THE USE OF ENGLISH SUBTITLED MOVIES IN TEACHING VOCABULARY TO SECOND GRADE STUDENTS OF MTs AL-MADANIYAH MATARAM IN ACADEMIC YEAR 2020/2021

A THESIS

Presented as a Partial Fulfillment of the Requirement for the Bachelor Degree in English Language Teaching

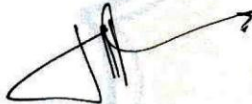**by**

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ENGLISH LANGUAGE EDUCATION PROGRAM
2021

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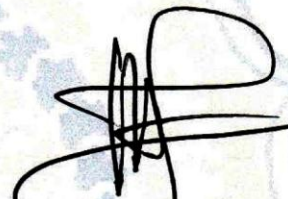
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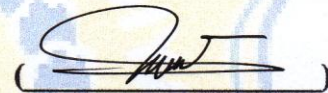
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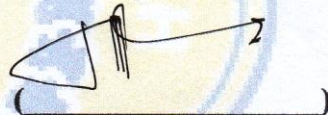
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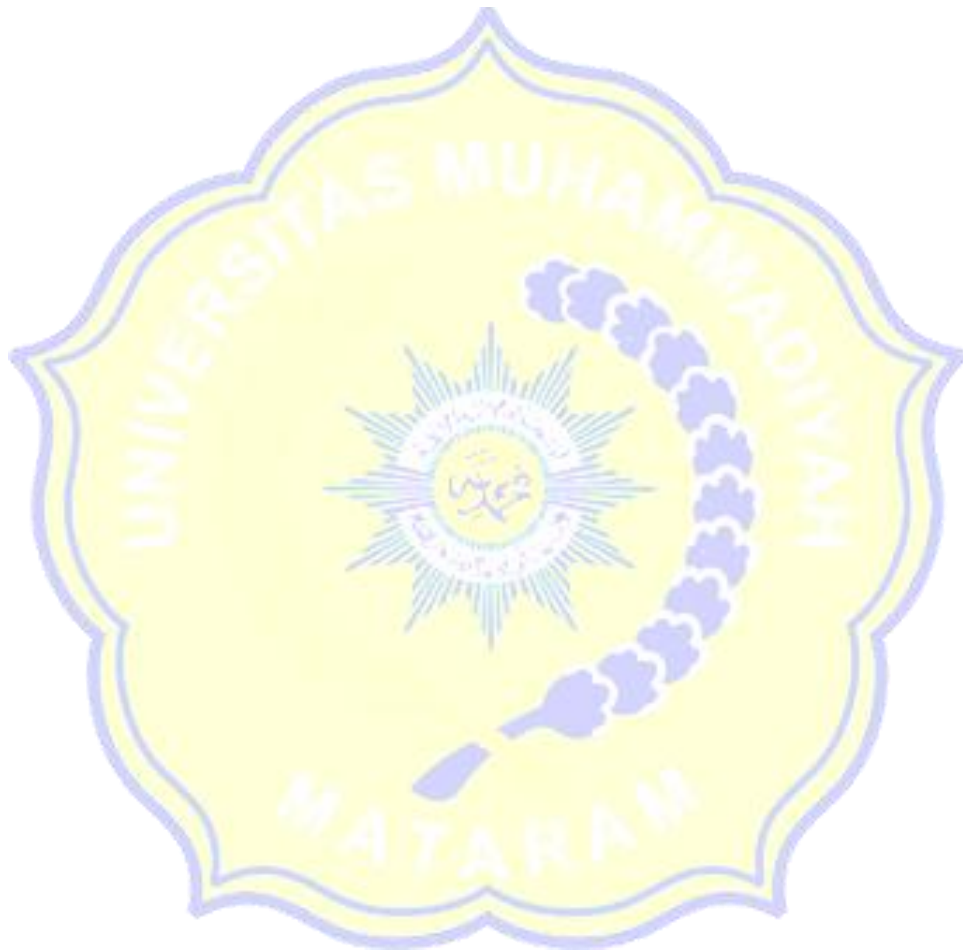NIM. 116120034

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MOTTO

And Wordly Life Is Nothing But Fake Pleasure

(QS. Al-Hadid 57 : Ayat 20)

DEDICATION

I Dedicate This Thesis Special to:

My beloved parents: *My father (Alm. H. Jamaludin SP.d) and my mother (Hj. Siti ante). Thanks a lot for the love, pray, advice, motivation and supports. Thanks for everything. I love you so much.*

My beloved brothers, sisters and my atmaja's family *Thank you so much.*

All my friends, *who helped me to finish this thesis.*

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Alhamdulillahirobbil'alamin, praise to Allah SWT for all the blessings, grace and guidance that has been given to the researcher so that the researcher can complete the thesis with the title "The effectiveness of story face strategy in teaching reading comprehension at the second students of MTs Al-Madaniyah Mataram." Then, the best greetings and salutations were with the great messenger of the prophet Muhammad SAW. Besides, this thesis would not be completed without support and help from many parties. So, The researcher would like thanks to. :

1. Dr. H. Arsyad Abd. Gani, M.Pd as the Rector of the University of Muhammadiyah Mataram
2. Dr. Hj. Maemunah, S.Pd., M.H as the Dean of Faculty of Teacher Training and Education, Muhammadiyah University of Mataram
3. Mrs. Hidayati, M.Hum as Head of the English Language Education Program
4. Mrs. Hidayati, M.Hum as my first consultant who has given the correction, encouragement, knowledge, and time to the researcher.
5. Mr. moh fauzi bafadal, M.Pd as my second consultant, has given the correction, encouragement, knowledge, and time to the researcher.
6. The English Education Program lecturers who have shared the knowledge and they're taught.

Finally, the researcher realizes that this Thesis is still far from being perfect because of the limitation of the researcher's knowledge and ability. Therefore, the researcher asks for suggestions and criticisms that are constructive for perfection and, hopefully, useful.

Mataram July 2020
The researcher

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ABSTRACT

Ana Nurul Qorimah, 2020. A Thesis "The use of English Subtitle in the movie to teaching Vocabulary at the Second Gradb Students of MTS Al-Madaniyah in Academic Year 2020/2021 English Education Program, Faculty of Teacher Training and Education, Muhammadiyah University of Mataram.

The researcher provides a way out of this problem by providing alternative media in teaching English using a English subtitle In movie. This researcher aims to determine whether the English subtitle in movie has an affect or not in learning vocabulary by using English subtitle in movie and find out sigfficant differences between students who are taught using the English subtitle in movie and without using the English subtitle in movie to teaching at second-grade students of MTS Al-Madaniyah in Academic Year 2020/2021. In this research, the researcher used a quasi-experimental design with 52 students as the population. Cluster random sampling is a sampling procedure divided into two groups; 26 students were used in class B as an experimental, and 26 in class A as a control group. To analyze the data, the researcher used the SPSS program. The data analysis results showed that the experimental class's average score is 62.31, with a degree of 80. The control class's average score is 41.92, with 65 degrees. It can be concluded that there is a difference in the average student learning outcomes between students who are taught with the English subtitle In movie media compared to students who do not use English subtitle in movie e media. Therefore, the English subtitle in movie has an effect, or Ha is accepted in teaching vocabulary at the second-gade students of MTS Al Madaniyah Mataram in the academic year 2020/2021.

Keywords: Teaching vocabulary, Media, English subtitle in movie

ABSTRAK

Ana Nurul Qorimah, 2020. Tesis "Penggunaan Subtitle Bahasa Inggris dalam Film untuk Pembelajaran Kosakata pada Siswa Kelas II MTs Al-Madaniyah Tahun Ajaran 2020/2021". Program Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Mataram. Peneliti memberikan jalan keluar dari masalah tersebut dengan menyediakan media alternatif dalam pembelajaran bahasa Inggris menggunakan subtitle bahasa Inggris dalam film. Peneliti ini bertujuan untuk mengetahui apakah subtitle bahasa Inggris di film berpengaruh atau tidak dalam pembelajaran kosakata dengan menggunakan subtitle bahasa Inggris di film dan mengetahui perbedaan yang signifikan antara siswa yang diajar menggunakan subtitle bahasa Inggris di film dan tanpa menggunakan subtitle bahasa Inggris di film. mengajar pada siswa kelas dua MTs Al-Madaniyah Tahun Ajaran 2020/2021. Dalam penelitian ini peneliti menggunakan desain eksperimen semu dengan populasi 52 siswa. Cluster random sampling adalah prosedur pengambilan sampel yang dibagi menjadi dua kelompok, 26 siswa digunakan di kelas B sebagai eksperimen, dan 26 di kelas A sebagai kelompok kontrol. Untuk menganalisis data, peneliti menggunakan program SPSS. Hasil analisis data menunjukkan bahwa nilai rata-rata kelas eksperimen adalah 62,31 dengan derajat 80. Skor rata-rata kelas kontrol adalah 41,92 derajat. Dapat disimpulkan bahwa terdapat perbedaan rata-rata hasil belajar siswa antara siswa yang diajar dengan subtitle bahasa Inggris di media film dibandingkan dengan siswa yang tidak menggunakan subtitle bahasa Inggris di media film. Dengan demikian subtitle bahasa Inggris dalam film berpengaruh, atau Ha diterima dalam pembelajaran kosakata pada siswa kelas II MTs Al Madaniyah Mataram tahun pelajaran 2020/2021.

Kata Kunci: Pengajaran Kosakata, Media, Subtitle Bahasa Inggris dalam Film
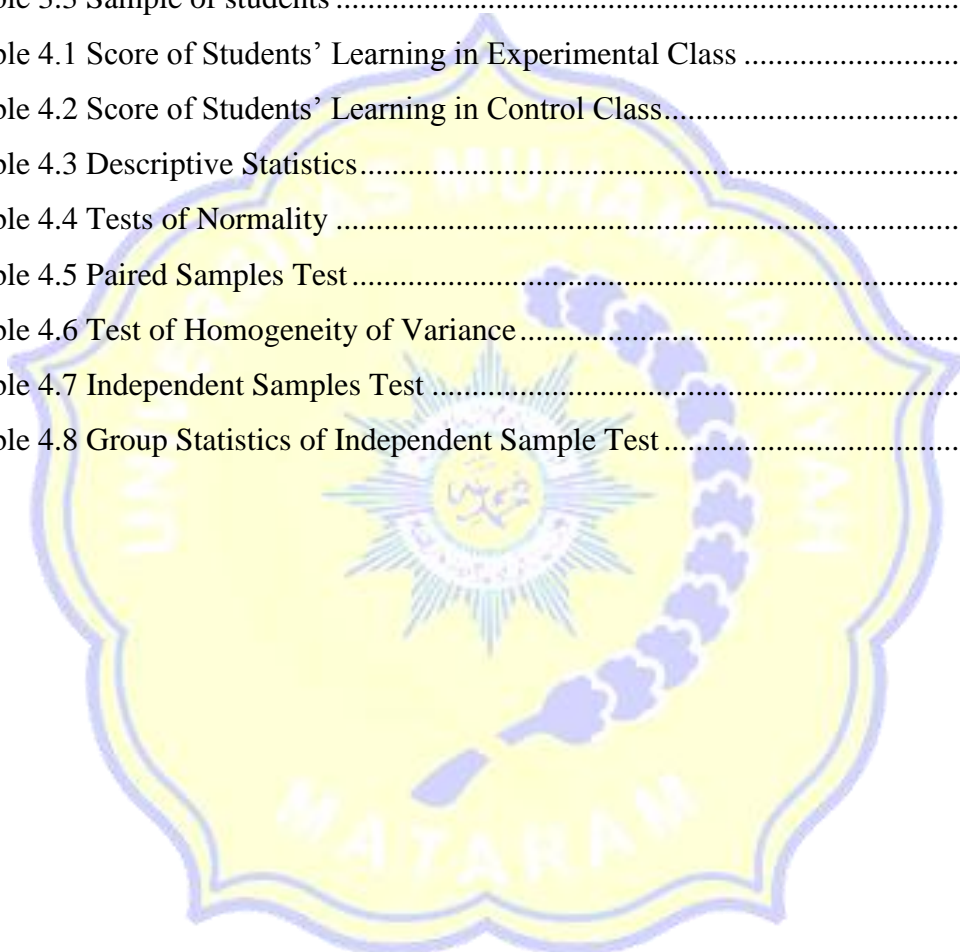
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CHAPTER I

INTRODUCTION

This chapter consists of the background of the research, research question, purpose of the research, scope of the research, significance of the research, hypothesis of the research, and definition of key terms.

1.1 Background of the Research

English is very important in the globalization era. English also becomes an international language. When we want to go abroad, everyone must speak English. It is so, in Indonesia, the students must learning English. Learning English is really fun for a few people, but not for either. Mostly, students, Many students are confused with this subject. They think that there are many words that they must keep in mind. It is so hard for them. This is become a big problem because of the lack of vocabulary to remember and speak. So, the student lazy to learning English, sometimes they are afraid to speak and even get bored. Vocabulary is an important thing. When the student wants to learn some language without much vocabulary knowledge, the student can be mastering four language skills such as speaking, reading, writing, and listening. Having a limited vocabulary can be seen as a problem for students. It means that the student had a problem with mastering the four language skills. For Example, based on Spears (2004) states that having a limited vocabulary can be an obstacle to reading comprehension. The Spears argument means that the students were difficult to express their ideas both in speaking and writing of course, they were cant not communicate with foreigners.

In fact, those problems are caused by how the teacher teaching the students. The teacher should provide them language input, which is an increasing student's vocabulary. Become a teacher is something big responsibility to make their students smart. In order to make it easier for students to learn English, the teacher often uses media as one strategy to increase the student's motivation. The good media is teaching English using the movie with subtitles. It is because of the movie as a medium of learning English because the movie can make students interesting and motivate in learning English. Like the past researcher, Rosamia Citra Lestari (2015) stated that using English subtitle in the movie was make the teaching and learning process more interesting and enjoyable for teachers and students by watching movie and subtitles are one of the factors that must be observed by a teacher, so, watching a movie with subtitle may help the teacher to teach vocabulary for the students with easier and the teaching-learning was been fun.

Movies with the same subtitles as what actors and actresses have revealed in the movie (English Subtitle) are expected to be able to identify how student's expression and pronunciation of English texts directly from native speakers to that the learning process can get used to hearing conversational expression in English. Through this process, students can be more advance in vocabulary and expected of their students.

The fact, there is uncertainty when teachers using English subtitles in the movie, and also there are so many arguments about this. The use of English subtitled movies as a medium to improve student's vocabulary prefer

by me. Instead of reaching new words, the student also can increase their four major skills in English, so, from those problems and consideration, the researcher was using two animated movies which are so popular in children; both movies are "frozen " and "toy story". Those the issues and information above, the researcher really interesting to take a researcher entitled " The use of English Subtitled movies in teaching Vocabulary to Second Grade Students of MTs Al-Madaniyah in Academic Year 2020/2021"

1.2 Research Question

Based on the information and problem above, the research question in this research is:

1. Does the use of English subtitled movies has an effect in Teaching vocabulary to second-grade students in MTs Al-Madaniyah of Mataram in academic year 2020-2021 ?.

2. Is there any significant difference between the student whos are taught using English subtitled movies without English subtitled Movies in Teaching vocabulary to second-grade students of MTs Al-Madaniyah Mataram in academic year 2020-2021?.

1.3 Purpose of the Research

The specific purpose of the research based on the problem above stated as follows:

1. To investigate whether the use of English subtitled Movies has an effect or not in teaching vocabulary to second grade of MTs-Al Madaniyah Mataram in Academic year 2020-2021.

2. To analyze the significant difference between the student taught using English subtitled movies without using English subtitled Movies to second-grade students of MTs Al-Madaniyah Mataram in Academic year 2020-2021.

1.4 Scope of the Research

This research was focus on seeing whether the effect of students' vocabulary mastery on content words and students'. The two movies, namely the frozen and toy story that is used in this study, is the name of people, things, and animals, particularly, describing people, things, and animals related to the syllabus of the second semester for the second grade of Junior High School.

1.5 Significance of the Research

In this research, the researcher expects usefulness of the research both theoretically and practically as follows:

1.5.1 Theoretically

This study can be useful for teachers and students to learn, practice, and improve their vocabulary by using Movies with English subtitles. The Movie is frozen and Toy Story.

1.5.2 Practically

The use of English subtitled movies hopefully can help teachers in teaching to increase students' vocabulary, and the result of this research can give benefit as a reference for English teachers in MTs Al-Madaniyah Mataram.

1.6 The Hypothesis of the Research

1.6.1 The Alternative Hypothesis (Ha)

1. Using English subtitled has an effect in teaching vocabulary to second-grade students of MTs Al Madaniyah Mataram in academic year 2020/2021.

2. Using English subtitled is significant difference in teaching vocabulary to second-grade students of MTs Al-Madaniyah Mataram in academic year 2020/2021

1.6.2 The Null Hypothesis (HO)

1. Using English subtitled Movies does not have an effect on teaching vocabulary to second-grade students of MTs Al Madaniyah Mataram in academic year 2020/2021.

2. Using English subtitled Movies is not significant between students of MTs Al-Madaniyah Mataram in academic year 2020/2021

1.7 Definition of the Key Terms

In order to avoid misunderstanding from the side of the readers after reading this proposal, it is important to define some terms concerning the research.

1. The subtitle is a branch of translation called audiovisual translation in which viewers can read statements of dialogues on the screen as well as watch the images and listen to the dialogues, (Reich,2006)

2. Movie means a series of moving pictures recorded with the sound that tells
   a story shown at cinema or movie (Hornby, 2006:980)

3. vocabulary is a collection or list of words with brief explanations of their
   meanings (Hornby, 2006:1707)
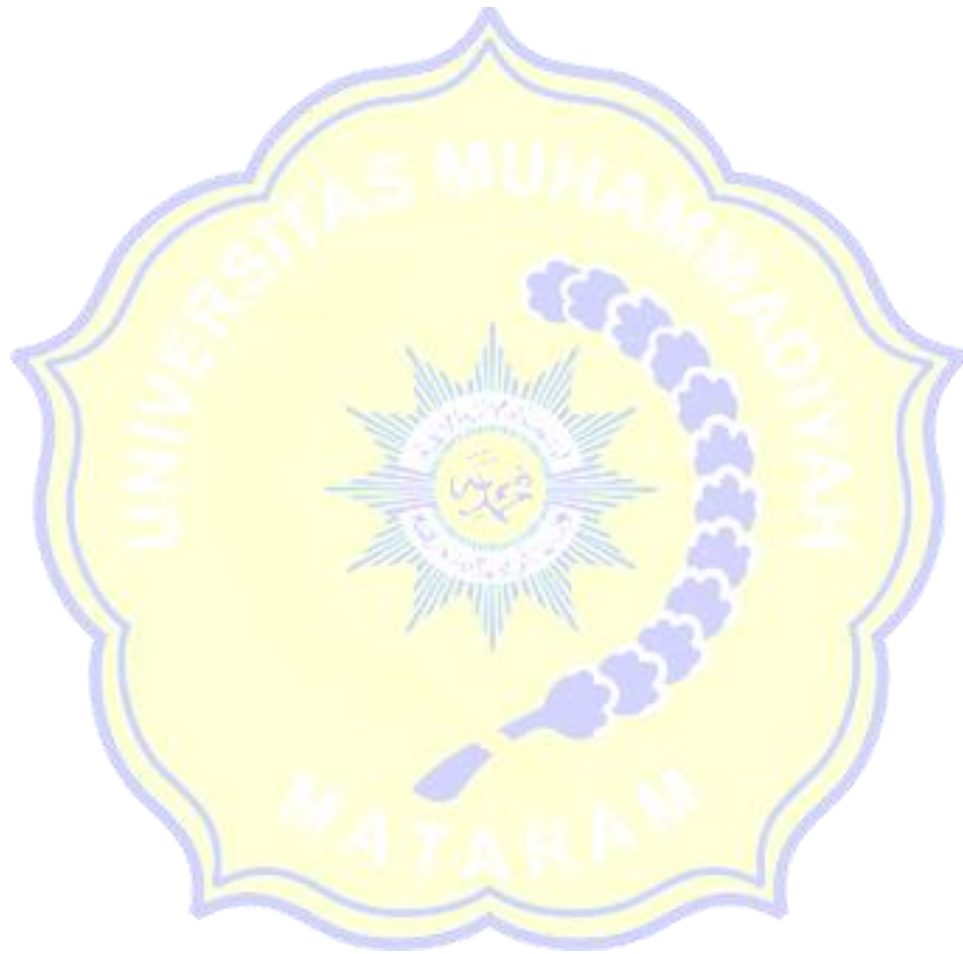
CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 The Nature of Vocabulary and the Development

Vocabulary is the most important part of the language that takes place in all concepts and ideas in all subjects. People often use vocabulary as a word in their conversation. According to the Collins Cobuild, English Language Dictionary (1989:1629), The Vocabulary of a Language is the total number of words in it, and someone's vocabulary is the total number of words in a language that he or she knows. In English that has four major skills to the mastering of English such as, Listening, Speaking, Reading, and Writing. Those of the skills Vocabulary is one of the components that linking all of them. Types of Vocabulary Some experts have classified types of vocabulary. According to Nation (2001), there are two kinds of vocabulary. The type of vocabulary is divided based on vocabulary knowledge, namely receptive and productive vocabulary. The types of vocabulary were to be discussed below.

2.1.1 Receptive vocabulary

Receptive vocabulary is words that the students recognize and understand when they occur in context, but cannot produce correctly. It means that the students recognize when they see it in the reading context but do not use it in speaking and writing. The receptive vocabulary is also called a passive process because the students only receive thought from others. In language application, the receptive vocabulary is considering the basic vocabulary. It is much larger than productive vocabulary because there are

many words recognized when the learner hears or reads but does not use when he speaks or writes.

2.1.2 Productive vocabulary

Productive vocabulary is the words, which the students understand, can pronounce correctly, and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time Therefore, productive vocabulary can be addressed as an active process. because the learners can produce the words to express their thought to others.

According to Fries (1974:45) cited in Lydia Amelia. (2017:15) classifies English vocabulary of words into four types, they are:

1. Content words

   Content words represent the name of objects or things, that is a concrete noun (book, chair, and pen), an action that is the verb (swim, sit and fly), the qualities of these things, that is adjective (big, strong and sharp) and adverb (at school).

2. Function words

   Function words are words that are used as a means of expressing relation Grammarly and structure. Function words included determiners for example, (which, this, that, each, much, some and many), conjunctions (and, but, or. because and after), prepositions (in, at on, during and until). pronouns (I. you, him, her and them), auxiliary verbs (are, be. have and do), modals (may and could), and quantifiers (some and both).

3. Substitute words

Substitute words are words which represent the individual things or specific action as substitutes for whole from classes of words. In other words, substituted words are indefinite pronouns such as anybody, anyone, anything, everybody. nobody and nothing

4. Distributed words

Distributed words are words distributed in use according to the grammatical matter as the presence of a negative such as, either, too, or yet.

Based on the statements above, vocabulary has some types on the purpose. This research was focus on the content word because content words consist of a word that can be associated with and it has various parts such as noun, verb, adjective, and adverb. The kind of text as a material to learn vocabulary is a narrative text.

Learning a language means learning the vocabulary of the language. According to Carter (2006) utterance that learning vocabulary is the main task in learning another language, especially English itself consists of vocabulary. Vocabulary is the most important aspect of teaching-learning, Priyono (2004). It means that without vocabulary, it is nothing sounds that human produce. So, there is no words who want to tell by someone and there is no conversation with each other, automatically because of how well the students are master in the second Language especially English. Priyono (2004), looking for the students' point of view, states that rather than grammar, vocabulary is more reliable for students. By acquiring a huge

amount were vocabulary, students were able to deliver their thou have, but if the students have a limited vocabulary, the students were difficult to express their feeling and thought.

2.2 Teaching Vocabulary

Young children learn to communicate by listening and speaking through their society. The process of gathering some new words can be obtained from other skills in language, for intense from Listening, Speaking, Reading And Writing. Those skills are correlated with each other, and students have to learn them. In this case, the teacher must help them to develop the students' ability of the four skills, and the teacher becomes a guide for the students Teaching-Learning process. According to Pikuski and Templeton (2004), in teaching vocabulary, the teachers need a comprehensive approach as follows :

1. Use 'instructional' Read – Aloud events

2. Provide direct instruction in the meaning of prefixes, suffixes, and root words,

3. Link spelling instruction to reading and vocabulary instruction,

4. Teach the effective, efficient, realistic use of dictionaries, thesaurus, and other reference works,

5. Teach, Model, and Encourage the application of a word-leaning strategy,

6. Encourage wide reading,

7. Create a deep awareness of and a deep interest in language and words.

So, Teaching vocabulary of vocabulary is an important thing. Someone who wants to learn English must be known for vocabulary, firstly. It means

that, by knowing many vocabularies, students can be easier in learning English. Teaching vocabulary needs a guide to help the students understand vocabulary. The teachers try to balance all different areas of language teaching, and then the best media of teaching must be considered.

2.3 Teaching Media

Nowadays, the teaching-learning style has to develop into a variety of strategies that encourage teachers to be more creative in transferring their idea to students. According to Basuki, et all (1991: 8-9) there are two types of media. The first is dependent media, which means the helping tool in the teaching process. Their success depends on the teacher. For example, a Movie is used to explain the material-their effectiveness depends on how the teachers use it. If the teacher can use them well, the students got the point of information from the teacher. The second one is the independent media. Both media can use individually by students to learn without any helps from their teacher. Gerlach and Ely (1971) mention several properties of good teaching-learning uses a media :

1. Fixative Property

    This property describes the ability of media to record, save, and reconstruct a phenomenon or an object.

2. Manipulative Property

    By having this property, media can enable a transformation of an event or an object.

3. Distributive Property

This property enables media to transport an event through time and space so that the event can be seen by students relatively. And the same stimulus toward the event.

2.3.1 Kinds of Media of Teaching

According to Hamalik cited in Fitri Kurniayati, et all. (2014:15-18), there are four classifications of teaching media:

1. Visual media, such as filmstrip, transparency, micro projection, bulletin board, pictures, illustration, chart, graphic, poster, map, and globe. Three-dimensional media, namely in the form of models such as solid models, cross-section models, stacking models, muck ups, dioramas, and others.

2. Audited media, such as phonograph record, electric transcript, radio, recorder of the tape recorder. The use of the environment as a medium of teaching.

3. Audiovisual media, such as film, TV, and three dimensions things.

4. Dramatization, role play. socio drama, etc.

Those media can be used in teaching according to the materials and students' level and interest. In this study, the audiovisual movie is chosen as a medium for teaching English vocabulary.

Media is so useful in the teaching-learning process; many teachers need media to help them easier to stimulate the material. Audiovisual media can be used in teaching-learning. Audio such as tape recorder can be used in teaching listening, while audiovisual media can be used in reading and writing teaching-learning, for example, newspapers. Also, Audiovisual

media can use in listening, writing, and speaking. According to Burden and Byrd (1999), the media can give a various contribution to the learning process:

1. Media can create more interesting class instruction.

2. Media can improve the quality of learning.

3. Media can enhance students' positive attitudes toward the material being taught and to the learning process itself.

In this researcher, the researcher chose Audiovisual media such as movies, because movies especially animated can stimulate students to learn English and also using Audiovisual media make students interested in looking for new vocabulary also audiovisual media is easy to used by the teacher.

2.3.2 Teaching English using a movie as media

In this Research, the movie is used as a medium of teaching English vocabulary. Using movies in the classroom can make class most alive and fun. Movie or film can also teach people about history, science, human behavior, and any other subject. Some films combined entertainment with instruction, which can make the learning process more enjoyable.

2.3.2.1 Strength and weakness of Using Movie

Using Movie in teaching-learning, that has strength and weakness, as mention:

1. Strength

Nasution (2005:104) states that the strength of using movie in the teaching and learning process are:

1) The movie is very good at describing a process, if necessary, by using "slow-motion."

2) Each student can learn something from the movie, from the clever ones to the best intelligent ones.

3) Movies can take a child from one country to another country and from one period to another period.

4) A movie can be repeated if necessary, to add clarity.

2. Weakness

Arsyad Azhar (2011:50) states that the weakness of using movie in the teaching and learning process are:

1) Procurement of English movie generally is expensive

2) When the movie is shown, the pictures were keeping changing making all students cannot follow the information given through the movie

3) Movies are not always appropriate with the needs and purposes of learning objective

4) It means that in Teaching-learning use of one media has one or more advantages and disadvantages, but on the other hand, the use of media really useful for the teacher to bring the students I the right ways learning about vocabulary.

From all the arguments. It means that using movies has strength and weakness. It is better when the teacher wants to use the movie as Learning Media must use subtitles .in the movie. The subtitle can help the student understand the words. Especially in using movies with English subtitles. It

really the best way, because the students not only find new words but they can know how to pronounce those words. So, subtitle the researcher using animated movie with English Subtitles.

2.3.2.2 The Procedure of teaching vocabulary through English subtitle in the movie

According to Harmer (2003:282), there are many reasons why video can be a special, extra dimension to the learning experience:

1. Seeing language in use Students not only can hear the language but also they can see it. By watching the video, students can see the real condition of language in use, such as students can see the facial expression and the gesture when native speakers are saying some words or expressions.

2. Cross culture awareness Video can help students who want to see westerns culture by watching it in their classroom. It is especially when they want to know how their body language is when they are inviting someone out, or how American speaks to waiters. Video is also a great value in giving students a chance to see all of the cultures from other countries. In order that by using video students can see the culture.

3. The power of creation Students suddenly get some considerable power when they use a video camera. They can make a video that could be an unforgettable moment for them. It can be good media because they can remember all of the vocabularies inside of the video they made and it can enrich their vocabulary mastery. The task of video making can make students creative.

Activity

1) Teacher starts the class and talks about several things

2) Give some question and informed the student about the material

3) Teacher explain the task that is going to be done by the student to make paragraph from brainstorming

4) Teacher plays the movie

5) The teacher gives the text assignment part of the movie to be completed by the students according to the instructions while watching the movie then the students also practiced the pronunciation of the vocabulary that has been completed

2.4 The Definition of Subtitle

Watching subtitles in films and series can help to learn a foreign language. English is the world's most widely learned foreign language; hence the potential of learning through watching subtitle media can have great economic and social impact. Nevertheless, this widespread claim in society lacks conclusive scientific evidence. In fact, the education experts and the public media have mixed opinions about the feasibility of learning languages through watching a film with subtitles. Subtitle audiovisual in English is becoming increasingly popular because access to audiovisual media in its original language with a subtitle is easy. It is such a good thing if the students master English and can improve their speaking skills in the world.

Neves (2008) believes that captioning and subtitling have exactly the same definition, although some make a distinction and believe that captioning is considered to be for both deaf and hearing-impaired viewers while

subtitling is special to hearers. According to Gerzymisch-Arbogast (2008), subtitles are the written translation of film dialogues produced on the screen. He adds that the process of subtitling involves three 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).

The National Captioning Institute defines captions as the process of converting the audio portion of video production into text, which is displayed on a television screen. The caption is typical, which upper-case letters against a black background. Subtitles, on the order hand, are defined as the permanently affixed onscreen text that represents the narration, dialogue, music, or sound effects in a program. From the statements above, it can be concluded that subtitle is the monologue text of a movie that appears along with the picture at the bottom of the screen. Through subtitles, we easily understand the storyline or information to be conveyed also it is so good for the disabled person, for example, the deaf-person because they can not listen and speaking but adding the subtitle can help them. Adding a subtitle in the movie is very useful to improve the student's vocabulary. The researcher is really interested in making a learning-teaching process using a movie with subtitles.

2.4.1 The Advantages and Disadvantages of Subtitled

1. The Advantages of Subtitled

According to Vanderplank (1988), there are two potential benefits of subtitles. One is that subtitles might have potential value in helping the language acquisition process by providing the learners with the key to

massive quantities of authentic and comprehensible input. The second is that subtitles might help to develop language proficiency by enabling learners to be conscious of the new and unfamiliar language that might otherwise be lost in the stream of speech. Subtitles are so beneficial to students in improving their vocabulary. With the advantages of subtitles, many students get new words, and day by day, they were master the vocabulary. Not only based on Vanderplank's opinion, according to Kellerman (1985), subtitles also are beneficial as an information processing aid. Encoding spoken information psychologically requires less effort than the more effortful semantic coding. The researcher can see that both of their opinions' about subtitles are so beneficial in improving vocabulary. In the subtitle, the students can learn how the words are produced, sound, meaning. It is not expensive too.

2. The Disadvantage of Subtitled

   For a few people, they say that putting subtitles in a movie is very noisy, disturbing, and many more. Like, Zanon (2006) said that many viewers consider subtitles a nuisance because they cover visual information, and so lessen the credibility of the film. Also, according to Reese (1984) subtitles either impede or have no effect on learning from news stories. He believes that the reason may be the limitations of single-channel processing, in which humans can attend to only one channel at a time. Switching attention from spoken text to written text impairs performance when processing demands are heavy because some information is lost in the process. Another possible disadvantage of the

use of subtitles is that they might distract the viewer's attention away from the screen.

2.5 Previous Study

There are some researchers who used subtitles in watching English Movie like the past researcher Rosmia Citra Lestari (2015) conducted an experimental study at SMP N 1 Gunung Sari entitled The Use Of Subtitle In Movie To Improve Student's vocabulary. This study applied a repeated measures design. The population of this study was 203 students of grade VII, and the samples taken through the purposive sampling technique were students of class VII B. The researcher took this class as the sample because the researcher had taught in the class the previous semester. She used a science-fiction movie entitles Avatar in doing the research. This study was focused on the vocabulary related to science, which was utilized in the movie. In doing this research, she let the students watch the movie and paused it whenever science-related vocabulary occurred in the movie. At the end of her study, the subtitles found that English movies can effectively influence students' vocabulary.

Umroh (2009) used the cartoon movie Dora the Explorer in conducting the experimental study. The researcher utilized the cartoon movie Dora the Explorer because this research was conducted in the fifth grade of an elementary school. Dora, the explorer, was considered suitable for the fifth graders. After finishing the study, she concluded that Dora the explorer movie can increase students' lexical competencies. She noticed that the cartoon movie Dora the explorer was considerable to teach names of objects.

The researcher uses the previous studies above as references in this research. There are several experiments which are similar to that study, especially in the case of improving students' vocabulary skill. The similarity of these studies is in the skill that they want to improve, that is, students' vocabulary skills and some studies that use the same method. English subtitles and Indonesian subtitles. The only difference is in the technique. The techniques were being applied in the teaching-learning process. The researcher applies the scene that is suitable for the material. In this researcher, the researcher using "Frozen" and " Toy Story" movies that really famous in children-age also many children love this Movie. So, they were happy and fun to learn.
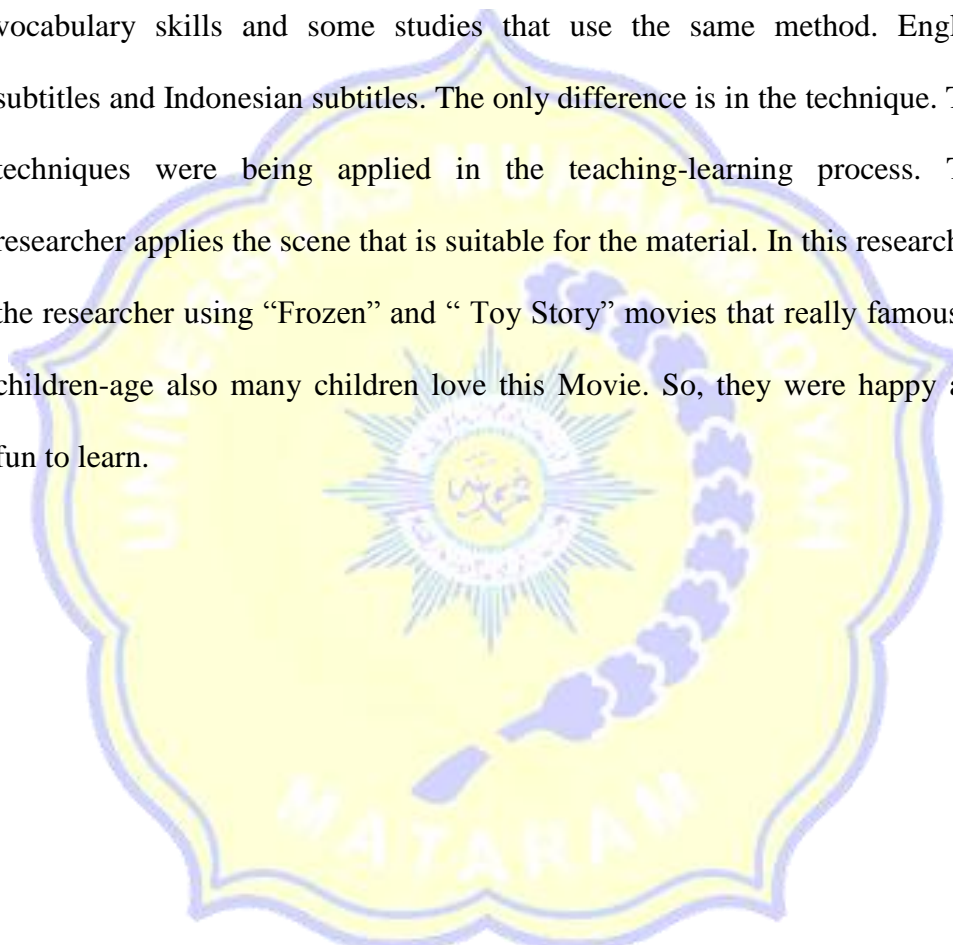
CHAPTER III

RESEARCH METHOD

3.7 Introduction

This chapter consists of the research design, Population, and sample, research instrument, method of collecting data, and technique of analysis data.

3.8 Research Design

In this research, the researcher was using an experimental design. According to Sugiyono (2017:107), an experimental is the research method used to find out the effect of treatment toward the order cases in restrained condition.

This research was to apply quasi-experimental research namely the research control group and experimental group. The experimental group receives a treatment of some sort (such as a new textbook or a different method of teaching), while the control group receives without.

Table 1 design of research

0_1 x 0_2
0_3 0_4

(Creswell, 2014:242)

Where:

0_1: pre test experimental class

0_3: pre test in control class

X: treatment

0_2: post test in experimental class

0_4: post test in control class

3.9 Population and Sample

3.3.1 Population

Population is generalization area that consists of object/subject who has quality and the certain characteristic has been determined by the researcherfor being learn and made a conclusion (Sugiyono, 2017:117). In this research, the population of this research is the second-grade students of Mts. Al Madaniyah, in the academic year 2019-2020 with the total number of the Population are 52 students, which consists of 2 classes.

Table 2 Population of students

Class	Students
VIII A	26
VIII B	26
TOTAL	52

(MTs Al-Madaniyah Mataram 2020)

3.3.2 Sample

The sample is part of the quantity and characteristic of the Population (Sugiyono, 2017: 118). It means that we can take a sample from the Population. Because the Population of this research is two classes, the researcher took two classes as the sample at the second-grade students of Mts Al Madaniyah Mataram in Academic Year 2019/2020.

Table 3 Sample of students

Class	Number of Students
VIII A	26
VIII B	26
TOTAL	52

(MTs Al-Madaniyah Mataram 2020)

3.10 Research Instrument

The instrument that the researcher classifies instrument that will be distributor in this research as follow: namely is pre-test and post-test. Test are method use to determine the students' ability to complete certain task or demonstrate mastery of skill or knowledge of content (Dickson 2020). It was an objective test in the from of multiple choice test.There was 20 items of the test with four option (a,b,c,d), the students select one of the best answer, the researcher gave score (5) if the answer correct and (0) if it wrong because each question has the same level of difficulty. The researcher gave the tests for both experimental and control group named pre-test and post-test. The source of the instrument taken from the English rings a bell published by kemedikbud,2017.

3.11 Data Collection Technique

3.5.1 Pre-Test

The pre-test is a test that is given before doing a treatment. In the process of collecting data, the researcher was come to the class and give a multiple-choice test in which consists of 20 items. The pre-test aims to know the knowledge of the student's vocabulary.

3.5.2 Treatment

The next step is treatment. In this step, the researcher conducted an English subtitle in teaching vocabulary. This media was only applied to the experimental class. Whilst the media was not implemented in the control class.

Activity

1) Teacher starts the class and talks about several things

   ➢ The teacher selects word that are relevant to the theme of the lesson (if we disccus about the noun, the words that related to noun are: car, trains etc).

2) Give some question and informed the student about the material

   ➢ How you ever watch a movie before?

   ➢ What kind of the movie that you watched?

3) Teacher explain the task that is going to be done by the student to make paragraph from brainstorming

   ➢ Now we are going to learn about describing noun, verb, thimh etc.)

4) Teacher plays the movie

   ➢ Frozen and toy story

5) The teacher gives the text assignment part of the movie to be completed by the students according to the instructions while watching the movie then the students also practiced the pronunciation of the vocabulary that has been completed

3.5.3 Post-Test

The last step is the post-test. In this step, the researcher was given a multiple-choice test consisting of 20 items. The test was being given to the experimental and control class pre test and post test using the same topic vocabulary caontent refers to the movie.

3.6 Data Analysis Procedures

To analyze the data, the researcher used SPSS 17.00, the data collecting from the pre-test and post-test. To investigate the effect of distribution, the

researcher used the Normality Test. If the data is normal, the researcher used the Paired Test. Meanwhile, if the data is not normal, the researcher has used the Wilcoxon test. To analyze the student who is taught using English subtitle movie than without using English subtitle movie the researcher used Homogeneity Test if the data is Homogeny the researcher used Independent test, while the data is not Homogeny the researcher used Mann Whitney Test :

3.6.1 Descriptive Data

Descriptive statistical data is useful for explaining and describing research data, including the amount of data, maximum score, minimum score, average score, and others.

3.6.2 Normality Test

A normality test is done to find out whether the research data is normally distributed or not.

Normal data is an absolute requirement before we do parametric statistical analysis.

In parametric statistics, there are two types of normality tests that are often used, namely the Kolmogorov-Smirnov test and the Sharpie-Wil test.

If the significance (Sig) score is more > (great) than 0.05, then the data is normally distributed, while if the significance (Sig) score is more < than 0,05, then the data is not normally distributed.

3.6.3 Paired Test

1. Test paired sample t-test is used to determine whether there are differences in the average of two samples in pairs

2. Requirements in the paired sample t-test are normal distribution data

3. For homogeneous variant data, it is not a requirement in the paired sample t-test.

4. The paired sample t-test in this research is used to answer the problem statement.

To answer the formulation of the problem, a paired sample t-test is conducted on the pre-test experimental class data with post-test experimental class, then the pre-test control class data with the control class post-test data.

3.6.4 Wilcoxon Test

a. Test Wilcoxon aims to determine whether there is a difference in the average of two samples paired in pairs

b. The research data used in the Wilcoxon test is ideally ordinal or interval data

c. Wilcoxon test is part of non-parametric statistics, so in the Wilcoxon test, there is not needed for research data that are normally distributed. Wilcoxon test is used as an alternative to the sample t-test diagnostic test if there is a study that is not normally distributed.

3.6.5 Homogeneity Test

a. Homogeneity test aims to determine whether a data variant of two or more groups is homogeneous or heterogeneous

b. Homogeneous data is one of the requirements in the independent sample t-test.

c. In this research, the homogeneity test is used to determine whether the variant of the post-test data of the experimental class and the post-test data of the control class are homogeneous or not. If the significance (Sig)

score is based on mean > 0,05, then the data variant is homogen, while if the significance (Sig) score is based on mean < 0,05, then the data variant is not homogenous.

3.6.6 Independent Test

a. The independent sample t-test is used to determine whether there are differences in the average of two unpaired samples.

b. The basic requirements in the independent sample t-test are data that is normally distributed and homogeneous.

c. The independent sample t-test in this research is used to answer the problem formulation.

d. To answer the formulation of the problem, the independent sample t-test was conducted on the post-test data of the experimental class with control class post-test data.

3.6.7 Mann Whitney Test

a. Mann Whitney test aims to determine whether there are differences in the average of two unpaired samples

b. The number of examples used does not have to be the same

c. Mann Whitney test is part of non-parametric statistics, so in Mann Whitney test there is not needed for research data that is normally distributed and homogenous

d. Mann-Whitney test is used as an alternative to independent sample t-test if the research data is not normally distributed and not homogeneous.