

THE IMPACT OF USING ENGLISH SUBTITLED MOVIES IN STUDENTS' SPEAKING ABILITY

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Abstract

Keywords:
*English subtitle
movie, Impact,
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This study developed a different way to teach language, namely by using subtitled films as a medium. Here the researcher used cartoons and English subtitles. The purpose of this study was to determine the speaking ability of the experimental and control groups, as well as to determine the significant effect of using English subtitled films on the speaking ability of class XI students at SMA Negeri Ngoro for the academic year 2020/2021. The design of this study was a quasi-experimental with nonrandomized control group design, pretest-posttest design. There was a significant effect of using film subtitles as a medium in teaching speaking. Teaching speaking used film subtitles as a medium was more effective than teaching speaking used film. So, the researcher can conclude that English subtitled films had an impact on students' speaking ability. The researcher outlines pedagogical implications found during the observation these were preparing the classroom techniques and used variations provided in teaching techniques was a major activity all tutors done before the meeting.

Kata Kunci:
*Film subtitle
bahasa Inggris,
Kemampuan
Berbicara,
Pengaruh*

Abstrak

Penelitian ini mengembangkan cara pengajaran bahasa yang berbeda, yaitu dengan menggunakan film bersubtitle sebagai medianya. Disini peneliti menggunakan kartun dan subtitle bahasa Inggris. Tujuan dari penelitian ini adalah untuk mengetahui kemampuan berbicara kelompok eksperimen dan kelompok kontrol, serta untuk mengetahui pengaruh yang signifikan dari penggunaan film subtitle bahasa Inggris terhadap kemampuan berbicara siswa kelas XI di SMA Negeri Ngoro tahun ajaran 2020/2021. Desain penelitian ini adalah eksperimen semu dengan desain nonrandomized control group design, pretest-posttest design. Ada pengaruh yang signifikan dari penggunaan subtitle film sebagai media dalam pengajaran berbicara. Pengajaran berbicara menggunakan teks film sebagai media lebih efektif daripada mengajar berbicara menggunakan film. Jadi, peneliti dapat menyimpulkan bahwa film subtitle bahasa Inggris berdampak pada kemampuan berbicara siswa. Peneliti menguraikan implikasi pedagogis yang ditemukan selama observasi ini adalah mempersiapkan teknik kelas dan menggunakan variasi yang disediakan dalam teknik pengajaran adalah kegiatan utama yang dilakukan semua tutor sebelum pertemuan.

INTRODUCTION

English skills are global ability which must be regarded by the students in this era. English is functioned to emphasize the student in science, technology and art. In hopefully after graduated, they can grow become a great personal, skilled and have personality to face the future nation. In Indonesia English is considered as a foreign language. As a foreign language, English is not normally used as a medium of instruction, but English is used in formal setting, such as school and university. It means that English in Indonesia is not used for daily interactions, and it is learned in school as one of subjects in school.

The function of learning English is to influence communication skill in English in the form of spoken and written communication. The skills include speaking, writing, listening and reading skills, as (Supina, 2018) the four basic skills are related to each other by two parameters: the mode of communication: oral or written and the direction of communication: receiving or producing the message. In English there are four skills that students have, these skills are speaking, listening, writing, and reading. The students are expected to master those four skills in order to be able to use English communicatively. These skills are conducted by language components, those components are pronunciation, grammar, and vocabulary.

Teaching speaking in Indonesia is challenging. Because, many students feel unconfident and nervous when speaking English in front of the class. The main reason it can be happen because they are unaccustomed to speaking English in their dialy activity. As (Mappiasse & Bin Sihes, 2014) explained that the aptitude to communicate in English is a very difficult mission in Indonesia because of the emphasis on the national language. The fear of making mistakes has affected the rate of personal expression so much that not all of the students in an English as Foreign Language, speaking class have the courage to speak. Many of the students feel anxious in a speaking class and some are likely to keep silent to avoid making mistakes.

Based on the information obtained by the author, that students cannot speak influential because they are shy and afraid if they speak the wrong way. He further

explained that his students have low motivation to speak English, and he said that his students focus on material-based and reading comprehension tests, writing or listening comprehension tests, so they will focus on English tests instead of English skills. So, students need motivation in speaking English and their speaking will affect. One way to motivate students is to use interesting and appropriate media. However, there are many media in the teaching and learning process that can motivate students and teachers to get teaching English effectively, especially in learning to speak narrative text. Talking will be very fun and easy if the teacher provides the appropriate media. Students will not be bored and get ideas in a fun situation. Audiovisual media is one good means of exposing students to use authentic language in context, TV offers visual and audio clues for meaning. Learners only hear the language but see the context in which it is used. Students can see in what situations someone is addressed formally or informally and why. In other words, TV brings the outside world into the classroom. This gives the class and teacher something to talk about, beyond the confines of the classroom. In this sense it can be a strong stimulus for communication in the classroom. Of course, students do not watch or use media just for fun. They can be very educational. Teachers and educators can help motivate students and relieve some of the anxiety of not knowing a language by using films and cartoons in foreign language classes. Winke (2010) claims that the use of audiovisual material that has been enhanced with text or subtitles is a very powerful educational tool for many reasons. First, "because they improve the listening comprehension skills of second/foreign language learners; second, they facilitate language learning by helping learners visualize what they are hearing; and third, they enhance language comprehension and lead to additional cognitive benefits, such as greater depth of processing.

METHOD

Research design

Quantitative research use objective measurement to gather numeric data that are using to answer questions or test predetermined hypotheses. It generally

requires a well-controlled setting. Qualitative research, in contrast, focus on understanding social phenomena from the perspective of the human participants in natural settings. It does not begin with formal hypotheses, but it may result in hypotheses as the study unfolds. (Ary et al., 2010)

The kind of experiment employed in this research was quasi experimental design because the writer was not possible to randomly subject to treatment the groups. (Ary, 2010) states that quasi-experimental designs lack randomization but employ other strategies to provide some control over extraneous variables. Although quasi-experimental without randomly subjects, but this design provide the control group.

The design of this research was quasi-experimental with nonrandomized control group, pretest–posttest design. In this design, the researcher took two groups or classes have already existed, the first class is experimental group and the second class is control group.

Population And Sample

Population

Populations are larger group about which the generalization is made. A populations define as all members of any well-defined class of people, events, or objects (Ary, 2010) The population of this research was second grade students of SMA Negeri Ngoro. The second grade in this school was divided into two classes. There were some classes, those are XI-MIA 3, and XI-MIA4.

Sample

Because this study is quasi-experimental, the researcher does not randomly assign participants to groups. The sample collect by using purposive sampling because it has specific purpose. Commonly, this media is using because of the limitation of time, energy and cost. Based on the explanation above, the researcher take XI-MIA 1 and XI-MIA 2 classes as the sample of this study. The researcher takes all students from XI-MIA 1 class (N= 30) as an experiment class and XI-MIA 2 class (N= 30) as control class.

Variables

Variables used in this research are in the following: The use of subtitled movies variable (X) classified as an independent variable. Speaking ability (Y), classified as a dependent variable that is influenced.

Instrumentation

Instrument is tool for the researcher to get the data and as a part of rigorous data collection, (Arikunto, 2010) for support the success of research. According to (Ary et al., 2010), once the overall research question has been determined, the next task is to construct an instrument that will provide the desired information. The researcher used test and questioner as the instrument in this research. The pre-test was given in the beginning of study, in order to know the student's speaking skill before the student gives treatment. In pre-test the students have to describe about their mother orally. Post-test given to the students after received treatments. Post-test used for measuring the effect of students' speaking skill taught by subtitle movie in experimental class, and without subtitle movie in the control class. In posttest the teacher shown the short movie with subtitle to the students and students must pay attention to the subtitle of the short movie. After that they will retell the story of narrative text based on the subtitle of the short movie that they have already watched. A post-test was taken by the students in two classes and the score of the students was compared. The comparison used to find out which class that had higher score from experimental and controlled class. The collected data was analysed through t-test. SPSS version 16 has been used to compute t-test.

Data Collection

Collecting the data is one of the important things in this research. In collecting data, the researcher used experimental research. The researcher takes to use quasi-experiment in this research. There are involving two classes for the research, namely experiment class and control class. Before starting the treatment, the researcher gave pre-test to know the students' competence toward their speaking skills. There are some steps in collect the data. First, the researcher was making research instrument, they are student sheets of pre-test and post-test,

validation sheet and lesson plan. Second, The researcher selected three classes for samples based on the teacher recommendation. And then choose validators of the instrument consist of three experts. Before the researcher tried out the test to the sample, the test must be given validation to the expert. The researcher finds someone who expert well about speaking skill and also know well about the condition of the sample so the expert can give their judgment about the test. The next part is try out, the researcher will give try-out. After that the researcher does construct validity and check reliability used SPSS. The result showed that the instrument is valid because from result of SPSS eight inter-raters six of them in the table showed significant result. And the coefficient of reliability of the above is 0.954 for pre-test and 0.954 for post-test. According to the criteria, this value is already greater than 0.80, then the result data from the test has high reliability level.

Data Analysis

The next step of the research, the researcher processed and analyzed the data from pre-test and post-test scores. First, the writer compared the results of pre-test of the experimental class and the controlled class to check the students' background knowledge before they were given any treatment. Second, the writer compared the results of post-test of the experimental class and the controlled class. It aims to know whether there is significant difference of post-test score between the experimental and the control class. Third, the writer compared the gained score in the experimental class and the controlled class.

The next step after collecting the data is analyzing the data. In this research, the researcher compares two result studies to analyze experiment group result with control group using t-test formula. (Yani et al., n.d.) states that, if the sample correlate/paired, for example comparing before and after giving treatment or compare control group with experimental group, so used t-test. T-test was used to differentiate if the students' result of using grab between using movie subtitle as media and using movie as media. But, before testing the hypothesis that is to compare the difference of students' achievement on the writing, there is a

prerequisite test to know the legality of the sample. Here, the researchers take the normality and homogeneity test in data of pretest. Then, the data from posttest were analyzed using independent sample test to know the truth of hypothesis.

FINDING AND DISCUSSION

Findings

Students' Speaking Scores in the Experimental Class

The experimental class was XI MIPA 3 students of SMA NEGERI NGORO that consisted of 30 students taught by using English Subtitle Movie. The data were collected from students' pre-test score which was conducted before the researcher implemented English Subtitle Movie and students' post-test score which was conducted after the researcher implemented English Subtitle Movie.

The pre-test was given by researcher before starting experiment. The test was distributed to the students in the experimental groups, in order to know the students' speaking skill. The researcher processed and analyzed the data from pre-test scores to check the students' background knowledge before they were given any treatment, it can be clarified that the mean score of pre-test in experimental class was 59.5 and the lowest score of pre-test was 45; meanwhile the highest score of pre-test was 75. It can be concluded that there are many students' scores were far from the minimum school completeness criteria for English lesson. Based on the English teacher the minimum school completeness criteria for English lesson is 75, so students' score was low.

The different treatment was given to the control and experiment class. The experimental class received treatment by learning speaking skill through English Subtitled Movies. After the treatment was given by the researcher, the researcher gave the post- test to the students. The type of test would be the same as the pre-test but different questions. It can be seen that the lowest score of post-test was 60; whereas the highest score of post-test was 95. The mean score of post-test was 79. That score indicates that there were some improvement in the score of post-test, it was mean that after being given the treatment students' score was improving.

Students' Speaking Scores in the Control Class

The control class was XI-MIPA 4 students of SMA NEGERI NGORO that consisted of 30 students who taught by using Movie. The data were collected from students' pre-test score and post-test score.

The pre-test was given by researcher before starting experiment. The test was distributed to the students in the control class, in order to know the students' speaking skill. The researcher processed and analyzed the data from pre-test scores to check the students' background knowledge before they were given any treatment. it can be clarified that the mean score of pre-test in control class was 60 and the lowest score of pre-test was 45; meanwhile the highest score of pre-test was 75. It can be concluded that almost there was no difference between pre-test score of control class and experiment class. Based on the English teacher the minimum school completeness criteria for English lesson is 75, so students' score was low.

The different treatment was given to the control and experiment class. The control class received treatment by learning speaking skill through Movies without subtitle. After the treatment was given, the researcher gave the post- test to the students. The type of test would be the same as the pre-test but different questions. From the table of post-test above can be seen that the lowest score of post-test was 50; whereas the highest score of post-test was 90 The mean score of post-test was 71.3 which indicates that there are some improvement in the score of post-test.

The mean score of pre-test was 60. Meanwhile, the mean score of post-test was 71.3. Based on the tables the researcher found that student score in control class got some improvement but the average of the students' score was below from the minimum school completeness criteria for English lesson.

The Analysis of the Independent Sample Test

To find out the significance of the impact of using English subtitle movies in speaking skills, post-test scores of experimental class and the control class were

analyzed by using an independent sample test. But before analyzing students' score, the data must be normally distributed and homogenous.

The samples used by researchers is 30 students so the researchers used a test for normality Shapiro-Wilk Agostino in (Hidayat, 2014) in his blog explains that in the samples 7 to 50 should use Shapiro-Wilk or Shapiro Francia and If you only have the SPSS application, we recommend using the Shapiro-Wilk test on samples 7 to 50. The basic decisions in the Shapiro-Wilk normality test are:

- 1) if sig.> 0.05 then the data is the normally distributed
- 2) If sig. <0.05 then the data is not normally distributed

Group Statistics

	class	N	Mean	Std. Deviation	Std. Error Mean
post	1	30	71.33	11.442	2.089
	2	30	79.00	8.650	1.579

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
post Equal variances assumed	3.589	.063	-2.928	58	.005	-7.667	2.619	-12.909	-2.425
post Equal variances not assumed			-2.928	53.987	.005	-7.667	2.619	-12.917	-2.416

Based on SPSS application, the output obtained normality test of significance for the Class 1 (control Class) is 0.121, while the significance of group 2 (experimental Class) is 0.150. Because of the significant value of group 1 and 2 > 0.05 it can be concluded that both of data is normally distributed.

After doing the normality test, the researcher did the homogeneity test in order to test the similarity of the sample in both classes. Homogeneity test is used as a reference for determining the statistical testing decision. The basic decisions in statistical tests are:

1. If $\text{sig.} < 0.05$, then said that variants of two or more groups of data are not same.
2. If $\text{sig.} > 0.05$, then said that variants of two or more groups of data are the same.

It is known that the significant value of the control class and experimental class = $0.063 > 0.05$, meaning that both classes have the same variant.

After finishing the normality and homogeneity test, the researcher conducted a test of independent sample test to check whether there was a significant difference in the result of pre-test and post-test after treatments were implemented. Software SPSS 16 was chosen and used to test the independent sample test of this research. Next, the significance value or alpha (α) was 5% or 0.05.

In this research, the alpha level was set at the 0.05 level. From the output, the significant (2-tailed) is was 0.005 it was lower than the alpha level, $p < 0.05$ it means the result of the t-test supported the effect of the movie subtitle on student's speaking skill. It can be concluded that movie subtitle as media is the only cause that significantly effect on student's speaking skill.

Based on the result of analysis data and the hypothesis test above, movie subtitle as media is effective in students' speaking skill to eighth grade of SMA Negeri Ngoro.

Discussion

The Better Speaking Skill of the Students in the Experimental Class

Speaking skill in Experiment class was better than Control class, it was because the researcher used English Subtitle Movie in Experiment class. English Subtitle Movie is categorized as one of the attractive media in teaching-learning. There were several studies examined English Subtitle Movie to be used in

teaching learning English especially speaking skill. Those studies were aimed to know the improvement of students' speaking skill. In terms of the results of the studies, all of relevant studies have been revealed that using English Subtitle Movie can enhance students' knowledge of speaking. This study also put emphasize on using English Subtitle Movie, as one kind of techniques, in teaching speaking. English major students are aware that they can improve their listening skill by watching English movies. Subtitles can help respondents to understand conversation in the movies, and English movies are believed to be more effective than other media as teaching tools. English major students believe that they can improve their speaking skill by watching English movies. Students think watching English movies has more direct influence to listening skill compared to speaking skill. And (Winke et al., 2010) claimed that using audiovisual materials which have been enhanced with captions or subtitles are very powerful educational tools for various reasons. First, "because they improve listening comprehension skills of second/foreign language learners; second, they facilitate language learning by helping learners visualize what they hear; and third, they increase language comprehension and lead to additional cognitive benefits, such as greater depth of processing".According to (Rokni, 2014) the students in experiment class who watched the movie with subtitles showed a considerable improvement in their speaking ability in comparison with the control Class who watched the movie without subtitles. This study also put emphasize on using English Subtitle Movie, as one kind of techniques, in teaching speaking. According to Nitha (2018) English major students are aware that they can improve their listening skill by watching English movies. Subtitles can help respondents to understand conversation in the movies, and English movies are believed to be more effective than other media as teaching tools. English major students believe that they can improve their speaking skill by watching English movies. Students think watching English movies has more direct influence to listening skill compared to speaking skill. And (Winke, 2010) claimed that using audiovisual materials which have been enhanced with captions or subtitles are very powerful educational tools for various reasons. First, "because they improve listening comprehension skills of

second/foreign language learners; second, they facilitate language learning by helping learners visualize what they hear; and third, they increase language comprehension and lead to additional cognitive benefits, such as greater depth of processing".

The Lower Speaking Skill of the Students in the Control Class

Student's score in control class was lower than experiment class, it was because control class used movie without subtitle. In first activities Control class students were really excited to watch the movie, they watched the movie and discussed with their friends. One of the advantages of using the movie is that visual images stimulate student's perceptions directly, while written words can do this indirectly. Films are more sensory experience than reading, besides verbal language, there is also color, movement, and sound. Movie-based experimental class was livelier and the students were more interested in following the lesson carefully. Movie-viewing experiences further created more student-teacher and student-student discussions. Films draw students' attention and captured their interest (PhD. Xhemaili, 2013). But, in control class the students were confused when watched the movie. The conversation on the movie was really fast and had native pronunciation; they cannot understand the conversation in the movie. As (Rimi, 2016) English movies are made for the native speakers, not for learners of English. So the actors talk fast which creates excellent scopes to get the authentic source of listening to and learning from the target language. So, the students in control class cannot understand very well about conversation in that movie and cannot get more information and then their speaking skill was not getting high score.

The Impact of English Subtitled Movies toward Students' Speaking Skill

The researchers collected some information after calculating and analyzing the data obtained from the research. According to the hypothesis testing and the calculation of the effect size, English Subtitle Movie in experiment class was acknowledged as one of the media that can give significant impact on the teaching

speaking skill. In the class activities the students were more excited to learn speaking by using English Subtitle Movie. They preferred silent watching and read the English subtitles. They understand the story of the movie and then discussion on the movies with their friends. They gave reaction when watched the movie, they were laugh and give the comment, and some of them imitated the iconic conversation. English Subtitle Movie guided them to be more active in the class. Compared to the study conducted by (Başaran & Köse, 2013) she said that with the ever increasing popularity and availability of target language feature films, sitcoms, and documentaries, using captioned video to facilitate language learning becomes widely welcomed. It has been assumed that watching movie and reading the subtitle not only make English study more interesting, but also seem to contribute to give effect on students' English skills.

From those explanations, it can be interpreted that English subtitled movies gave positive impact to students' speaking skill. It is proved by the mean of post-test score in the experimental and controlled class increased better than the mean of pre-test score. Although the mean of post-test score of both classes increased, the experimental class has the higher improvement than the controlled class. Compared to the study conducted by (Abdolmanafi-Rokni, S. J., & Jannati-Ataee, 2014) the students in experiment class who watched the movie with subtitles showed a considerable improvement in their speaking ability in comparison with the control Class who watched the movie without subtitles.

English subtitles in Movie made student easier to understand the meaning, when they didn't understand the meaning of a vocabulary, they will guess the character's gestures. Otherwise, when they didn't understand the pronunciation of characters, they can check an English subtitle that was provided. Compared to the study conducted by Napikul (2018) he found that subtitles affect students' listening comprehension. It provides some new vocabulary that students have never seen before. Moreover, subtitles support the method of translation. For example, students may guess the meaning of some new vocabulary by observing characters' body language or gestures and they can see the subtitles at the bottom of the screen, then, they can guess the meaning effectively. In addition, subtitles

bring convenience to students in that they can easily understand the movie content and vocabularies. Thus, they can learn better if they feel comfortable. Nonetheless, the study demonstrates significant difference in the effect of subtitles.

CONCLUSION

This research result shows that English subtitle movie gave an impact to students speaking skill in narrative text. It is recommended for the English teachers to use English subtitle movie when teaching speaking. Then, it is also suggested for future researchers to explore more deeply the uses of English subtitle movie in EFL classrooms.

Pedagogical Implication

Based on the previous conclusion above, it can be taken the implication of instructional design in the teaching English class at SMA Negeri Ngoro. The researcher gives description of instructional design in the teaching English at SMA Negeri Ngoro. The preparation of the teacher before lesson is an important thing every meeting. Having a plan and well prepared materials are essential to a successful lesson for teacher and students. Teacher should be ready for everything before they teach in the classroom, there is some important things that the teacher must do, such as pay close attention and understanding the content of syllabus which based on curriculum, understanding and reading again the lesson plan and the learning objective in order to the teaching learning process same as procedure, making classroom activities are attractive and interest, preparing the method and technique that suitable with the students level and material that will be taught, knowing exactly what materials and in what order he/ she will give the lesson or material. Besides that, the teachers should prepares and checks media that be used in the teaching learning process in English class.

The teachers very often make same activities in a classroom procedure for students, such as asks the students to answering questions, oral repetition, discussion or fill in the blanks on the xt. The teacher can make varieties activities such as teacher give some vocabularies and then students speak a sentence based

on the vocabulary or the teacher ask the students to watch box office the movie and make a narrative text, and others.

The result of this research is to suggest for the teacher that learning media in the teaching learning process is very important. So, the students will more enjoy full, fun, excited and happy when teaching learning process, and the teacher get the good result.

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