

AN UNDERGRADUATE THESIS

**THE EFFECT OF MOVIE SUBTITLE MEDIA ON THE STUDENTS
VOCABULARY MASTERY AT THE ELEVENTH GRADE
OF SMAN 02 SEKAMPUNG EAST LAMPUNG
IN THE ACADEMIC YEAR 2016/2017**

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Presented as a Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
in English Education Study program

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**EFEK DARI MEDIA MOVIE SUBTITLES
PADA PENGUASAAN KOSA-KATA
SISWA KELAS XI SMA NEGERI 2 SEKAMPUNG
LAMPUNG TIMUR TAHUN AJARAN 2016/2017**

ABSTRAK

Oleh:

Binti Latifah

Tujuan penelitian ini adalah untuk mengetahui apakah penggunaan media movie subtitles dapat mempengaruhi penguasaan kosa-kata siswa SMA Negeri 2 Sekampung Lampung Timur. Peneliti berpendapat bahwa movie subtitles media merupakan salah satu metode pembelajaran yang sesuai untuk mengajar penguasaan kosa kata. Metode ini diharapkan dapat memberikan solusi untuk meminimalkan kesulitan dalam proses pembelajaran dan prestasi belajar bahasa inggris di SMA Negeri 2 Sekampung Lampung Timur.

Penelitian ini merupakan penelitian kuantitatif, yang berbentuk penelitian eksperimen yang bersifat hubungan antar variabel pada murid kelas XI SMA Negeri 2 Sekampung Lampung Timur. Populasi dalam penelitian ini berjumlah 165 siswa. Dan sampel yang diambil dalam penelitian ini adalah kelas XI IPS 1 yang berjumlah 29 siswa. Tehnik sampling yang digunakan untuk menentukan jumlah sample adalah *purposive* sampling. Dalam pengumpulan data, penulis menggunakan tes, dan dokumentasi. Tes merupakan metode pengumpulan data yang utama. Tes digunakan untuk mengukur hasil belajar siswa dalam memahami konteks dan dilaksanakan dua kali, yakni pre-test dan post-test. Sedangkan dokumentasi adalah metode penunjang dalam penelitian ini. Untuk mengetahui apakah ada hubungan yang positif dan signifikan pada penggunaan media movie subtitles terhadap penguasaan kosa-kata siswa SMA Negeri 2 Sekampung Lampung Timur, peneliti menganalisis data dengan menggunakan rumus *t-test*.

Akhirnya, data menunjukkan bahwa $t_{\text{observation}} = 11,225$ lebih besar daripada $t_{\text{tabel}} = 2,052$ atau 2,771. Oleh karena itu, dapat disimpulkan bahwa H_a diterima dan H_0 ditolak. Hal itu berarti bahwa ada hubungan positif dan signifikan pada penggunaan movie subtitles media terhadap penguasaan kosa-kata siswa SMAN 2 Sekampung Lampung Timur Tahun Ajaran 2016/2017.

**THE EFFECT OF MOVIE SUBTITLES MEDIA
ON STUDENTS' LISTENING ABILITY AT THE ELEVENTH GRADE
OF SMAN 02 SEKAMPUNGEAST LAMPUNG
IN THE ACADEMIC YEAR OF 2016/2017**

ABSTRACT

By
Binti Latifah

The objective of this research is find out whether Student Movie Subtitles Media can influence the students' vocabulary mastery at Senior High School 2 Sekampung East Lampung. The researcher assumes that movie subtitles media is one of the learning method that is suitable for teaching vocabulary mastery. This method is expected to provide solutions to minimize difficulties in the learning process and learning achievements English language in SMA 2 Sekampung East Lampung.

In this research conducted a quantitative, in form of experiment research; the characteristic of this research is correlated at the eleventh graders Senior High School 2 Sekampung, East Lampung. The population in this research were 165 students. And samples taken in this study is the class XI IPS 1 totaling 29 students. The sampling technique was used in this research is purposive sampling. To collect the data, the researcher used test, and documentation method. Test is a primary method in collecting data. The researcher used test to know the students' listening ability and the test had been done twice; they were pre-test and post-test. Furthermore, documentation is supporting method in collecting data. To find out whether Student movie subtitles media can influence on the students' vocabulary mastery at the Senior High School 2 Sekampung East Lampung, the researcher analyzed the data used *t-test* formulation.

Finally, the data confirmed that " $T_{table} 2,052 < T_{observation} 11,225 > T_{table} 2,771$ ". Therefore, it can be inferred that H_a is accepted and H_o is rejected. It means that there is a positive and significant effect of Students' Vocabulary Mastery at Senior High School 2 Sekampung East Lampung the Academic Year of 2016/2017.

CHAPTER I

INTRODUCTION

A. The Background of the Study

Vocabulary is all about words — the words in a language or a special set of words you are trying to learn. Vocabulary refers to the collection of a particular person, group of people, socioeconomic group, profession, and so on, knows and uses.

Vocabulary mastery is a thing that can be refused in learning a language. Mastering vocabulary is important for learners since vocabulary mastery, as one of the basic components, plays an important role in the four language skills. In fact, the student still low in vocabulary mastery.

One of the important things to master a language is vocabulary. Without good vocabulary mastery the students can't master a language well. Vocabulary can help the students to have good listening, speaking, reading and writing ability. The students that have enough vocabulary will not difficult to understand the meaning of words, so they can know the meaning of the text easily. And to get the meaning and read the text easily, the students should know the structure, pronunciation and vocabulary. Generally, the students are lazy to memorize it, because there are many kinds of vocabulary. Beside that, they do not have motivation to learn English. So, they have

getting difficulties to understand and remember the meaning of vocabularies. And they consider that English is one of the difficult subjects.

Therefore, for increasing the students vocabulary mastery the researcher needed good media to support students in learning process. Because, media is an instrument for increase the quality of learning. The aim is to makes learning English pleasant and easy for students in learning situations. It's also make students not felt boring in the class by providing a good media, where the media will be directed to motivate them to increase their desire to learn vocabulary.

Movie is motion pictures or film produced for entertainment that tells a story and people watch on a screen or television. Movie subtitles is the translating the dialogue into text down to the screen. Movie is good media for learning process. Use movie or films in learning and teaching is crucial to provoking the reflective processes and attitudes in the learner.

In this research, the researcher used the audio visual method. The audiovisual method is a method which refers to both sound and pictures which is typically in the form of slides or video and recorded speech or music; all visual presentations that are shown by the teacher to the students. The audio visual method for this research is use English movie subtitles. According to Pescosolido (in Rokni and Ataee, 2014:203) argued that the use of films can be important in learning and teaching and also highlighted that active learning can be encouraged and better supported through the use of

audio-visual materials from the popular culture arena.¹ Where movie or film in class can support the students in learning process especially in vocabulary, there is the results of other suggest said that English films have positive role in motivating students to learning English vocabulary.

By using subtitles can play a key role in the foreign language class, to help overcome this problem and can be use to improve word recognition and vocabulary acquisition skill in the EFL class. Text in the form of subtitles can also help learners monitor a speech that would probably be lost otherwise. Add subtitle in movie also can help students, when they do not understand the context well, they can immediately see on the movie that has been provided or subtitles that are already on the LCD screen / computer and of the movie they also can to take a content of immediately dialogue in movie.

In fact using movie subtitles media can provide instant feedback and a positive reinforcement that contributes to create a feeling of confidence in learners that can help them feel ready and motivated to watch foreign films and movie the support of subtitles in the near future.

This movie advantages can accomodate through read the subtitle. Chall (in Wahid Ibrahim, 2013) , states that reading is one of the most crucial skills for the children"s success in school and in life. Reading is an active process, because it involves interaction between the reader and the text. It means that the researcher integrates vocabulary with reading.

¹ Seyed Jalal Abdolmanafi Rokni and Azam Jannati Ataee, *International Journal of English language, Literature and Humanitise*, Vol. 1 Issue V Feb 2014. P.203.

In English teaching, when the teacher will teach vocabulary, the teacher has to be aware and considers the capacity, she needs and the interest of the students so that the teacher can choose the best way to deliver to essence of learning the students.² The teacher must be master and understand the strategy. Learning English with suitable strategies can help the students to understand English material well.

Based on the pre survey done by the researcher at Senior High School 2 Sekampung, on Agustust 04th, 2015, most of the students in the eleventh graders got difficulties in vocabulary mastery. The researcher taught them in a classroom. He explained the materials in front of the class, the students sat and listened passively during the teaching and learning process, finally they were given exercises by their researcher. After their exercises were corrected, almost of the students got low scores. It influnce of their achievement in vocabulary mastery.

² Rafikadilla, An Fauzy R. Syafei, *FBS State University of Padang, The Effect of Movie Subtitles on EFL Learners' Oral Performance*, September 2013. P.1

Table 1 English vocabulary score test at the Eleventh Grade of SMAN 2

No.	Students' Initial	Score Pre-survey
1	AT	70
2	AI	55
3	AL	60
4	BL	50
5	BAY	70
6	BA	50
7	DR	45
8	ESS	70
9	EM	55
10	EW	60
11	FAJ	75
12	FI	60
13	HNS	70
14	IA	60
15	KR	55
16	LSM	75
17	NA	60
18	NQ	55
19	OS	60
20	PP	70
21	RW	45
22	RA	50
23	RA	55
24	RH	45
25	RDA	75
26	SA	45
27	SW	50
28	YNS	70
29	VS	70

Source: The students' pre-survey vocabulary mastery result of the XI Social 1 Graders at Senior High School 2 Sekampung East Lampung August 04th, 2015.

Table 2

No	Score	Category	Total	Presentation
1	≥70	Passed	10	23%
2	<70	Failed	19	67%
Total			29	100%

Source: Researcher archive, English Vocabulary test at the Eleventh Grade of SMAN 2, Sekampung on August 04th, 2015.

Based on the table above, it can be concluded that only 10 students (23%) get high score and 19 students (67%) get low score. The English minimum passing grade in this school is 70. Meanwhile, there are some students have not passed the Completeness Standard (CS) yet.

The researcher has assumed that the students find difficulties in listening subject. In this research, the researcher want to motivate students to be interested in listening by using movie subtitles media.

B. Problem Identification

Regarding to the background of the study above, the researcher would like to identify the problem as follows :

1. The students' have low motivation in vocabulary.
2. The students lack of vocabulary mastery.
3. The students are not interested in the english learning process.
4. The students still confused and can not remember vocabulary well.
5. Media still less to support in English learning process.

C. Problem Limitation

There are many problems relate in teaching English, but the researcher will only focus on “The effect of movie subtitles media on the students’ vocabulary mastery at the Eleventh Grade of SMAN 2 Sekampung East Lampung in the Academic Year of 2016/2017.”

D. Problem Formulation

The problem that will be studied in this research are formulated as follows :

1. How is the students’ English movie subtitle media at the eleventh grade of SMAN 2 Sekampung?
2. How is the students’ English vocabulary mastery at the eleventh grade of SMAN 2 Sekampung?
3. Is there positive and significant the effect of movie subtitle media on the students’ vocabulary mastery at the eleventh grade of SMAN 2 Sekampung?

E. Objectives and benefit of the research

- a. This research is aimed at:

The objective of this research is to find out whether there is an effect of movie subtitles media on the students’ vocabulary mastery at the Eleventh Grade of SMAN 2 Sekampung East Lampung in the Academic Year 2016/2017.

- b. The benefit of this research are:

1. For students; as the students' guidance, so they can improve their vocabulary by study more.
2. For the teacher; as a teacher reference, so teacher will fix their classroom activity by preparing the best strategy to make it better.

CHAPTER II

REVIEW OF THE RELATED THEORIES

A. Theoretical Review

1. The Concept of Vocabulary Mastery

a. The Concept of Vocabulary

Vocabulary is “total number of words in a language; vocabulary is all the words known to person or used in particular book, subject; vocabulary is a list of words with their meaning.”¹

Besides, Ramlan in Henry Guntur Tarigan’s book said vocabulary is the smallest and free unit or in other world is called vocabulary. Vocabulary is grammatical unit consist; vocabulary is phonology and grammatical unit. Vocabulary is as grammatical unit consist of one several morphemes.²

Vocabulary can be defined as a list words, usually in alphabetical order and with explanations of their meanings, less complete than a dictionary (Paul).³ Meanwhile, a word has three aspects, their form, their meaning and their distribution. Therefore in language teaching, a teacher must as consider for the three aspects. A teacher must consider the meaning of the language as the student will not automatically understand the meaning of the language without being thought. They have mastered

¹ A S Hornby. *Oxford Advanced Learener’s Dictionary of Current English*: (Oxford University Press, 1995), p. 662

² Tarigan, Henry Guntur. *Pengajaran Morphology*, (Bandung: Angkasa; 1985), p. 6

³ <http://peni.staff.uns.ac.id/teaching-media-in-vocabulary-part-1/2009/11/12>

the structure of the language. The meaning also can be grasped through the context, form, and association.

To acquire a good vocabulary, that is, to know a large number of words with their meanings and how to pronounce and use them, one must:

- a) Take an active interest in all that goes on in the world around, thereby filling one's mind with information and ideas to speak and write about.
- b) Read often, especially good books and magazines and the writing of great authors, thereby finding out about the world and seeing how experts have used words.
- c) Use dictionaries and reference books as often as possible, thereby checking information and assembling an accurate knowledge of facts.
- d) Practice in writing and speaking in exercises, letters, diaries, debates and discussions, thereby expressing and exchanging ideas in different ways with different people.⁴

When we talk about the process of mastering vocabulary, we have to deal with the ways of enriching vocabulary. If the students could master and always remember all the vocabularies learned at school, when they have graduated their vocabulary of English would be adequate enough. After they finished their study at senior high school, however, it turns out they just lose too many of their English words, only a very limited number are remembered. This, of course, will not apply to those who in the English Department in the University. It is one of the phenomena happening in the process of mastering vocabulary in senior high school today.

⁴ Tim Harmoni, *Source of Affixes in the English Vocabulary*, Harmoni, 1999, p.9

In English teaching, vocabulary is the items too important. Because vocabulary is one basic in English component. In a proverb Khalil Gibran's book said: "a little knowledge that acts is worth infinitely more than much knowledge that is idle".⁵

Improving vocabulary does not need of time consuming. But increasing vocabulary will make confident and self assured. The learners will be able to express their self better. So some people will respect you. They will think you are smart and capable. Then you will start feeling good about yourself and will work harder and will try to deserve the praise. It will become a circle, from which you will emerge glowing with confident.

Based on the statement above, the researcher assume that we can master English well, if we always practice it, not only memorize vocabulary but also we should practice listening, speaking, reading, and writing

b. Types of Vocabulary

According to Clarence L Barnhart divides vocabulary as follows:

- 1) Reading vocabulary
A person's reading vocabulary is all the words he or she can recognize when reading. This is the largest type of vocabulary simply because it includes the other three.
- 2) Listening vocabulary
A person's listening vocabulary is all the words he or she can recognize when listening to speech. This vocabulary is aided in size by context and tone of voice.

⁵ Yusron Pora. *Develop Your Vocabulary Grammar and Ideom*. Pustaka Pelajar. 2003. p.3

3) Writing vocabulary

A person's writing vocabulary is all the words he or she can employ in writing. Contrary to the previous two vocabulary types, the writing vocabulary is stimulated by its user.

4) Speaking vocabulary

A person's speaking vocabulary is all the words he or she can use in speech. Due to the spontaneous nature of the speaking vocabulary, words are often misused. This misuse – though slight and unintentional – may be compensated by facial expressions, tone of voice, or hand gestures.⁶

From the quotation above we know that vocabulary includes all skills in language all the skills are indeed related to vocabulary. They are just different in the appearance.

Paul Davies and Eric Pearce the organize practice actives to work on specific areas of vocabulary there are some types of areas of vocabulary as follows:

1) Brainstorming

Get the learners to think of as many words as possible related to specific topic for example the topic of lesson. This can be organized as a team competition. Each time lines up in front of the board, which is divided into section, one for each team. The first person in each team goes to the board, writes a word in their section, and then goes to the back. Then the second person goes to the board and writes a different word and so on. Each team should write new words on the board as fast as they can until you say that time are up. Then check to see which team has the most correct words.

⁶ Clarence L Barnhart. *The World Book Dictionary...* (Thorndike-Barnhart, Illinois,1968)

2) Labeling

This is similar to brainstorming but with a chart or picture to add the learners. It is especially suitable topics like part of the body or things in the kitchen. Again it can be handled as a team competition. Separate drawings or a wall for each team. Alternatively, the teams can take turns to label on picture, using different colored chalks or markers.

3) Miming

Give a learner from one team a piece of paper with an activity written on it (for example sail a boat eat an ice. Cream, fly a small plane). That learner's member can guess it in a given time. For example is one minute. Then do the same with learner from the next team. The winning team is the one that paper guessed most activities when all the pieces of paper are finished.

4) Oral fill-in

Select or write an appropriate story. Leave out words that the learners should be able to guess from the context or with help from your miming. Then tell the story as if we could not think of some words and need the learner to help.

5) Classification

Write words related to two or more. The topic is mixed together on the board. Ask the learners to identify the topics and then to decide which words or associated with which topic. For example ,” We could mix word

like 'title', 'blender', 'boots', 'saucepan', 'goal', and 'brake'. These relate to there are topics, cars ('tire'. 'broke') cooking ('blender', 'saucepan') and football.⁷

It can be inferred, vocabulary can be learned through some interesting activities. The implementation depends on the students' favorite ways. They can learn it through the way they like.

c. The Characteristics of English Vocabulary

1. Function Word

Function word or grammatical words are word that have little lexical meaning or have ambiguous meaning, but instead serve to express grammatical relationship with other word within a sentence, or specify the attitude or mood of the speaker.⁸

Function word is a word that is uninflected and serves a grammatical function but has little identifiable meaning. Each function word either gives some grammatical information on other word in a sentence or clause, and cannot be isolated from other word, or it may indicate the speaker's metal model as to what is being said, they are:

a) Preposition

A preposition is a word that indicates the relation of a substantive (a word or a group of word that functions as a noun) to an adverb, an adjective, or another substantive.

⁷ Paul Davies, Success in English Teaching (New York : Oxford University Express, 2002)p. 67- 68

⁸ <http://www.yhefreedictionary.com/function+word>

b) Pronoun

A pronoun is a word that substitutes a noun or a noun phrase and denote persons or things asked for, who/which have/has been previously specified or understood from the context.

c) Auxiliary verb

Auxiliary verb used with other verbs for helping to express of meaning, especially has grammatical functions. Auxiliary verbs, as we have seen, are “helping” verbs add structural meaning or semantic coloring to verbs carrying the full burden of lexical meaning.

Kind of auxiliary verb, they are :

(1) To be : (being, been, am, is, are, was, and were)

To do : (does and did)

Have : (has and had)

(2) Modal auxiliary (can, shall, will, may, must, ought to, could, should, would, might, had to)

(3) Use to, need, dare.

d) Conjunction

A conjunction is one of the parts of speech comprising words such as; an but, because, that connect a word, a phrase, a clause, or a sentence to another word, phase, clause, or sentence.

e) Grammatical article or particles

A function word that can be used in English to form phrasal verb. Function words belong to the closed class of words in grammar in that it is very uncommon to have new function words created in the course of speech, whereas in the open class of words (that is, nouns, verbs, adjectives, or adverbs).

2. Content word

They are kinds of content words, they are:

a. Noun

Noun is a word which is used to represent a person, place, quality, thing, action, idea, occurrence, and function as the subject of a sentence or as the object of a verb, the object of a preposition, or as an appositive. In a sentence “pollution is becoming a big problem in this country”, the words pollution, problem, and country are nouns.

b. Person

Person like boy, man, woman, community, baby, people, police, soldier, nurse, the twin, etc are nouns.

c. Places

Places may refer to all kinds of places, including common names, such as city, island, earth, month, river, office, house, sea planet, etc, and proper names such as Bali, Japan, Sumatra, Australia, New York, England, Everest, Red Sea, Atlantic, Venus, Hilton Hotel, etc.

d. Things

Things include something that substantively exist whether it is solid or liquid such as animal, sugar, oil, water, tree, car, food, etc. Many kind of gases such as air, smoke, steam, etc. and something which substantively doesn't exist but it is conceptually understood and has a particular quality such as ideology, religion, dream, behavior, concept, feeling, expectation, sound, truth, appearance, news, profession, etc.

e. Quality

The quality of things, such as height, beauty, brightness, poverty, purity, density, prosperity, effectiveness, sensitiveness, sermons, strength, courage, etc. I so belongs to noun. We can also see these words as un-substantive thing.

f. Action and Occurrences

An action, an activity, and an occurrence can be used as the subject or the object of a sentence. It means they are also nouns. The example are the words journey, wan, accident, party, fight, meeting, contest, test, match, workshop, seminar, study, play, dream, etc.

g. Verb

Verb is a word or a group of words which is used to express an action such as "run", to express the existence of a particular noun such

as “will”, “shall”, “can”, and to link noun to noun or noun to adjective such as “smell”, look”.

1) Action verbs

Action verb tells what someone or something physically or mentally does or do. An action verb is transitive if it has an object such as the word eat in “Every morning I eat breakfast at 6.30.” In this sentence, the object of eat is breakfast. An action verb is intransitive if it has no object such as walk in “I walk to school every day.” This sentence does not have any object.

2) Linking verb

A linking verb is a verb used to link a noun that functions as a subject with another noun or adjective located in the predicate of the sentence. In some cases, linking verbs helps to make a statement.

3) Modal (Auxiliary verb)

A modal or an auxiliary verb expresses the mood of a verb. A modal or auxiliary verb may have different meaning. It is generally used to indicate whether a verb is potential or uncertain. Modal is also called a helping verb. However, in some sentences, though it is rare, a modal does not help a verb, but it functions as a verb.

h. Adjective

Adjective is a class of words used to modify noun or other substantive by qualifying, limiting, and specifying. Adjective is any of a form of class distinguisher noun by one of suffixes, such as -able, -ous, -er, and -est.

i. Adverb

Adverb is a part of speech comprising a class of words that modifies, or describing, or adds to the meaning or a verb (except linking verbs), and adjective, another adverb, or a sentence.⁹

d. The concept of Mastery

Mastery is “complete knowledge; great skill: achieve/attain mastery of several languages. Show complete mastery in one’s handling of difficult situation.”¹⁰

According to Alwi, mastery deals with a comprehension of capability in using a knowledge or skill that is possessed. It means that mastery constitutes some one comprehends or some one’s capability by using the learners’ knowledge or skill that the learners has.¹¹

Alwi also states that there are some criterions that the students are assumed master in a lesson especially in language subject, those are:

⁹ Sihombing Binsar and Barbara Burton, *English Grammar Comprehension*, Jakarta : PT. Gramedia Widiasarana Indonesia, 2007.

¹⁰ Hornby. *Oxford Advanced Learner’s Dictionary of Current English*, ibid., p.721

¹¹ Alwi, Hasan. *Bahasa: “Language”* (Jakarta : PT Gramedia Jakarta.2001).p.8

- a. Students are able to understand the lesson and apply it.
- b. Students are able to answer the questions in the form of option or alternative.
- c. Students are able to answer the question based on the text given by the crossing one best answer in each question.
- d. Students are able to identify the words or phrases that should be corrected or rewritten in a sentence.
- e. Students are able to answer the question in the form of true-false question.
- f. Students are able to arrange jumbled sentence or the jumble paragraph.¹²

Vocabulary mastery is an actualization for one who wants to learn reading, conversation, writing in English. Without enough vocabulary, it's impossible as learners can reach the purpose.

From the statement above, the writer can conclude that vocabulary is group of words that has meaning is used in English teaching learning. Vocabulary is the part of words are familiar in language, it's usually grows and as fundamental tool for communication.

Vocabulary would learn a language without vocabulary, learning a language means learning its vocabulary. This shows that people will do nothing in communication if they do not know the word or vocabulary.

¹²

Alwi. *Ibid*.p.48

e. The Importance of Vocabulary

1. An extensive vocabulary aids expressions and communication.
2. Vocabulary size has been directly linked to reading comprehension.
3. Linguistic vocabulary is synonymous with thinking vocabulary.
4. A person may be judged by others based on the learner's vocabulary.¹³

A good personal impression is essential to be successful. But, how to develop a good personal impression by improving vocabulary. A person who read powerfully will impress everybody. What do great orators have that we haven't got.

2. The Concept of Movie Subtitles

a. The definition of movies subtitles

According to Champoux (in Rokni and Attae 2014), Movies are a comfortable familiar medium to contemporary students that can keep student's interest in the theories and concepts under discussion. Although most movies are fiction, they can offer powerful experiences that students are unlikely to have in a classroom.¹⁴

¹³ Stahl, Steven A. *Vocabulary Development*. (Cambridge: Brookline Books, 1999). p. 3. "The Cognitive Foundations of Learning to Read: A Framework", Southwest Educational Development Laboratory,

¹⁴ Seyed Jalal Abdolmanafi Rokni and Azam Jannati Atae, *International Journal of English language, Literature and Humanitise, The Effect of Movie Subtitles on EFL Learners' Oral Performance, Vol. 1 Issue V Feb 2014*, P. 202

Markham (in Latifi, et al 2011) investigated the effects of subtitled TV programs on the listening comprehension of beginner, intermediate and advanced learners of English. He used two subtitled videos on topics not known to the learners. Each group viewed both movies with and without subtitle. Measuring the participants' comprehension by some multiple-choice questions, he found that all three groups using the subtitles performed significantly better.¹⁵

D. Bannon said that “Subtitles are unlike any type of translation. They present word in a new medium. Dubbing translates audio to audio, it does interpreting. Literary translation move text from one written to another. Subtitles cross linguistic and media barriers. They replicate the style and intent of spoken dialogue as words on a screen. Viewer immersed in the sound and image of a film rely of subtitles to bridge these sensory perception.”¹⁶

According to Gerzymisch-Arbogast (in Gorjan, 2014), subtitles are the written translation of film dialogues appearing synchronously with the corresponding dialogues produced on the screen.¹⁷ He adds that the process of subtitling involves 3 steps: 1) from one 'language' to another 2) from verbal speech to a written text 3) from a non-condensed (verbatim) to a condensed (non-verbatim) form of text.

¹⁵ Mehdi Latifi, Ali Mobalegh, Elham Mohammadi, *The Journal of Language Teaching and Learning, Movie Subtitles and the Improvement of Listening Comprehension Ability*, Association of Gazi Foreign Language Teaching 2011, p. 19.

¹⁶ D. Bannon, *The Element of Subtitles*, (firs revised and expanded edition, 2010), p. 3.

¹⁷ Bahman Gorjian, *International Journal of Asian Social Science, The Effect of Movie Subtitling on Incidental Vocabulary Learning Among EFL Learners*, 2014, p.1015.

Subtitles are translated texts usually displayed below the image, as on a cinema or television screen, subtitles are most often displayed above the stage, in live opera and theatre performances.¹⁸ The aim of subtitles is to convey the meaning of what is being sung, not necessarily the manner in which it is being sung. Interjections such as ‘Oh!’, ‘Ah!’ or ‘Ye Gods!’, and musical repetitions of words and phrases, need not be included. Flowery or poetic turns of phrase may be simplified. Punctuation can be kept simple or omitted, in particular exclamation marks; we can see the singers ‘emoting’ on stage, so the titles do not have to do it for us.

Canning-Wilson and Wallace (in Rokni and Attae, 2014:204) suggest that subtitled movies encourage learners to consciously notice new vocabulary and idioms, and as such, may have potential to facilitate vocabulary acquisition without being a distraction for learners.¹⁹

b. Type of subtitles

According to Vaezi, Sarkeshikian and Shah-Ahmadi (in Bagheria and Ghoorchaei, 2014), there are different types of subtitles in English. They are standard subtitles (foreign language audio with mother tongue captions), bimodal subtitles (foreign language audio with foreign language subtitles), and reversed subtitles (mother tongue audio with foreign captions).²⁰

The main ones are typically known as:

- 1) Standard subtitles (foreign language audio with mother tongue captions),

¹⁸ Jorge Díaz Cintas and Gunilla Anderman, *Audiovisual Transtition*, (PALGRAVE MACMILLAN 2009), P 10

¹⁹ Seyed Jalal Abdolmanafi Rokni and Azam Jannati Atae, *International Journal*., p.204

²⁰ Somayeh Bagheria, Behrooz Ghoorchaei, *Turkish Journal of Scientific Research*, Vol 1, 2014, p. 35.

- 2) Bimodal subtitles (foreign language audio with foreign language subtitles), and
- 3) Reversed subtitles (mother tongue audio with foreign captions).²¹

The most commonly used combination is the standard one, also called interlingual. The bimodal variety, also called intralingual, is also commonly used in classroom activities; the use of one or another in class will depend on the goal of the lesson and on the students' level.

c. The duration of subtitle

There is some type duration of subtitles that must be considered by the teacher when presenting movie in class. It's to make students not difficulties when they reading the text subtitles on the screen.

The types duration of subtitles which include below :

- a. Duration of a full two-line subtitle (maximum duration): The reading speed of the "average" viewers (aged between 14-65, from an upper-middle socio-educational class) for a text of average complexity (a combination of formal and informal language) has been proven to range between 150-180 words per minute, i.e. between 2 1/2-3 words per second. This means that a full two line subtitle containing 14-16 words should remain on the screen for a maximum time of something less than 5 1/2 seconds. However, we would actually have to expand the estimate to around 6 seconds because one should also add about 1/4-1/2 of a second that the brain needs to start processing the subtitle

²¹ Dr. Hamid Reza Haghverdi, Mohammed Nasser Vaezi, *The Impact of English and Persian Movie Subtitle on the Listening Comprehension of Iranian EFL Learners* , Islamic Azad University , Khorasgan Branch.

it has traced. It should be noted that equal to the importance of retaining a full two-line subtitle for at least 6 seconds to secure ample reading time, is the importance of keeping the same subtitle not more than 6 seconds because this would cause automatic re-reading of the subtitle, especially by fast readers.

b. Duration of a full single-line subtitle (maximum duration) :

Although pure mathematics would lead us to the conclusion that for a full single-line subtitle of 7-8 words the necessary maximum duration time would be around 3 seconds, it is actually 3 1/2 seconds. This happens because for the two-line subtitle it is the visual bulk of the text that signals an acceleration of the reading speed. With the single-line subtitle this mechanism is not triggered. Once again, equal to the importance of keeping a full single-line subtitle for at least 3 1/2 seconds to secure ample reading time, is the importance of retaining the same subtitle for not more than 3 1/2 seconds because this would cause automatic re-reading of the subtitle, especially by fast readers. For similar reasons of automatic re-reading, in both cases of single-line and two-line subtitles, the duration time could be calculated and shortened down to the maximum of the reading time (3 subtitled words per second or 1/3 of a second per subtitled word), if the text is lexically and syntactically easy to process and if the fast pace of the film action dictates such a reduction in the duration of the subtitles.

c. Duration of a single-word subtitle (minimum duration): The minimum duration of a single-word subtitle is at least 1 1/2 seconds, however simple the word is. Less time would render the subtitle as a mere flash on the screen, irritating the viewers' eye. Again, it should be noted that equal to the importance of retaining a single-word subtitle for at least 1 1/2 seconds to secure ample reading time is the importance of keeping the same subtitle for not more than 1 1/2 seconds because this would cause automatic re-reading of the subtitle, especially by fast readers.

d. Leading-in time: Subtitles should not be inserted simultaneously with the initiation of the utterance but 1/4 of a second later, since tests have indicated that the brain needs 1/4 of a second to process the advent of spoken linguistic material and guide the eye towards the bottom of the screen anticipating the subtitle. A simultaneously presented subtitle is premature, surprises the eye with its flash and confuses the brain for about 1/2 a second, while its attention oscillates between the inserted subtitled text and the spoken linguistic material, not realising where it should focus.

e. Lagging-out time: Subtitles should not be left on the image for more than two seconds after the end of the utterance, even if no other utterance is initiated in these two seconds. This is because subtitles are supposed to transfer the spoken text as faithfully as possible, in terms of both content and time of presentation and a longer lagging-out time

would generate feelings of distrust toward the (quality of the) subtitles, since the viewers would start reflecting that what they have read might not have actually corresponded to what had been said, at the time it had been said.

f. Between two consecutive subtitles: About 1/4 of a second needs to be inserted between two consecutive subtitles in order to avoid the effect of subtitles' "overlay." This time break is necessary to signal to the brain the disappearance of one subtitle as a piece of linguistic information, and the appearance of another. If no such gap is maintained, the viewers' eye cannot perceive the change of the new subtitled text, especially if it is of the same length as the antecedent one.

g. "Overlay," "add-ons" and "cumulative text": All these terms are synonymous for the technique of presenting a "dynamic text," i.e. a dialogue or a briefly paused monologue, with its first part appearing first on the top line of the subtitle and the second part appearing consecutively on the bottom line of the subtitle while the first line still remains on screen. This technique is ideal for avoiding "spilling the beans," managing to reveal "surprise" information at the time of the actual utterance. Since it is a wild-card mechanism, it should be used cautiously.

h. Camera takes/cuts: Subtitles should respect camera takes/cuts that signify a thematic change in the film product and, for this reason they

should disappear before the cuts. Different camera shots, fades and pans that do not indicate a major thematic change (e.g. a change from a long shot to a close-up and back) should not affect the duration of the subtitles at all as they do not signify a thematic change.²²

Based on the quotation above, the duration of movie subtitles are very important to make student focus when they read the text on the screens, and with the punctuality duration in subtitles students can be easy of get the meaning.

B. Theoretical Framework and Paradigm

This research consists of two variables. They are independent variable (X) and dependent variable (Y). The independent variable (X) is movie subtitles media and dependent variable (Y) is student's vocabulary.

In this case, the researcher assumes that if the teacher using movie subtitle media in vocabulary mastery, the students will have good English lesson especially in vocabulary. The reason is because teacher has objectives; to create good situation and condition that can influence learning achievement of them, and to make the students easier to accept vocabulary materials and they will achieve the lesson.

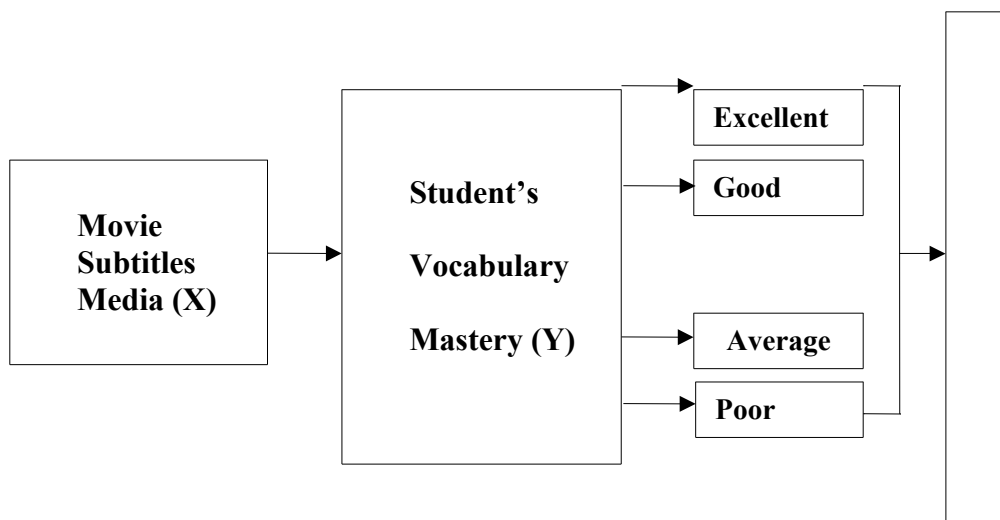
²² Fotios Karamitroglou, *A Proposed set of subtitling standards in Europe*, <http://translationjournal.net>, 9 februari 2015

1. Paradigm

Paradigm means the way which is used by someone or group to match an indication or even base on the paradigm, so that they can research that indication. The paradigm in this research can be described as the following:

Figure 1

The Effect of Movie Subtitles Media on the Students' Vocabulary Mastery



Movie subtitles gives an effect on vocabulary mastery. If the movie subtitles that used interested, it can make the students understood the material and study happily. So their vocabulary achievement at least can be good even very good (excellent).

C. Hypothesis Formulation

Yogesh states that a hypothesis is a tentative statement between two or more variable.²³ And it can be understood that hypothesis as a statement about the condition of the parameter of the research with sample.

Based on theoretical framework and paradigm above, the researcher formulates the hypothesis as follows:

a. Alternative hypothesis (Ha)

There is a positive and significant effect of movie subtitle media on the Students' vocabulary mastery at the Eleventh Grade of SMAN 02 Sekampung East Lampung in The Academic Year 2016/2017.

b. Null hypothesis (Ho)

There is no a positive and significant effect of movie subtitle media on the Students' vocabulary mastery at the Eleventh Grade of SMAN 02 Sekampung East Lampung in The Academic Year 2016/2017.

²³ Yogesh Kumarsingh, *Fundamental of Research Methodology and statistics*, (New Delhi: New Age International (P) Limited, 2006), p. 55.

CHAPTER III

RESEACRH METHODOLOGY

A. Research Design

This research was conducted in SMAN 2 Sekampung, especially on the eleventh grade senior high school. This research belong to the quantitative research, because this research is using the numerical number that taken from students. Quantitative research is defined as phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics).¹

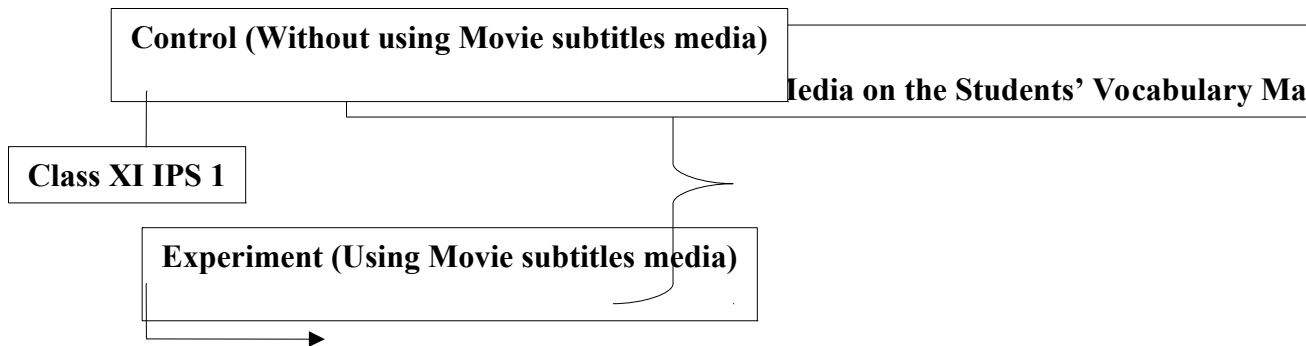
Numerous methods for conducting for research are quantitative in nature². That is, they generally follow a deductive approach to the generation of knowledge using highly structured procedures and measuring instruments. Also, data analyses and report from this type of research usually are in quantitative in nature, involving number, tables, and graphs.

The research focuses on the effect of movie subtitles media as independent variables toward students in vocabulary mastery as dependent variable.

¹ Daniel Muijs, *Doing Quantitative Research in Education*, (London: SAGE Publications Ltd, 2004), p. 1.

² William L. Goodwin, Laura D. Goodwin, *understanding Quantitative and Qualitative Research in Early Childhood Education*, (New York : Teacher Collage, Columbia University, 1996), P.33.

Based on the definition of research method above, the research used the quantitative research. In this research used true - experimental research.³



B. Population, Sample and Technique Sampling

1. Population

A population is defined group of case or items-individuals, events or objects. Population is pertinent and of interest in research context, as it is the group to which the investigator hopes to generalize the result of the study.⁴ The total population in this research is 165 students who are divided into six classes. In this research only takes the students in the class XI IPS 1 of SMAN 2 Sekampung East Lampung in Academic Year 2016.

³ Daniel, Mujis, *ibid.* p.27

⁴ *Ibid.*, P. 26.

2. Sample

Sample is the part of total and characteristic in the population.⁵

The researcher will use non-probability sampling technique, that is purposive sampling. Actually, there is no certain rule to determine the percentage of taking sample of the research. Suharsimi Arikunto explains that if subject less than 100 people, all subjects are involved. But, if subject more than 100 people, subject are followed just 10-15 % or 20-25 %.⁶ According to the theory above, the writer takes 36 students. So, the result data of the samples are valid and normal.

The samples of this research are the students of eleventh grade, which the total students are 29 students.

C. Operational Definition of Variable

A variable is an established entity or characteristic that varies. In research, it is necessary that variable have at least values. Although having many values in typical. Thus, if female and male serve as subjects in a given study, gender can be variable with two values.⁷

⁵ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R & D*, Bandung: Alfabeta, 2009, p.81

⁶ Ibid. p. 306

⁷ William L. Goodwin, Laura D. Goodwin, *Understanding Quantitative*, P. 24.

Based on the quotation above, the operational definition of variable as follow:

1. Independent Variable

Movie subtitle media is independent variable (X). The indicator variable of movie subtitle is the students comprehend the meaning of words from the conversation they read in the movie subtitles, carefully and can analysis the text of movie. Movie subtitle media will used in learning vocabulary by dividing students of SMAN 02 Sekampung (Class XI IPS 1). By using this media, the researcher will give vocabulary test to the students. The researcher wants to measure level of students' vocabulary mastery especially using movie subtitles media through a fill in the blank. The score in each alternative answer are based on likert scale that are:

- a. Score 5 for answer True
- b. Score 0 for answer false

2. Dependent Variable

Vacabulary mastery is the dependent variable (Y). The indicator variable of vocabulary is the students can be known through their ability in comprehend the meaning of words from the conversation they read in the movie subtitles, completing and answer the question accord with they read. In this variable, the researcher wants to measure level of students' vocabulary mastery through multiple

choices test. The score in each alternative answer are based on vocabulary comprehension.

1. 80 – 100 = Excellent
2. 70 – 79 = Good
3. 60 – 69 = Enough
4. 50 – 59 = Low
5. 0 – 49 = Filed

D. Data Collection Method

1. Test

According to Suharsimi Arikunto, “test is a series of questions or exercises and other tools used to measure the skills, knowledge, intelligence or talent abilities possessed by individuals or groups.”⁸

Based on the explanation above, the researcher used test to collect the data. The researcher used pre-test and post-test as data collection method to measure of the students’ movie subtitle media in vocabulary mastery. The researcher use essay test to collect the data.

⁸ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, PT Rineka Cipta, Jakarta, 2006, p. 150

2. Documentation

Bambang Setiyadi defines documentation as the method which is used to get information in the private form and formal form. It can be written languages or documents, private form (such as photo, diary, private letter, story from the other people) and formal form (the score of the lesson, general letter, and others).⁹

The researcher uses the documentation method to get detail information about condition of the teacher, employers, and organization structure of SMAN 2 Sekampung, East Lampung.

E. Research Instrument

Instrument is tool used to collect data in a research. The most important in a research is determined by instrument used to measure variables. Research instruments in this research involve:

1. Instrument Blueprint

Research instrument blueprint is a way to get the data that useful the researcher has done to collect information the field.

⁹ Ibid, p. 249

Table 1

The research instrument blueprint post-test

No	Variable	Variable indicator	Item number	Form of test
1	Variable (X) Movie subtitles media	— The students comprehend the meaning of words from the conversation they read in the movie subtitles, carefully and can analysis the text of movie.	1-10	Multiple Choice
2	Variable (Y) Vocabulary mastery	— Students can understand about the text on the story of movies, completing and answer the question accord with they read.	1-10	Fill in the blank

2. Instrument Calibration

Instrument calibration is a scale of measurement that will be used to describe the instrument standard which will be used. Total score of vocabulary test is 100. The score determined based on the number of correct answer.

F. Data Analysis Technique

To investigate whether there is effect movie subtitle media on the students vocabulary mastery at the Eleventh Grade SMAN 2 Sekampung East Lampung, the researcher analyzes the data using t-test. The formula of t-test:

$$t = \frac{\sum D}{\sqrt{\frac{(N \cdot \sum D^2) - (\sum D)^2}{N-1}}}$$

Note:

t = Score of T-test

$\sum D$ = The total of differences between $X_1 - X_2 = D$

$\sum D^2$ = difference scores squared, then summed

i = difference scores summed then squared

N = Total subject.¹⁰

¹⁰ Suharsimi Arikunto, *Prosedur Penelitian*.,p. 86

CHAPTER IV

RESULT OF THE RESEARCH

A. Research Setting

1. Brief History about the Established of Senior High School 2 Sekampung East Lampung

Senior High School 2 Sekampung established in 2005. The school is located in Sidomulyo village, East Lampung. Until this academic year 2015/2016, the headmaster of SMAN 2 Sekampung has changed 6 (six) times. The first headmaster was Budi Rahayu, then was replaced by Bambang Sulistiono. Then, the third headmaster was Siman Ragin, then the fourth, namely Tri Wahyu Handoyo, and followed by the fifth headmaster was Suropto, S.Pd. And recently the headmaster of Senior High School 2 Sekampung hold by Drs. H. Budi Rahayu.

In the first of the establishment, Senior High School 2 Sekampung had 167 for class X to XII. Teaching and learning process at that time was divided into morning and afternoon classes. In 2006, Senior High School 2 Sekampung a newly had a new building. But this time, Senior High School 2 Sekampung has already had 18 classrooms consists of 6 classes of X graders, 6 classes of XI graders, and 6 classes of XII graders. The learning process begins at 07:15 am until 14:00 PM.

2. The Profile of the School

- a. Name of school : SMA Negeri 2 SEKAMPUNG
- b. Address : Jl. Raya Sidomulyo Kec. Sekampung Kab.
Lampung Timur
- c. Province : Lampung
- d. Regency : East Lampung
- e. Sub district : Sekampung

3. Research Data

a. Pre-Test Result

The researcher conducted pretest to measure the student's score of vocabulary mastery. The first, the researcher saw the English movie on the students entitled "After Earth". After viewing the movie, the students answered the relevant fill 10 in the blank word and 10 multiple choice questions about vocabulary material, the time given 45 minutes. The result of the students' vocabulary can be identified as follow:

Table2

**The Students' Pre-Test Movie Subtitles Media on the Vocabulary
Mastery Result of the XI Social 1 at Senior High School 2
Sekampung East Lampung**

No.	Students' Initial	Score Pre-test
1	AT	55
2	AI	50
3	AL	70
4	BL	55
5	BAY	60
6	BA	55
7	DR	45
8	ESS	55
9	EM	45
10	EW	45
11	FAJ	75
12	FI	65
13	HNS	55
14	IA	45
15	KR	55
16	LSM	75
17	NA	55
18	NQ	55
19	OS	60
20	PP	75
21	RW	70
22	RA	70
23	RA	70
24	RH	70
25	RDA	75
26	SA	50
27	SW	40
28	YNS	55
29	VS	55
	Total	1705
	Mean	58,79

Source: The
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XI
Sch
East
01th,

students' pre
test movie
subtitles
media on the
vocabulary
mastery
result of the
Social 1 at
Senior High
ool 2
Sekampung
Lampung
February
2016

Based on the table above, the researcher then measured the class interval using the formula according to Suharsimi Arikunto, as follows:

$$R = \frac{t-r}{K}$$

Notes:

R = Class Interval

t = the highest score = 75

r = the lowest score = 40

K = Number of Classes

$R = \frac{75-40}{6}$ $= \frac{35}{6}$ $= 5,83$ $= 6$	$K = 1 + 3,3 \log n$ $= 1 + 3,3 \log 29$ $= 1 + 4,945$ $= 5,945$ $= 6$
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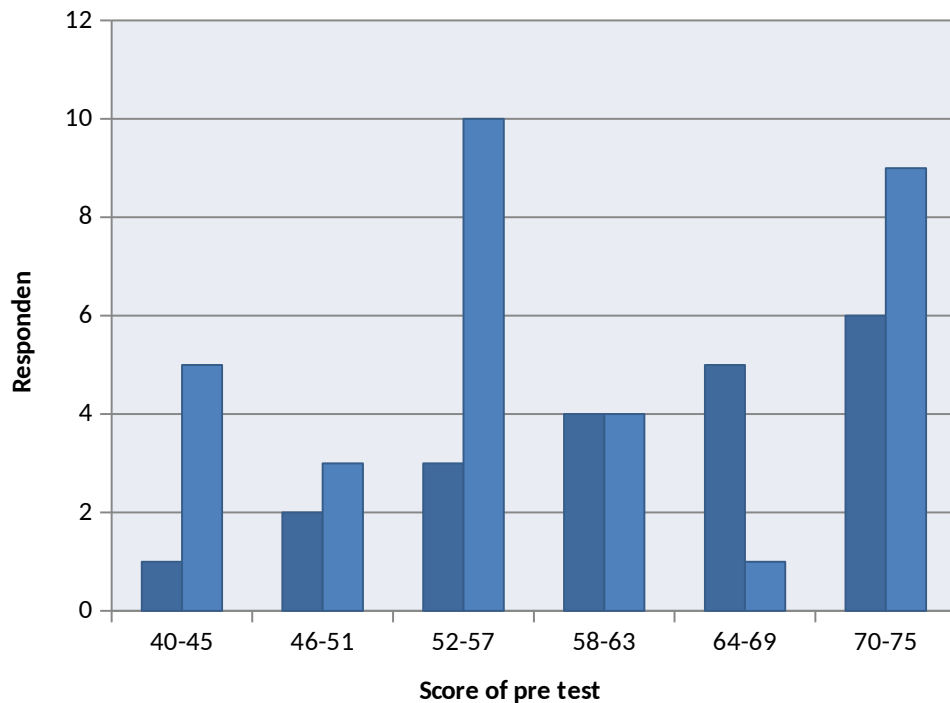
The total of Class Interval (R) for this research is 6 distance of score. After knowing the class interval, the data that was taken from interval class above. Then it was put on the table of frequency distribution, as follows:

Table3
The Frequency of Distributions of the Students' Score in Pre-test

No	Class Interval	Frequency	Percentage
1.	70-75	9	31,04 %
2.	64-69	1	3,44 %
3.	58-63	2	6,89 %
4	52-57	10	34,49 %
5.	46-51	2	6,89 %
6	40-45	5	17,25 %
Total		29	100 %

Chart 1

**The Students' Pre- Test Vocabulary Mastery Movie subtitles
"After Earth" Result of the XI Social 1 Grader
at Senior High School 2 Sekampung East Lampung**



Based on the table of frequency distribution above, it can be inferred that from 29 students as the research samples there were 20 students who got the score below the Minimum Mastery Criteria (MMC), Which is 70. There were 9 students who got the score of 70-75 or 31,04%. Furthermore, there was 1 student who got the score of 64-69 or 3,44%. For the students who got the score of 58-63 or 6,89% were 2 students, there were 10 students who got the score of 52-57 or 34,49 % And there were 2 students

who got the score of 46-51 or 6,89% and for the students who got the score of 40-45 or 17,25% were 5 students.

From the result of pre-test, the researcher found the students' problems was in comprehending context on studying vocabulary mastery. These problem can be seen by the questions that have been given. Many students got low or bad score in this test.

b. Post-test Result

After knowing the pre-test result of the students' vocabulary mastery, the students got low score and then the researcher gave treatment about Movie subtitles media on the vocabulary mastery. The researcher explained about the usefulness of movie subtitles media, and explained about the advantages of movie subtitles media on the vocabulary mastery. So the students were motivated to use this method to make their vocabulary mastery score better.

In this process, the researcher saw that the students were interested and they motivated to learn vocabulary, at the end, the researcher gave post-test to know their ability after giving the instruction (treatment).

To measure the effect of movie subtitles media, the researcher using the same movie in post test. The first, the researcher saw the English movie on the students entitled "After Earth". After viewing the movie, the researcher tested the students by giving them fill in the blank and multiple choice tests. The result of the post-test can be identified as follows:

Table4
The Students' Post- Test Movie Subtitles Media on the Vocabulary
Mastery Result of the XI Social 1Graders at Senior High School 2
Sekampung East Lampung

No.	Students' Initial	Score Post-test
1	AT	70
2	AI	65
3	AL	75
4	BL	70
5	BAY	70
6	BA	60
7	DR	55
8	ESS	70
9	EM	55
10	EW	60
11	FAJ	85
12	FI	70
13	HNS	65
14	IA	60
15	KR	65
16	LSM	85
17	NA	65
18	NQ	75
19	OS	70
20	PP	80
21	RW	75
22	RA	70
23	RA	75
24	RH	75
25	RDA	85
26	SA	65
27	SW	55
28	YNS	60
29	VS	70
	Total	2000
	Mean	68,96

Source: The students' post – test movie subtitles media on the vocabulary result of the XI Social 1 Graders at Senior High School 2 Sekampung East Lampung February 04th, 2016

Based on the table above, the researcher measured the class interval using the formula according to Suharsimi Arikunto, as follows:

$$R = \frac{t-r}{K}$$

Notes:

R = Class Interval

t = the highest score = 85

r = the lowest score = 55

K = Number of Classes

$R = \frac{85-55}{6}$ $= \frac{30}{6}$ $= 5$	$K = 1 + 3,3 \log n$ $= 1 + 3,3 \log 28$ $= 1 + 4,945$ $= 5,945$ $= 6$
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The total of Class Interval (R) for this research is 5 distance of score. After knowing the class interval, the data was taken from interval class above. Then it was put on the table of frequency distribution, as follows:

Table5

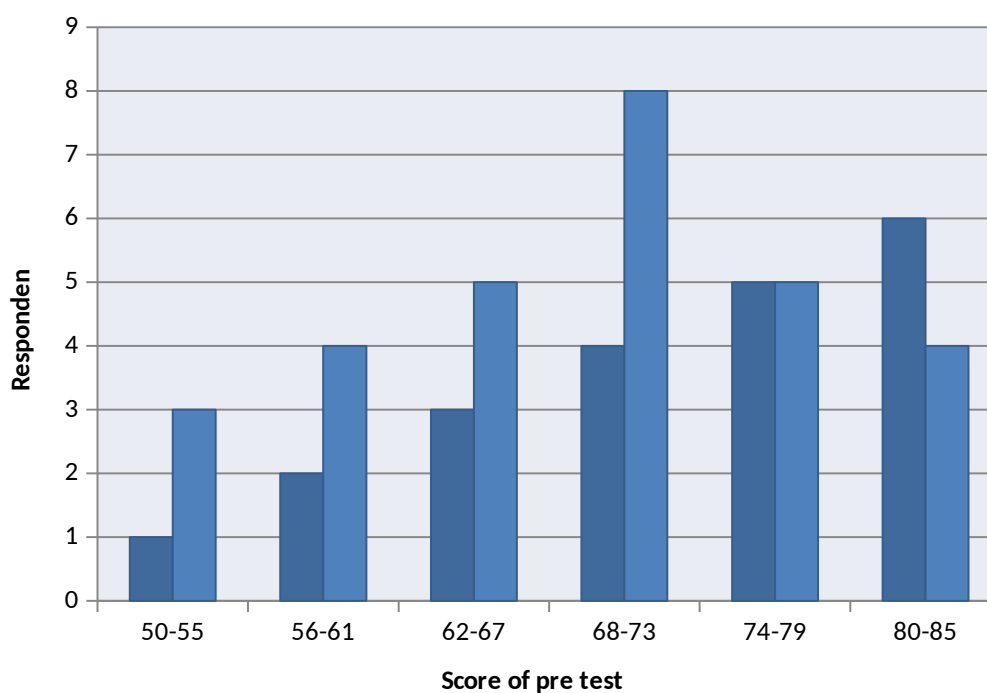
The Frequency of Distributions of the Students' Score in Post-test

No.	Class Interval	Frequency	Percentage
1.	80-85	4	13,79%
2.	74-79	5	17,24%
3.	68-73	8	27,59%
4.	62-67	5	17,24%

5.	56-61	4	13,79%
6.	50-55	3	10,35%
Total		29	100%

Chart 2

**The Students' Post- Test Vocabulary Mastery Movie subtitles
“After Earth” Result of the XI Social 1 Grader
at Senior High School 2 Sekampung East Lampung**



Based on the table of frequency distribution above, it can be inferred that from 29 students as the research samples, 17 students (58,62%) passed the Minimum Mastery Criteria (KKM), which is 70. Therefore, there were 4 students who got the score of 80-85 or 13,79%. There were 5 students who got the score of 74-99 or 17, 24%. Furthermore, there were 8 students who got the score of 68-73 or 27,59%. And there were 5 students who got the score of 62-67 or 17, 24%. For the students who got the score of 56-61

or 13,79% were 4 students, and there were 3 students who got the score of 650-55 Or 10,35%.

So the result of post-test was categorized into good category eventhough some of students were still lack in comprehending context on studying vocabulary, but it was good because they had good effort in learning vocabulary.

B. Hypothesis Testing

After applying the documentation and test the technique, the researcher analyzed the data by using analysis of T-test in order to prove whether there is a significant effect of Movie Subtitles Media on the Students' vocabulary mastery at the eleventh grade of Senior High School 2 Sekampung East Lampung, as follows:

Preparing the table in order to prove whether there is a significant effect of Movie Subtitles Media on the Students' Vocabulary Mastery at the eleventh grade of Senior High School 2 Sekampung East Lampung.

Table 6

The Students' Pre-Test and Post-Test Movie Subtitles Media on the Vocabulary Mastery Result of the eleventh Graders of Senior High School 2 Sekampung East Lampung

Participants	Pre-test (X1)	Post-test (X2)	D (X1-X2)	D² (X1-X2)
1.	55	70	-15	225
2	50	65	-15	225
3	70	75	-5	25
4	55	70	-15	225
5	60	70	-10	100
6	55	60	-5	25
7	45	55	-10	100
8	55	70	-15	225
9	45	55	-10	100
10	45	60	-15	225
11	75	85	-10	100
12	65	70	-5	25
13	55	65	-10	100
14	45	60	-15	225
15	55	65	-10	100
16	75	85	-10	100
17	55	65	-10	100
18	55	75	-20	400
19	60	70	-10	100
20	75	80	-5	25
21	70	75	-5	25
22	70	70	-0	0
23	70	75	-5	25
24	70	75	-5	25
25	75	85	-10	100
26	50	65	-15	225
27	40	55	-15	225
28	55	60	-5	25
29	55	70	-15	225
	$\sum X_1 = 1705$	$\sum X_2 = 2000$	$\sum D = -295$	$\sum D^2 = 3625$

1. Putting the data above into the formula T-test in order to get “ t_{observed} ”.

$$t = \frac{\sum D}{\sqrt{\frac{(N \cdot \sum D^2) - (\sum D)^2}{N-1}}}$$

$$t = \frac{-295}{\sqrt{\frac{29(3625) - (-295)^2}{29-1}}}$$

$$t = \frac{-295}{\sqrt{\frac{(105125 - 87025)}{28}}}$$

$$t = \frac{-295}{\sqrt{\frac{(18100)}{28}}}$$

$$t = \frac{-295}{26,280} = [-11,225] = 11,225$$

Therefore, $t_{\text{observation}}$ is 11,225 as the result of the counting by using t-test formula above.

To df 27 with df 5% is 2,052 and 1% is 2,771. Then, the data confirmed that to $T_{\text{table}2,052} < T_{\text{observation}11,225} > T_{\text{table}2,771}$.

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair posttest – pretest 1	10.000	4.714	1.179	11.828	8.172	11.225	27	.000

C. Interpretations

The researcher has formulated the Alternative hypothesis (Ha) and Null hypothesis (Ho) as follows:

1. Alternative hypothesis (Ha)

There is a significant effect of movie subtitles media on the vocabulary mastery at The Eleventh Grade Of Senior High School 2 Sekampung East Lampung.

2. Null hypothesis (Ho)

There is not a significant effect of movie subtitles media on the vocabulary mastery uat The Eleventh Grade Of Senior High School 2 Sekampung East Lampung.

After H_a and H_o above were formulated researcher consulted $T_{\text{observation}}$ to T_{table} as follows:

- a. If t-observation is higher than T_{table} . H_a is accepted and H_o is rejected.
- b. If t-observation is lower than T_{table} , H_a is rejected and H_o is accepted.

Finally the data confirmed that $T_{\text{table}2,052} < T_{\text{observation}11,225} > T_{\text{table}2,771}$. Therefore it can be inferred that H_a is accepted and H_o is rejected. It means that there is a positive effect of movie subtitles media on the vocabulary mastery at The Eleventh Grade Of Senior High School 2 Sekampung East Lampung.

D. Discussion

During the research, the researcher observed that there are the effect of the students to study more in vocabulary class. They was enthusiast during the learning process. All students always attended the class from the first treatment until the last treatment. They was also active in their the learning process.

Most of the students' are able to comprehend in context of vocabulary by using movie subtitles media more easily. The researcher assumed that teaching and learning by using movie subtitles media can give the effect students' vocabulary mastery result well. By using movie subtitles as media, the students learn vocabulary easier because the students could comprehend

the content easier than usual technique they learn. So it has proved that using movie subtitles media could effect the students' vocabulary mastery result especially for the students at the eleventh grade of Senior High School 2 Sekampung East Lampung.

By using movie subtitles media, the students learned new experience in study English. After treatments there is a significant effect of movie subtitles media on the vocabulary result especially for the students at the eleventh grade of Senior High School 2 Sekampung East Lampung. In fact, it showed that there were changes at amount of students that passed the Minimum Mastery Criteria (MMC), which is 70. In pre-test result, from 29 students as the research samples, 20 students got the score below the Minimum Mastery Criteria (MMC), and the post test result, there were 17 students (58,62%) passed the Minimum Mastery Criteria (MMC). Therefore, it can be inferred that the students' listening ability in post test was improved.

E. Limitations

This researcher was prevailed at the eleventh grade of Senior High School 2 Sekampung East Lampung in the academic year of 2016. So, the result of this research is only for this school. It could not be generalized to other schools.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data analysis and the result of the result, the researcher concludes that movie subtitles media is one of the factors effect student's vocabulary mastery.

It can be inferred that there is a positive and significant effect of movie subtitles media on the students' vocabulary mastery at the eleventh grade SMAN 2 Sekampung. It can be identified from $r_{\text{observed}} (11,225)$ more than $t_{\text{table}} (2,771)$. Therefore it can be inferred that hypotesis is accepted.

Before give the treatment and explanation about movie subtitles media on the vocabulary, the students' vocabulary mastery still poor, this case can be seen from the pre-test result (average score: 58,79) And after the researcher gave treatment and explanation about movie subtitles media on the vocabulary and asked them to apply it in studying vocabulary, the students' vocabulary mastery increase, this case could be seen from the students' post-test result (average score: 68,96).

The movie subtitles media can be used in teaching vocabulary. It can be seen on the students' response. Generally, the students have good responses to the teacher and movie subtitles as media. They felt learning vocabulary and answer the test of vocabulary easier.

B. Suggestion

Based on the explanation above, the researcher suggests some points as follows:

1. For the teachers

The teachers are suggested to improve the students' vocabulary mastery by applying movie subtitles media; in order the students can comprehend material easier than before.

2. For the students

Students should be more active in learning vocabulary, if they feel difficult to comprehend the content of the material, they should ask to the teacher.

3. For the School

The researcher greatly expects that this study can give contribution for the school, such as a reference for further studies in applying movie subtitles media in learning vocabulary mastery in this school.

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Metro, June 24th, 2016