian surat ini sampikan, untuk dapat dipergunaka sebagaimana mestinya.
Wassalamualaikum Wr. Wb.

