THE EFFECTIVENESS OF MOVIE SUBTITLE TO IMPROVE READING COMPREHENSION

THESIS

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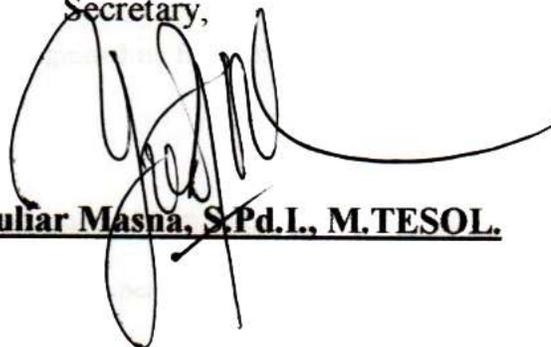
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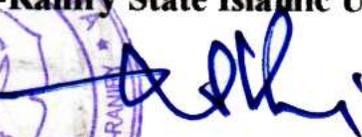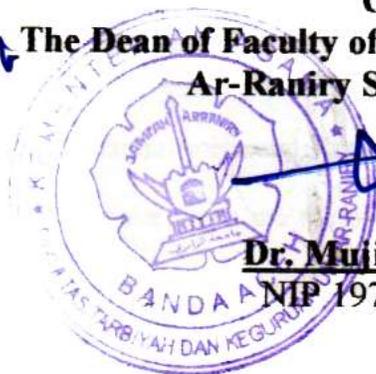
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Banda Aceh, 16th December 2017

Dea Utami Permatasari

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SURAT PERNYATAAN

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Judul Skripsi	: The Effectiveness of Movie Subtitle to Improve Reading Comprehension.

Menyatakan bahwa sesungguhnya skripsi tersebut adalah benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya akan menjadi sepenuhnya tanggung jawab saya.

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ABSTRACT

This study examines the effectiveness of teaching by using movie subtitle in reading comprehension. The aim of this study is to investigate whether movie subtitle can improve students' reading comprehension. In the collecting data teaching experiment, the researcher used some techniques such as; test and questionnaire. This technique is effective in teaching reading using movie subtitle. This can be proved that students' result was sharply improved ($\bar{X}$ in pre-test was 43.40% while $\bar{X}$ in post-test was 72.19%). It means the increase from pre-test and post-test was 60.11%. In addition, based on the analysis of questionnaire, most of the students gave positive responses about students' reflection on learning by using this technique in which 69.2% of them agreed that movie subtitle technique helps them in comprehending the reading and also get a new knowledge from it. Therefore, it can be concluded that movie subtitle gave strong effect on students' reading score and positive influence for them.

Keywords: *Movie Subtitle, Reading Comprehension, Improvement*

ABSTRAK

Penelitian ini menguji efektivitas pengajaran dengan menggunakan Movie Subtitle dalam pemahaman membaca. Tujuan dari penelitian ini adalah untuk mengetahui apakah movie subtitle dapat meningkatkan pemahaman membaca siswa. Dalam eksperimen pengumpulan data, peneliti menggunakan beberapa teknik seperti; tes dan kuesioner. Teknik ini efektif dalam mengajarkan membaca menggunakan movie subtitle. Hal ini dapat dibuktikan bahwa hasil siswa meningkat secara tajam ($\bar{X}$ pre-test adalah 43,40% sedangkan $\bar{X}$ post-test adalah 72,19%). Artinya kenaikan dari pre-test dan post-test adalah 60,11%. Selain itu, berdasarkan analisis kuesioner, sebagian besar siswa memberikan tanggapan positif tentang refleksi siswa terhadap pembelajaran dengan menggunakan teknik ini dimana 69,2% diantaranya sepakat bahwa teknik movie subtitle membantu mereka dalam memahami bacaan dan juga mendapatkan pengetahuan baru. dari itu Oleh karena itu, dapat disimpulkan bahwa movie subtitle berpengaruh kuat terhadap nilai membaca siswa dan memiliki pengaruh positif bagi mereka.

Kata kunci: Movie Subtitle, Pemahaman Membaca, Peningkatan

الملخص

تبحث هذه الدراسة فعالية التدريس باستخدام عنوان فرعي في فهم القراءة. والهدف من هذه الدراسة هو التحقق مما إذا كان الترجمة المصاحبة للفيلم يمكن أن تحسن فهم القراءة لدى الطلاب. في تجربة جمع البيانات، استخدم الباحث بعض التقنيات مثل: اختبار والاستبيان. هذه التقنية فعالة في تدريس القراءة باستخدام الترجمة المصاحبة في الاختبار القبلي كان 43.40٪ في حين كان (X^-) للفيلم. ويمكن إثبات ذلك أن نتائج الطلبة تحسنت بشكل حاد في الاختبار البعدي 72.19٪). وهذا يعني أن الزيادة من الاختبار القبلي والاختبار القبلي كانت 60.11٪. X^- وبالإضافة إلى ذلك، واستنادا إلى تحليل الاستبيان، أعطى معظم الطلاب ردود إيجابية حول التفكير الطلاب على التعلم باستخدام التقنيات التي 69.2٪ منهم اتفقوا على أن تقنية الترجمة الفيلم يساعدهم في فهم القراءة وأيضا الحصول على معرفة جديدة منه. لذلك، يمكن استنتاج أن الترجمة المصاحبة للفيلم أعطت تأثيرا قويا على درجة قراءة الطلاب والتأثير الإيجابي لهم.

كلمات البحث: فيلم الترجمة، القراءة والفهم، وتحسين

CHAPTER I

INTRODUCTION

A.   Background of Study

Reading is one of the four skills that are important in obtaining knowledge in education. By is, students can get information and to learn in teaching-learning process. Reading can also improve students' ability also one of the most important activities for students could not be able to acquire knowledge. Johnson (2008) stated that reading is the act of creating meaning with the text.

Cristian and Marry (1976) said that reading is the most skill of all for the most students of English through the world. In the reading activity, the reader should interpret the meaning of written texts. Clark and Sibelstein (1987) defined that reading is an active cognitive process of interacting with print and monitoring comprehension to establish meaning. It means that the readers interact with print and use their prior knowledge combined with visual information in comprehending the message. Consequently, if a reader fails in the interaction process of printed materials and monitoring comprehension, he/she was unable to get intended information. Reading which belongs to receptive skill can be defined as a process whereby one looks at and understands what has been written (William, 1999). It means that, when someone reads, he looks at something written and tries to get the meaning to understand it.

Without comprehension, reading is nothing. Reading comprehension is one of the pillars of the act of reading. Armbruster (2000) stated that comprehension is the reason for reading. If readers can read the words but do not understand what they are reading, they are not really reading. Furthermore, Serravallo (2010) stated that comprehension is at the heart of what it means to really read by thinking and understanding and getting at the meaning of a text.

The purpose of reading is to help them in understanding a text and getting the information from the text that the student has read. To increase students' knowledge, students need more reading because it is an effective way to get knowledge. Logan and Logan (1981, p. 62) extend more specific purposes of reading:

> There are four reading purposes, they are: reading for enjoyment, reading for information, reading to solve a problem and reading to evaluate. Reading for comprehension is the primary purpose of reading; raising student's awareness of main ideas in a text and exploring the organization of text is essential for good comprehension.

According to the statement of the experts above, it can be concluded that the purpose of reading is for information, recognizes problem solution and for evaluation. Firstly, reading for information is to read something in order to get the information from what reader has read and try to understand deeply about what he or she has read. In reading for information the readers need the deep comprehension. Secondly, reading for a problem solution it means that readers attempt to get a solution from the problem that they find in the text that they are reading. Finally, reading for evaluation

is the one which the readers attempt to know the values of a story or text. Through reading, readers know whether it is good or bad or it is necessary to read or not.

Reading is not as simple as people imagine achieving it. There are some problems that students' face on reading. Firstly, the student just read a text without understanding the meaning of the content. Secondly, the students do not pay attention when the teacher explained the material in front of the class. Thirdly, students do not have many vocabularies, so it is very hard for them to understand the text.

To solve the problem, there are many ways or technique that can be used by teacher or student in reading comprehension. The media of teaching reading that can be used in EFL classroom are audio, visual or audiovisual materials. However, this research focused on teaching using audiovisual media (movie). In this research will use subtitle movie to improve students' reading comprehension.

A subtitle is textual versions of the dialog in films and television programs, usually displayed at the bottom of the screen. According to Reich (2006), subtitling 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.

The use of movie provides a rich context which students can improve comprehension. Ali Karakas and Arif Saricoban (2012) pointed out that we feel comfortable since it is easy for us to get meaning from foreign language film with

subtitles and caption. A movie with subtitle in their own language will reduce their awareness toward the language that they learn. It means that their focus is on reading subtitle in their own language to get the understanding. Therefore, improving the subtitle in their mother tongue into the target language that they learn will attract their focus and awareness on the target language.

Subtitle with the English language as the target language in the movie encourage them in the other skill, such as vocabulary, listening and reading. According to Karakas and Saricoban (2012) there are several studies that focused on the effects of subtitles or captions on comprehension in reading, listening and vocabulary acquisition (Baltova, 1999; Danan, 1992, 2004; Garza, 1991; Markham, 1993, 1999; Neuman & Koskinen, 1992)". In addition, Yuksel and Travendi (2009) examined the effects of captioned videos considerably improved the reading vocabulary knowledge of the participant, it means that movie with English contains elements of the four language skills.

The research which is relevant to this study done by Hwang Yanling (2011) entitled "Using Subtitle to Enliven Reading". This research shows subtitle as an effective media that can be applied when learning English reading. It can make students interested to learn reading.

B. **Research Question?**

1. Does the use of movie subtitle improve students' reading comprehension?

C. **The aim of Study**

Based on the research question above the aim of the study is:

1. To find out whether movie subtitle can improve student's reading comprehension.

D. **Terminology**

1. Reading Comprehension

Caldwell (2008) stated reading comprehension is about relating background knowledge to new knowledge contained in the written texts. Readers' ability to understand what readers read is highly dependent upon the background knowledge that readers bring to the act of reading.

2. Movie Subtitle

Subtitles in Oxford dictionary is captions displayed at the bottom of a cinema or television screen that translate or transcribe the dialogue or narrative. According to Van Der Kamp (2007), subtitle movies have been found to improve reading skills, especially for children. Subtitle movies enable people to automatically and subconsciously read while watching. In order to comprehend

subtitled movies, the audiences need to read the lines fast and accurately. Indirectly, this could improve the literacy skills.

E. Significant of Study

1. As information for teacher or teacher candidates who want improve teaching reading comprehension.

2. As references for other researchers who are interested in investigating movie subtitle in improving students' reading comprehension.

CHAPTER II

LITERATURE REVIEW

A.   Definition of Reading

The definition of reading varies, for it depends on people's point of view. Richards et al. (1985, p. 28) gave some definitions of reading. Firstly, reading is to perceive a written text in order to understand its concern. It can be done silently (silent reading). Secondly, reading is to say a written text aloud (oral reading).It can be done with or without an understanding of the contents.

Burns (1976, p. 11) said that "basically reading is a thinking process. It requires some kinds of response on the part of the reader". Besides that, Stuffer (1969, p. 5) said that "reading is a complex phenomenon of mental activity, a kind of thinking; it seems timely to define more precisely what is meant by reading and by thinking." The other expert, Harmer (1991, p. 153) also said that "reading is an exercise dominated by the eyes and brain. The eyes receive message and brain then has to work out the significance of this message".

According to Alyousef (2005, p. 144) stated that "reading can be seen as an interactive process between a reader and a text which leads to automaticity or reading fluency. It means that reading is a process of understanding the meaning of a text in which the readers can get important ideas. In his book, Dechant (1973, p. 45) said

that "reading is a learning process; reading may become one of chief media for learning. The student can use reading to acquire knowledge and to change their attitudes, idea and aspiration". By reading, the reader does not only interpret with the written and express it with the sounds but also learns many things from the messages provided in the text that is useful for our life.

Logan and Logan (1968, p. 23) summarized that people read for the specific purposes: reading for information, reading for enjoyment, reading for problem solving, and reading for evaluation. These four purposes of reading are more used by the readers in their individual life. There are some other purposes of reading. Such as reading for pleasure, reading for summarizing, reading for a test, reading for research, etc. it depends on the background of the readers. Moreover, Grellet (1986, p. 3) said that the reading sources are not only books, magazines or newspapers that usually read by the students, but also all of any written texts are the sources of reading. There are such as novels or stories, essays, poems, letters, recipe, etc.

Reading can be a valuable activity because it can develop one's knowledge from information he gets in printed material. It is an essential skill that must be mastered and improved by a student especially in learning language. As Heilman (1981, p. 5) perceived that "reading is language process, children being taught to read must understand the relationship between reading and their language".

Wardhaugh (1969, p. 133) said that "the reading process is exemplified by the total output". He also defined, when a person reads a text, he is attempting to discover the meaning of what he is reading by using the visual clues of spelling, his knowledge of probabilities of occurrence, his contextual-pragmatic knowledge, and his syntactic and semantic competence to give a meaningful interpretation to the text. Because the reading is not a passive process, in which a reader takes something out of the text without any effort or merely recognizes what in the text.

Reading is an important activity in learning a language process. By reading we can obtain a lot of meaningful information on many things. But, the aim of teaching reading in a foreign language class or program is to help the students be able to understand, to retrieve, and to recover meaningful information that can be used later for various purposes. River (1981, p. 259) and Grellet (1986, p. 4) perceived that reading is an important activity in any language class. It can be a source of information and pleasurable activity, and also as means of consolidating and extending one's knowledge.

From the above definitions, it can be inferred that reading is divided into reading aloud and silent reading. Reading aloud is aimed at making the readers able to use or to say word, sentences or paragraphs correctly in a correct and acceptable pronunciation, stress, and intonation, while silent reading is for understanding.

Besides, reading in terms of purposes can be categorized into reading for information, pleasure, problem solution, and evaluation. It is also, understood that reading is divided into reading for perception and critical thinking.

B.   Definition of Reading Comprehension

Reading comprehension is one of the four English skills to be mastered by its learners. It is regarded as a vital component to reach the goal of teaching-learning process. Reading is an activity involving constant guesses that rejected and confirmed. It means that the readers need to comprehend what they are reading to get the idea of the passage.

According to Brown (1981), comprehension while reading is required as a way to gain the information beyond the text, either it is stated or implied. In addition, students who are able to read and comprehend the text will not only get the meaningful information, but also the brilliant knowledge can be achieved by them.

Comprehension cannot be separated while doing a reading. Cowell (2012) in his research affirms that:

> "Comprehension in reading is a process in which the reader constructs meaning while, or after, interacting with a text through the combination of prior knowledge and prior experience, information in text, the stance he or she takes in relation to the text, and immediate, remembered, or anticipated social interactions and communications."

Another expert Pardo (2004) believes that in reading, "comprehension is the process of simultaneously extracting and constructing meaning through interaction

and involvement with written language". The researcher sums up that, comprehension is a process of the readers' activity to understanding of reading text.

The National Reading Panel report focuses on text and the reader a source of variability, in analyses with variety of colleagues (Elliot, 1991) has identified comprehension as requiring the reader to take charge of the text, task and context variables, presumably an implicit acknowledgment that text, task, and context are all important in defining reading comprehension and can be obstacles to comprehension, while at the same time the reader is seen as the most central element.

From the above statements, it can be concluded that reading comprehension is the process of constructing meaning from text. The goal of all reading instruction is ultimately targeted at helping a reader comprehend text.

C.   The Purpose of Reading

The activity of reading has many purposes depending on what people need. However, the main purpose of reading is to acquire the information. As mentioned before, Nunan (1999) stated that there are seven main purposes of reading:

1. To obtain information for some purposes or because we are curious about some topic;
2. To obtain instructions on how to perform some task for our work or daily life (e.g., knowing how an appliance works);
3. To act in a play, play a game, do a puzzle;

4. To keep in touch with friends by correspondence or to understand business letters;

5. To know when or where something will take place or what is available;

6. To know what is happening or has happened (as reported in newspaper, magazines, reports);

7. For enjoyment or excitement.

Based on the above explanation, Nuttal (1996) suggests that the overriding purpose of reading is to get correct message or information from a text or to receive the message that writer intended for the reader. In other words, the readers read the reading text to get the information delivered by the author.

In addition, the reader can have the same purpose of reading but different reasons in doing it. There are two kinds of reasons that be used in finding information from reading:

a. Reading for Pleasure

Clark and Rumbold (2006, p. 6) emphasize that "reading for pleasure refers to reading that we do because of our own free will". It refers to reading that has begun at someone else's request we continue because we are interested in. In addition, reading for pleasure is a form of play that allows us to experience other words and roles in our imagination.

b. Reading for Academic Studies

J. Robinson (2002) Reading for academic studies is reading for a certain need, to increase information in academic studies or to increase the ability for a certain subject. In academic reading, a reader may have to skim through a chapter or title of a text in searching main ideas about some aspect of a subject. In another case, readers also have to develop their ability to run eyes extremely, rapidly over many pages of text until they find the specific information relevant to their purpose; which is called scanning. In conclusion, skimming and scanning are two of reading strategies that are necessary for academic reading in searching the certain information.

D.   Theories of Reading Comprehension

1.   Bottom-up Theory

Feng Liu (2010) said that "Bottom-up theory is a reading model that emphasizes the written or printed text, it can say that reading is driven by a process that results in meaning, in other words, reading is driven by text and that reading proceeds from smallest part to a whole part". It means when readers read by using bottom-up theory firstly he or she reads word by word, then sentence by sentence, paragraph by paragraph and the last he or she reads whole the text in order to understand and comprehension of the text that they have read. Meanwhile, the bottom-up theory does not allow for higher level processing strategies to influence

lower level. This statement means the bottom-up theory is not suitable for higher level such as academic level, senior level because this theory recognizes the reading material from a word by word paragraph by paragraph then a whole text to comprehend the text. The bottom-up theory is allowed for an elementary level or some junior high school level, at which in reading they need steps to get understand the text.

2. Top-down Theory

Contrary with bottom-up theory, the top-down theory is a reading model in comprehend text from largest part to small part. In this theory, every reader is demanded to have previous or background knowledge to make them connect with the text that they will read. When reading by using top-down theory the reader will guess or predict what the upcoming word will be and the reader tent to make a tentative hypothesis to identify the upcoming word and use meaning to confirm their prediction. Therefore the readers need to have the previous knowledge to get success in using this theory when they are reading. This theory is allowed for them who have knowledge related to the topics or reading material they will read. If the readers have poor of knowledge of some topics that they will read, they cannot connect or predict what the text or topic tells about.

E.   Types of Reading Texts

Most of the English writer for specific purposes as well as the readers read for particular purposes. Several types of text have been proposed by experts (Anderson & Anderson: 2003, Gerot & Wignell: 1994) as in the following:

1. Procedure text purpose is to provide instruction for making something, doing something, or getting something.

2. Recount text purpose is to provide the audience with a description of what occurred and when it occurred.

3. Narrative text purpose is to entertain or to amuse the reader

4. Description text purpose is to tell about the subject by describing the features without including personal opinion.

5. Report text purpose is to classify and/ or describe using facts about the subject's parts, behavior, and qualities.

6. Spoof text purpose is to retell an event with a humorous twist.

7. Anecdote text purpose is to share an amusing incident with others.

8. Exposition text purpose is to persuade the reader that something is an important matter or to persuade the reader that something should or should not be the case.

9. Explanation text purpose is to tell or explain how and why things occur in scientific and technical fields.

10. News item text purpose is to inform readers, listeners, or viewers about events of the day, which consider important or newsworthy.

11. Discussion purpose is to present two points of view about an issue.

12. Review text purpose is to criticize a work art or event for the public.

F. Definition of Subtitle

Watching subtitled films and series implicitly helps 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.

Subtitling may be defined as a translation practice that consists of presenting a written text, generally on the lower part of the screen, that discursive elements that appear in the image (letters, inserts, graffiti, inscription, placards, and the like), and the information that is contained on the soundtrack (songs, voice off).

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 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).

The National Captioning Institute defines captions as the process of converting the audio portion of a 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 is defined as the permanently affixed onscreen text that represents the narration, dialogue, music, or sound effects in a program. Subtitles are typically placed at the bottom center of the television screen (Mundomedia digital studios, online glossary).

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 subtitle, we easily understand the storyline or information to be conveyed.

G. Advantages and Disadvantages of Subtitle

1. Advantages

The literature on using subtitles in foreign language education is controversial. Vanderplank (1988) gives 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 through enabling learners to be conscious of new and unfamiliar language that might otherwise be lost in the stream of speech.

Kellerman (1985) subtitles also are beneficial as an information processing aid. Encoding spoken information psychologically requires less effort than the more effortful semantic coding. So, the increased use of verbal representations presented visually could promote the use of semantic codes and facilities memory. Danan (2004) concludes that subtitling increase comprehension and leads to additional cognitive benefits, such as greater depth of processing.

Zanon (2006, p.4) avows that subtitled films provide a triple connection between "image, sound in one language and text, normally in another, sound and text being typically linked by translation. This type of connection generally encourages strong associations for retention and language use. If we consider the supplementary

effects that both visual images and translation on their own typically entail for foreign language learning, their combination here is necessarily very powerful".

2. Disadvantages

Zanon (2006) said that many viewers consider subtitles a nuisance because they cover visual information and so lessen the credibility of the film. Another prejudice is the traditional belief that subtitles are disturbing and a source of laziness. There is also a conviction that subtitles create a degree of dependence on the subtitles.

Danan (2004) holds that language learners often have a feeling of guilt or annoyance when first exposed to subtitles, while teachers themselves tend to be openly hostile to their use. This is because subtitles are accused of encouraging learners to rely on the written text and foresting a form of laziness bordering on cheating.

Reese (1984) believes that 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, according to which human 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. In order to follow a programmed, viewers

have to alternate their attention to picture and subtitles. When the attention is focused on the subtitle, information provided in the picture might be missed. However, has never been demonstrated empirically. There is more reason to assume that switching attention from picture to subtitles (and vice versa) proceeds automatically and effortlessly (d'Ydewalle et al., 1987).

Moreover, Reese and Davie (1987) conclude that subtitles may impede understanding of the picture stories by distracting attention from the visuals.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research used an experimental quantitative research method as a reason using an experimental which is specially set to raise some required data. According to Ms. Arikunto (1985, p. 257), experimental research is a study to know whether is an effect or not to the subject, that is given a treatment. In this study, the experiment meant the writer gave pre and post-test on the students' comprehension. First, the students had to answer the pre-test. It is to know the students comprehend or their previous knowledge before the media was applied.

The researcher conducted an experimental teaching at SMAN 7 Banda Aceh took two classes as the participant. Margono (1997, p. 110) says that experiment is part of researchers compared of the score pre-test and post-test. The researcher chosen one class, it was taught using movie subtitle. Therefore, the first class is named as the experimental group.

B. Population and Sample

a. Population

The population is the group set out to study (Tuckman, 1972, p. 131) or the complete and entire collections of elements (scores, people, measurement, etc)

(Triola, 1992, p. 3), and any of individuals have one or more characteristics in common that are of interest to the teachers (Best, 1981, p. 8). According to Ary (1985), Population is all members of a well-defined class of people, events or object. This means that the population is the total number of subjects of research (Arikunto, 2002, p. 108) which are going to be observed for the sake of research. However, in this study, the population is the students of SMAN 7 Banda Aceh.

b. Sample

A sample is a part of a large whole. Sample refers to the small subgroup which is thought to be representative of the larger population. The sample is a subject of a population (Triola, 1992, p. 3). The researcher determined the sample using purposive sampling. The researcher took the sample based on the number of students in the class. The sample of this study was the Tenth-grade students of SMAN 7 Banda Aceh, and class X MIPA 4 was chosen as the subject of the study. The X MIPA 4 was functioned as the experimental group. The reason for choosing this class as the sample of the study is to find whether or not the using movie subtitle in teaching reading comprehension in SMAN 7 Banda Aceh.

C. Instruments for Data Collection

To gather the data, the researcher needs to choose and use a certain instrument. Instrument means advice which is able to show temporary result and/ or evidence; such as questioner, checklist, interview guide or interview schedule, observation sheet or observation schedule, test question (sometimes only called test), inventory, and scale (Arikunto, 2003, p. 134).

In this research, the researcher made some set of an instrument to collect the data for her study. She provided two sets namely pre-test and post-test. According to Ary (1985) a test is a set of stimuli presented to an individual in order to elicit responses on the basic of which a numerical score can be assigned. Moreover, Kerlinger (1986) also believes that a test is a systematic procedure in which the individuals tested are presented with a set of constructed stimuli to which they respond, the responses enabling the tester to assign the tested numerals.

The tests were given in the beginning and at the end of the research. First, the students had to answer the pre-test questions. After that, the researcher did the experimental teaching using movie subtitle to teach reading comprehension. Then, the last meeting the researcher gave post-test to record the progress.

To find out more information about the students' influence and perception about movie subtitle, the researcher intently passed the questionnaire which consisted of 10 questions. It had been given in the fourth meeting after doing the post-test. Through

this questionnaire, the students chose one of the three options according to their perception. Then the questionnaire was analyzed and interpreted in the charts.

D. Procedure (Data Collection)

To support the writing of this thesis, the researcher needs to collect various kinds of data and in collecting the needed data she used the following technique.

1. Experimental Class

   a. First meeting

   In the first meeting, the researcher entered the class and gave the greeting to the students and checked the students' attendance list. The researcher used a class to support her experimental teaching which was using movie subtitle. Then, the researcher explained the students about her reason coming in the class. Next, the researcher gave the pre-test for the students which consisted of ten questions and should be done in 10 minutes. The test was given to measure their achievement in reading comprehension.

   The researcher explained the narrative text which the text is included in the story to be watched by the students.

   b. Second meeting

   In the second meeting, the researcher explained the "introduction" in text narrative text which will be related to the movie being played. After

explaining about narrative, the theories turned the *Maleficent* movie for about 20 minutes. Before the researcher explained what should be done by students before watching the movie, the researchers divided the worksheet to students to answer based on the movie.

Next, after the students finished, the researcher split the text associated with the movie.

c. Third meeting

In the third meeting, the movie was continued to another scene to watch. In this session, Maleficent was viewed 20 minutes long, the scene which was viewed by the students was with subtitle. As usual, the researcher told the steps of what they should do. The researcher explained the second level of text narrative that is "conflict". Then passed the worksheet to the students and explained what they should do while watching the scene of the movie.

Afterwards, after checking again, each group expressed their work in front of the class. Finally, before leaving the class, the researcher gave the text of movie and played the movie to make sure the students get it and understand.

d. Forth meeting

In the fourth meeting, the researcher explained about "Re-orientation" in narrative text in 10 minutes. After explained the material, the researcher gave worksheet to the students to the post-test about "Re-orientation". In this session, Maleficent has viewed for 17 minutes along.

2. Test

According Brown (2004, p. 3) test is "a method of measuring a person's ability, knowledge, or performance in a given domain." In this research, the researcher gave summarizing test to know the effectiveness of using video and students' achievement in reading comprehension by using movie subtitle. The researcher applied one kind of test. The test was given at the last meeting after the researcher conducted the experimental teaching to measure the students reading ability after they got the treatment.

3. Questioner

After doing the test, the writer distributed questioner for experimental class students. The questioner was to know their opinions about movie subtitle in reading comprehension.

E. Technique of Analyzing Research Data

1. Test

In analyzing the test results, the writer uses several formulas. The formulas are necessary for finding out the mean score.

a. Mean

Mean is used to find out the average of the whole sample. In order to know the mean, the researcher used formula suggested by Miss. Arikunto (2010, p. 284).

$$\bar{X} = \frac{\Sigma X}{N}$$

Where : $\bar{X}$:   Mean

ΣX :   The sum of the scores

N   :   Total students

b. Questioner

According to Sudjono (2008), the result of questionnaire will be analyzed by using the following formula:

$$P = \frac{f}{N} x100\%$$

Remarks:

P　　= Percentage

F　　=Number of students choose every choice of

　　　　Answer for each statement

N　　= Total number of student

100% = Constant Value

CHAPTER IV

DATA ANALYSIS

A.   The Brief Description Of Senior High School 7 Banda Aceh

SMAN 7 Banda Aceh is located in Geuceu Komplek Banda Aceh. It was built in 1999. Currently, it is led by Dra. Aisyah M. Ali, M.Pd. There are 66 teachers and 15 staffs. There are 55 permanent teachers that come from different educational background and levels of education and 11 non-permanent teachers. There are only 7 teachers who teach English as their profession and there are 7 permanent staffs who work as administration. Moreover, it has 742 students and consisting of 320 male students and 422 female students. For the Tenth grade consists of 9 classes in which the total number of students was 267 and for grade Eleventh, there are 10 classes in which the total number of students was 249, and for grade Twelfth, there are 7 classes in which the total number of students was 226.

The school has good facilities that can support teaching-learning process. It consists of classroom, principal room, teacher room, library, UKS' room, canteen, sport field, storeroom and toilets. It also has computer room and administration room (biography book of Senior High School 7 Banda Aceh).

B.   The Research of Teaching Experiment at SMAN 7 Banda Aceh

As mentioned in chapter three, the data are classified into two kinds of tests, pre-test and post-test. The pre-test was given in the first meeting while the post-test was given in the last meeting. The result of both the pre-test and the post-test can be seen in the following description:

1.   The Result of Pre-Test

After giving the pre-test, the results obtained by students can be seen below:

10	10	10	10	20	20	20	20	20	30
30	40	40	50	50	50	50	60	60	70
70	80	80	80	80	80				

Based on the score above, it could be seen that the highest score for the pre-test was 80 and the lowest one was 10. The score of the pre-test got by 26 students can be seen in the table below:

Table 4.1: Students' Score Pre-Test

NO	REGISTRATION NUMBER	PRE-TEST SCORE
1	6477	10
2	6478	80
3	6483	10
4	6489	30

5	6492	60
6	6504	70
7	6513	80
8	6517	50
9	6518	80
10	6519	40
11	6534	80
12	6551	80
13	6552	10
14	6564	30
15	6566	50
16	6586	20
17	6590	50
18	6630	40
19	6659	10
20	6663	20
21	6664	20
22	6677	70
23	6678	60
24	6714	20
25	6728	50
26	6737	20

The highest score of the pre-test is 80 and the lowest is 10. Thus, the range of data is: $R = Hs - Ls = 80 - 10 = 70$. Therefore, the amount of interval class is:

K $= 1 + (3, 3) \log n$

$= 1 + (3, 3) \log (26)$

$= 1 + (3, 3) (1,4)$

$= 1 + 4, 6$

$= 5, 6$ ta ken 6

Therefore, space of interval class is:

$$P = \frac{R}{I}$$

$$= \frac{70}{6}$$

$= 11.6$ taken 12

Based on the calculated data, the frequency distribution of pre-test can be formulated as follows:

Table 4.2 : Frequency Distribution of Pre-Test

No	Score	Fi	Xi	FiXi
1	10 – 21	9	15.5	139.5
2	22 – 32	2	27	54
3	33 – 44	2	38.5	77
4	45 – 56	4	50.5	202
5	57 – 68	2	62.5	125

6	69 – 80	7	74.5	521.5
	Total	$\sum Fi$ **26**		$\sum Xi$ **1119**

Moreover, in order to calculate the mean of the pre-test the following formula is used:

$$\bar{X} = \frac{\sum FiXi}{\sum Fi}$$

$$\bar{X} = \frac{1119}{26}$$

$$\bar{X} = 43.03$$

2. The Result of Post-Test

After tested the pre-test, the results obtained by students can be seen below:

25	25	45	50	50	64	64	66	66
68	68	68	70	70	72	78	85	85
88	91	91	95	96	96	100	100	

Based on the range score presented above, it could be seen that the highest score for the post-test was 100 and the lowest one was 80. The score of the pre-test got by 26 students can be seen in the table below:

Table 4.3: Students' Score Post-Test

NO	REGISTRATION NUMBER	POST-TEST SCORE
1	6477	45
2	6478	100

3	6483	25
4	6489	64
5	6492	66
6	6504	91
7	6513	100
8	6517	64
9	6518	96
10	6519	72
11	6534	95
12	6551	96
13	6552	68
14	6564	88
15	6566	85
16	6586	78
17	6590	66
18	6630	70
19	6659	25
20	6663	50
21	6664	50
22	6677	91
23	6678	85
24	6714	68
25	6728	70
26	6737	68

The highest score of the pre-test is 60 and the lowest is 10. Thus, the range of data is: $R = Hs - Ls = 100 - 25 = 75$. Therefore, the amount of interval class is:

K   = 1 + (3, 3) log n

= 1 + (3, 3) log (26)

= 1 + (3, 3) (1,4)

= 1 + 4, 6

= 5. 6 taken 6

Thus, the number of interval was 6. By knowing the number of interval, the researcher found class interval score by using this formula:

$$P = \frac{R}{I}$$

$$= \frac{75}{6}$$

= 12. 5 taken 13

Based on the calculated data, the frequency distribution of pre-test can be formulated as follows:

Table 4.4: Frequency Distribution of Post-Test

No	Score	Fi	Xi	FiXi
1	23 – 35	2	29	58
2	36 – 48	1	42	42
3	49 – 61	2	55	110
4	62 – 74	10	68	680

5	75 – 87	3	81	243
6	88 – 100	8	94	752
	Total	$\sum Fi$ **26**		$\sum Xi$ **1885**

Moreover, in order to calculate the mean of pre-test the following formula is used.

$$\bar{X} = \frac{\sum FiXi}{\sum Fi}$$

$$\bar{X} = \frac{1885}{26}$$

$$\bar{X} = 72.5$$

The result shows that the mean score of pre-test in experimental class was 43.40 while the mean score of post-test 72. 19 which mean that post-test score was higher than pre-test by 29 points.

From many steps above, it can be concluded that the mean score of pre-test was higher than post-test. In addition, based on the data above it can be concluded that movie subtitle effective to improve reading comprehension.

3.   Analysis Questioner

The instrument of questioner was given by the researcher to the X MIPA 4 students in order to obtain the necessary data in this research. The following are the students' responses toward the questioner given:

Table 4.5: Learning to read using Subtitle Film helps me in learning.

Movie subtitle can help students in learning reading comprehension, 50% of students strongly agree that movie subtitle is interesting that using in reading comprehension. In addition, 50% of students chose to agree with this statement. Besides, none of the students chose options to disagree and strongly disagree which indicating that most of the students consider the materials were quite helping. Its mean 100% of students agree that movie subtitle can help them in learning reading comprehension. The percentage can be seen in the table below:

	Options	frequency	Percentage (%)
Q. 1	a. Strongly Agree	13	50%
	b. Agree	13	50%
	c. Disagree	0	0%
	d. Strongly Agree	0	0%
	Total	26	100%

Table 4.6: Learning to Read using Movie Subtitle makes my time use more efficient.

To make our time efficient in learning reading, we can use movie subtitle in learning reading comprehension. The data showed that 30.7% of the students strongly agree that their time use in learning reading by using movie subtitle is efficient. More than half students (61.5%) were agreeing. For several students (7. 6% who disagree) the materials took a lot of time might be because the researcher used only one movie. In short, most of the students agree that using movie subtitle were make their time was efficient. It can be seen in the table below:

	Options	Frequency	Percentage (%)
Q. 2	a. Strongly Agree	8	30.7%
	b. Agree	16	61.5%
	c. Disagree	2	7.6%
	d. Strongly Agree	0	0%
		26	100%

Table 4.7: Learning to read using Movie Subtitle motivates me to more actively read English text.

The researcher claimed that the material is motivating enough to be delivered in the reading classroom. More than half of responded (57.6%) chose strongly agree, the 38.4% of students give agreement reaction. In contrast, only 3.4% of them disagree with it, one of the students thought that movie subtitle was not motivating him/her in learning reading. The researcher assumed that he/she feel the movie

subtitle given in the classroom is not sufficient to be motivating him/her in reading comprehension. The variation in each meeting is becoming very essential. So, to make the students motivated in learning reading comprehension, the teacher needs to have many methods or way to teach their students to decrease it. It can be concluded that most of the students were agree that movie subtitle was motivating them in learning reading comprehension. It showed in the table below:

	Options	Frequency	Percentage (%)
Q. 3	a. Strongly Agree	15	57.6%
	b. Agree	10	38.4%
	c. Disagree	1	3.8%
	d. Strongly Agree	0	0%
		26	100%

Table 4.8: I think learning to summarize using Movie Subtitle gives new knowledge.

Use a method (movie subtitle) in summarize is a good thing for students because it's more help them which is they also can see the picture. Students thought that summarize used movie subtitle give their new knowledge because the choice of strongly agree was chosen by students 46.1% in the percentage of all respondents. Moreover, 42.2% of them were chosen agree and 11.5% of them were chosen disagree. As presented in the table, none of the students thought that summarize using movie subtitle not give new knowledge. But 11.5% of them were thought that summarize with movie subtitle is not give new knowledge might be the students were difficult to make summarize about the movie and might be their lack of vocabulary.

Therefore, it convinced the researcher to conclude that summarize using movie subtitle can give their new knowledge. The table showed in the below:

	Options	frequency	Percentage (%)
Q. 4	a. Strongly Agree	12	46.1%
	b. Agree	11	42.3%
	c. Disagree	3	11.5%
	d. Strongly Agree	0	0%
		26	100%

Table 4.9: Learn with Movie Subtitle add my English vocabulary.

In learning English, it is important to have many vocabularies. Many ways to produce a vocabulary, one of the ways is movie subtitle. A half of students (50% strongly agree) thought that movie subtitle increase their vocabulary. The 38.4% of them were agreeing with. And 7.6% of students disagreed with it, might be their thought if movie subtitle just to understand what the players or the story mean. So they are not disagreeing with that statement which tells the movie subtitle to increase their vocabulary.

	Options	Frequency	Percentage (%)
Q. 5	a. Strongly Agree	13	50%
	b. Agree	10	38.4%
	c. Disagree	2	7.6%
	d. Strongly Agree	0	0%
		26	100%

Table 4.10: I do not find difficulty in understanding English text by using Movie Subtitle.

Many difficulties in learn English, especially in reading comprehension. Moreover, if the students do not understand what the text means. The 3.8% were disagreeing and also 3.8% were strongly disagreeing. From that data, the researcher might conclude that the students who have statement disagree and strongly disagree is not have many vocabularies, so it hard for them to understand the English text that shown in the bottom of the screen (subtitle). Therefore, most of them chose that they do not find difficulty in understanding English text by using movie subtitle. It shows that 11.5% or 3 of the students strongly agreed with it. Nevertheless, 61.5% of them were agreeing with this. It might be their enjoyed when their watched the movie with the subtitle and also they can see the body language of the players to help them more understanding about. The percentage can be seen below:

	Options	Frequency	Percentage (%)
Q. 6	a. Strongly Agree	3	11.5%
	b. Agree	16	61.5%
	c. Disagree	1	3.8%
	d. Strongly Agree	1	3.8%
	Total	26	100%

Table 4.11: I get a lot of new knowledge from using Movie Subtitle as a reading method.

The new method makes students more active because they can learn in different styles. In teaching reading, the teacher should be creative in choose method that will

be applied in teaching. In the question, the 23.07% of the samples strongly agree, the 69.2% agree, and 3.8% disagree. The option of strongly disagree. However, there was one student or 3.8% thought that movie subtitle was not a new knowledge in a reading method. The researcher assumes that the students feel that movie subtitle is not enough method to get new knowledge in reading comprehension method.

	Options	Frequency	Percentage (%)
Q. 7	a. Strongly Agree	7	23.07%
	b. Agree	18	69.2%
	c. Disagree	1	3.8%
	d. Strongly Disagree	0	0%
	Total	26	100%

Table 4.12: I would rather learn to read using a different method than using Movie Subtitle.

Method or style in teaching-learning is important for teachers. It helps teacher and student in process teaching-learning because if the teacher still uses the same method, the student will feel bored with the same method. The 7.8% students strongly agree that they like studying reading comprehension by using a different method, then 7.8% of them chose to agree, they would rather use another method than movie subtitle. Moreover, a half of them (50%) disagreed that statement and the 34.6% strongly disagreed with it. From that data, the researcher concluded that most of the students would rather use movie subtitle in learning reading than other methods.

	Options	Frequency	Percentage (%)
Q. 8	a. Strongly Agree	2	7.6%
	b. Agree	2	7.6%
	c. Disagree	13	50%
	d. Strongly Disagree	9	34.6%
	Total	26	100%

Table 4.13: The use of Movie Subtitle makes it easy for me to understand text reading.

Movie subtitle is one of the easy methods that we can apply in reading comprehension. It shows that 42.3% or 11 of the students thought strongly agree that movie subtitle makes their easy to understand. Additionally, a half of them 53.8% or 14 of the students thought to agree with this statement. And just 3.8% of them chose to disagree. It can be seen that none of the students chose strongly disagree. According to the data, the researcher concludes that the students were able to understand the text with movie subtitle because they also see the body language and hear the intonation when the players act.

	Options	frequency	Percentage (%)
Q. 9	a. Strongly Agree	11	42.3%
	b. Agree	14	53.8%
	c. Disagree	1	3.8%
	d. Strongly Disagree	0	0%
		26	100%

Table 4.14: Learning by using Movie Subtitle makes me more excited about learning to read.

A method in teaching-learning is very extremely influencing the student. Moreover, the teacher should be active and creative in choose method or style of teaching reading comprehension. Half of the students (50%) thought strongly agree, the 46.1% thought to agree. Somehow, there is one or 3.8% of the student considered the movie subtitle is not excited about learning reading. This indicates that since the movie subtitle which was used in this research only one movie (Maleficent), the researcher assumes that materials are numb and unvaried. Eventually, the researcher can conclude that the material is important rather watch the movie.

	Options	frequency	Percentage (%)
Q. 10	a. Strongly Agree	13	50%
	b. Agree	12	46.1%
	c. Disagree	1	3.8%
	d. Strongly disagree	0	0%
		26	100%

C. Discussion

The result suggests that use of movie subtitle in reading comprehension was successful. Based on the tests were given by the researcher, the students are able to answer the questions that given by the writer easily, it shows in post-test.

Based on the researcher findings, using movie subtitle in teaching reading could increase the students' reading ability. The effectiveness of the technique could be seen from the test result that got by students. According to the data obtained in the pre-test and post-test, in the pre-test the higher score was 80 and in the post-test were 100.

On the order hand, the tests mean also show a difference where the pre-test mean is 43.03, while the post-test mean is 72.5, this is increasing by 29.47 points. Eventually, it could be concluded that movie subtitle could improve students' reading comprehension.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

In teaching and learning reading comprehension, the teacher should use aids or tools to make the teaching and learning process more enjoyable for students. Actually, teaching aids or media are around us, but sometimes we do not realize it and need to think about the best ways to use the object. In this study, the researcher used movie subtitle as the technique in teaching reading comprehension. Movie subtitle can make the class more live, active, and enjoyable.

Movie subtitle is to increase students' reading comprehension. We can see it in the research result that shows the significant difference between the score of post-test obtained by the experimental class. It shows that movie subtitle is one way that can be used in increasing reading comprehension.

B. Suggestions

From the findings the researcher would like to propose her suggestion as follow;

1. In reference to the conclusion above, it is suggested that the teacher of senior high school starts to use movie subtitle as an alternative war or medium for teaching English, especially in teaching reading comprehension.

2. For further research, the result of the study can be a reference to conduct a further study of the effectiveness of movie subtitle. Furthermore, he/she may conduct the research at other school or other grades or use the ways or media in teaching other English skills (speaking, listening, reading, and vocabulary).

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SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-4169/UN.08/FTK/KP.07.6/04/2017
TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
   b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat : 1. Undang-undangNomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
   2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
   3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
   4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
   5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
   6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
   7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
   8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
   9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
   10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
   11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 06 April 2017

MEMUTUSKAN

Menetapkan :
PERTAMA : Menunjuk Saudara:
   1. Drs. Lukmanul Hakim, MA   Sebagai Pembimbing Pertama
   2. Syamsul Bahri, S.Ag, MA. TESOL   Sebagai Pembimbing Kedua
   Untuk membimbing Skripsi :
   Nama   : **Dea Utami Permatasari**
   NIM   : 231324252
   Program Studi : **Pendidikan Bahasa Inggris**
   Judul Skripsi : **The Effectiveness of Movie Subtitle to Improve Reading Comprehension**

KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2017;

KETIGA : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2017/2018

KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 25 April 2017
An. Rektor
Dekan,

Mujiburrahman

Tembusan
   1. Rektor UIN Ar-Raniry (sebagai laporan);
   2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
   3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
   4. Mahasiswa yang bersangkutan;

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telp: (0651) 7551423 - Fax. (0651) 7553020 Situs : www.tarbiyah.ar-raniry.ac.id

Nomor : B- 8685 /Un.08/TU-FTK/ TL.00/10/2017   3 Oktober 2017
Lamp : -
Hal : **Mohon Izin Untuk Mengumpul Data**
      Menyusun Skripsi

Yth,

di-
    Tempat

Assalamu'alaikum Wr.Wb.

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Banda Aceh dengan ini memohon kiranya saudara (i) memberi izin dan bantuan kepada:

N a m a	: **Dea Utami Permatasari**
N I M	: 231324252
Prodi	: Pendidikan Bahasa Inggris (PBI)
Semester	: IX
A l a m a t	: Jl. Ateung Tuha, Lam Hasan, No. 27, Kab. Aceh Besar

Untuk mengumpulkan data pada:

SMAN 7 Banda Aceh

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

The Effectiveness of Movie Subtitle to Improve Reading Comprehension

Demikianlah harapan kami atas bantuan dan keizinan serta kerjasama yang baik kami ucapkan terima kasih

An. Dekan,
Kepala Bagian Tata Usaha,

M. Said Farzah Ali

Nomor	: 070 /B.1/8092/2017	Banda Aceh, 11 Oktober 2017
Lampiran	: -	Yang Terhormat,
Hal	: Izin Pengumpulan Data	Kepala SMAN 7 Banda Aceh
		di -
		Tempat

Sehubungan dengan surat Dekan Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Banda Aceh Nomor: B-8685/Un.08/TU-FTK/TL.00/10/2017 tanggal 3 Oktober 2017 hal: Mohon bantuan dan keizinan melakukan Pengumpulan Data untuk menyelesaikan skripsi dengan Judul **"The Effectiveness of Movie Subtitle to Improve Reading Conprehension"** atas nama Dea Utami Permatasari (NIM : 231324252), Program Studi Pendidikan Bahasa Inggris maka untuk maksud tersebut kami sampaikan beberapa hal sebagai berikut:

1. Kami memberikan Izin Pengumpulan Data kepada Dea Utami Permatasari pada Sekolah yang dituju sesuai dengan judul diatas;
2. Mengingat kegiatan ini akan melibatkan para siswa, diharapkan agar dalam pelaksanaannya tidak mengganggu proses belajar mengajar;
3. Harus mentaati semua ketentuan peraturan Perundang-undangan, norma-norma atau Adat Istiadat yang berlaku;
4. Demi kelancaran kegiatan tersebut, hendaknya dilakukan koordinasi terlebih dahulu antara Mahasiswi yang bersangkutan dan Kepala Sekolah;
5. Mahasiswi Melaporkan dan menyerahkan hasil Pengumpulan Data kepada pejabat yang menerbitkan surat izin Pengumpulan Data.

Demikian kami sampaikan, atas kerjasamanya kami haturkan terimakasih.

a.n. KEPALA DINAS PENDIDIKAN,
KEPALA BIDANG PEMBINAAN SMA DAN

M.Pd
PEMBINA Tk.I
NIP. 19700219 199801 1 001

Tembusan :
1. Dekan Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Banda Aceh;
2. Mahasiswa yang bersangkutan;
3. Arsip.

SURAT KETERANGAN PENELITIAN
Nomor : 074/ 056 /2018

Kepala Sekolah Menengah Atas (SMA) Negeri 7 Banda Aceh di Kecamatan Banda Raya Kota Banda Aceh Provinsi Aceh, dengan ini menerangkan :

Nama	:	DEA UTAMI PERMATASARI
NIM	:	231324252
Fakultas	:	FAK TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH
Prodi	:	PENDIDIKAN BAHASA INGGRIS

Benar yang nama tersebut di atas telah mengumpulkan data pada SMA Negeri 7 Banda Aceh dalam rangka Penyelesaian skripsi dengan judul: " THE EFFECTIVENESS MOVIE SUBTITLE TO IMPROVE READING CONPREHENSION ." berdasarkan surat Kepala Dinas Pendidikan Aceh Nomor : 070/B.1/8092/2017 Tanggal 11 Oktober 2017.

Demikian surat keterangan ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Banda Aceh, 15 Januari 2018
KEPALA SMA NEGERI 7
KOTA BANDA ACEH

Dra.Hj. Aisyah M. Ali, M.Pd.
Pembina Utama Muda
NIP.19590914 198503 2 006

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

MATA PELAJARAN **: BAHASA INGGRIS**

KELAS/SEMESTER **: X MIPA 4 (SATU)**

1. **Kompetensi dasar**

3.8 Menganlisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk cerita pendek, sesuai dengan konteks penggunaannya.

4.8 Menangkap makna teks naratif berbentuk cerita pendek.

2. **Indikator**
   1. Mengidentifikasi makna yang terkandung dalam movie subtitle dengan baik melalui pertanyaan yang tersedia dalam film.
   2. Mengidentifikasi unsure bahasa dan struktur teks dan kata-kata dalam cerita narasi yang ditayangkan

3. **Tujuan pembelajaran**
   1. Peserta didik mampu memahami struktur teks dan unsure kebahasaan dalam cerita tersebut
   2. Peserta didik dapat memahami kata-kata dalam cerita tersebut
   3. Peserta didik mampu menjawab soal mengenai cerita tersebut dengan benar.

4. **Materi dalam pembelajaran**
   1. Movie Maleficent
   2. Struktur teks
   3. Unsur kebahasaan

5. **Metode pembelajaran**
   1. Tanya jawab, penugasan,

6. Media, alat, dan sumber belajar

1. Media: film maleficent
2. Alat : laptop, projector, speaker
3. Sumber belajar :

7. Langkah-langkah pembelajaran:

Pertemuan Pertama

Pendahuluan

- Pendidik memberi salam, berdoa dan mengecek absensi siswa
- PendidIk memberikan sedikit pengantar tentang bahan ajar yang akan di ajar.
- Pendidik membagi lembar soal mengenai pelajaran yang akan di ajar.

Mengamati:

- Pendidik memberikan instruksi kepada peserta didik untuk menonton film yang bersangkutan dengan materi pelajaran (narrative text).
- Pendidik membagi lembar soal menegenai film tersebut.
- Sambil mengamati film, siswa membuat catatan kecil tentang cerita tersebut untuk mempermudah menjawab soal.

Mempertanyakan:

- Pendidik memberi kesempatan kepada siswa untuk bertanya tentng struktur dan unsure kebahasaan ynag terdapat dalam film yang ditonton.

Mengekplorasi:

- Peserta didik secara acak memberikan pendapat mereka tentang film yang telah diputar.

Mengasosiakan:

- Peserta didik menjawab soal tentang film yang telah diputar dan dibantu dengan catatan kecil peserta didik.

Latihan treatment 1

NAME:

CLASS:

1. What is the generic structure in this movie scene?
   a. Introduction
   b. Climax
   c. Re-solution
   d. Explanation

2. Why did not the moor kingdom require a king or a queen?
   a. They did not need it
   b. They did not believe in others
   c. They trusted each other
   d. They had maleficent to protect them

3. Because of kingdom envy with moors, the king decided to destroy the moor with the creatures. But he was failed because Maleficent was protected the moors. Finally the king ordered someone to attack maleficent and took her...
   a. Horn
   b. Wings
   c. heart
   d. legs

4. What was the reward for someone who can defeat the maleficent and granted the king's request?
   a. Got a bag of gold
   b. Became the heir of the kingdom
   c. Became king and marry the king's daughter
   d. Got a position in the kingdom

5. Who was granted the king's request?
   a. Diaval
   b. Stefan
   c. Philip
   d. chant

Mengkomunikasikan:

- Pendidik meminta siswa secara acak untuk merangkum cerita yang telah ditonton didepan kelas.

Penutup:

- Peserta didik menyimpulkan hasil belajar dan dibantu dengan pendidik.

Penilaian

- Teknik penilaian   : Tes tertulis
- Bentuk instrument   : Multiple choice
- Instrument   :
  1. Choose the correct answer based on the movie   subtitle

Pedoman penilaian

- Setiap jumlah soal yang dikerjakan   : 5 soal
- Setiap satu soal bernilai   : 20

MATA PELAJARAN   : BAHASA INGGRIS

KELAS/SEMESTER   : X MIPA 4 (SATU)

1. **Kompetensi dasar**

3.8   Menganlisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk cerita pendek, sesuai dengan konteks penggunaannya.

4.8 Menangkap makna teks naratif berbentuk cerita pendek.

2. **Indikator**
    1. Mengidentifikasi makna yang terkandung dalam movie subtitle dengan baik melalui pertanyaan yang tersedia dalam film.
    2. Mengidentifikasi unsure bahasa dan struktur teks dan kata-kata dalam cerita narasi yang ditayangkan

3. **Tujuan pembelajaran**
    1. Peserta didik mampu memahami struktur teks dan unsure kebahasaan dalam cerita tersebut
    2. Peserta didik dapat memahami kata-kata dalam cerita tersebut
    3. Peserta didik mampu menjawab soal mengenai cerita tersebut dengan benar.

4. **Materi dalam pembelajaran**
    1. Movie Maleficent
    2. Struktur teks
    3. Unsur kebahasaan

5. **Metode pembelajaran**
1. Tanya jawab, penugasan,

6. **Media, alat, dan sumber belajar**
   1. Media: film maleficent
   2. Alat : laptop, projector, speaker
   3. Sumber belajar :

Pertemuan kedua

Pendahuluan:

- Pendidik memberi salam, berdoa dan mengecek absensi siswa
- Pendidik mengulang sedikit tentang materi sebelumnya dan mengaitkan dengan materi hari ini.
- Pendidik memberikan informasi tujuan kegiatan pembelajaran yang akan ditempuh.

Mengamati:

- Peserta didik menonton sambungan film dan mencatat hal-hal yang dianggap penting.

Mempertanyakan:

- Peserta didik menanya tentang struktur teks, unsure kebahasaan dan kosata kata yang kurang dipahami.

Mengekplorasi:

- Peserta didik membahas tentang struktur teks, unsure kebahasaan dan kosata kata secara berpasangan.

Mengasosiakan :

- Peserta didik mencari bahan dari beberapa sumber.
- Peserta didik menjawab soal tentang film yang telah diputar dan dibantu dengan catatan kecil peserta didik.

Latihan treatment 2

NAME	:
CLASS	:

1	The failed bird turns into a man thanks to the maleficent	T / F
2	Maleficent helps the crow and leaves him alone	T / F
3	The crow becomes a maleficent follower	T / F
4	Maleficent is happy to hear the news of the birth of the son of King Stefan	T / F
5	The Moor kingdom became the most prosperous kingdom after the maleficent lost her wings	T / F

Match the words below with the synonym.

6.	Gift	a.	Clumsy
7.	Awkward	b.	Accept
8.	Receive	c.	Mix
9.	Bestow	d.	Give
10.	Blend	e.	Present

Mengkomunikasikan:

- Peserta didik secara acak memberikan jawaban mengenai soal yang telah dibuat.

Penilaian

- Teknik penilaian   : Tes tertulis
- Bentuk instrument   : *False or True* and Match words
- Instrument   :
  1. Decided whether the statements are true or false
  2. Matched the word with the correct synonym

Pedoman penilaian
- Setiap jumlah soal yang dikerjakan : 10 soal
- Setiap satu soal bernilai : 10

PRE TEST

Name   :
Class   :
Date   :

Match the words below to complete the questions. The words should used once only!

a. Looked
b. Unhappy
c. Was
d. Encourage
e. Make

f. Eaten
g. Raised
h. Lived
i. Call
j. Bigger

Once upon a time there **(1)……......**an old couple who didn't have a child. They**(2)……………** in a small house near the village forest. "Please give us a child," they asked god every day.

One day, from the household Shinto altar, they heard a cute cry, "Waa! Waa!"

They looked and saw a crying baby who**(3)……………** just like a little finger. "This child must be a gift from God. Thanks to God!"

"we will**(4)……….** this child 'Issumboshi', they said.
They**(5)………….** Issumboshi with much care, but Issumboshi never grew **(6)…………..**
"Hey, Issumboshi, do you want to be**(7)………** by frog?" Issumboshi was always being bullied by the children of the village and often went home felling**(8)……………...**

Grandmother would**(9) ……………** some big rice balls and**(10)……………..** him. "Eat a lot, and grow up quickly," Grandmother said.

POST TEST

NAME:

CLASS:

Based on the Text above, please choose the best answer by giving the cross mark in the letter T if the statement is true and the letter F is the statement is false.

1.	Aurora knew that her father is still alive since she was little	T / F
2.	Aurora will return to the palace before her 16th birthday	T / F
3.	Aurora did not know that she is cursed	T / F
4.	Aurora's aunt is the one who cursed her since childhood	T / F

5. What did Aurora said to her three aunts during her 16th birthday?

a. She wanted a new dress   c. She wanted to leave the house

b. She wanted to get married   d. She wanted new jewelry

6. What did the Aurora do after knowing the truth about herself from the Maleficent?

a. She was apologized the maleficent and stayed with her

b. She went to see his father

c. She went and lived in the hut with her aunt

d. She left her hut and ran off with the Princes Philip

7. Which of the following statements is not true in the story?

a. Aurora was exposed to a curse when she was a baby

b. Aurora as the daughter of king Stephan and Maleficent

c. Aurora was exposed to the curse and only true love kisses that can eliminate the curse.

d. Aurora was taken care of by the three little fairies

8. Why were the three fairies so excited when they saw Prince Philip in the Stephan's kingdom?
a. They assumed that the prince is the cure of the curse
b. They liked Prince Philip
c. They assumed that Prince want to abduct Aurora
d. They hate the Prince

9. At the end of the story, what made the aurora awaked and regardless from the curse?
a. The true love kisses of the father
b. The true love kisses of maleficent
c. The true love kisses of Philip prince
d. The true love kisses of the magic fairy

10. What moral message can be drawn from this story?
a. True love is not only love between man and woman, but also from someone who always around of you.
b. Listen to your elders
c. Do not talk to strangers and do not let them in your house
d. Do not look at people from outside appearance only

Match the words below with the synonym.

11. Revenge	a. Poke
12. Prick	b. Opportunity
13. Chance	c. Avenge
14. Embarrassed	d. Fascination
15. Enchantment	e. Bashful

QUESTIONARE

Nama :

Jenis kelamin :

Jawablah pertanyaan di bawah ini dengan menggunakan tanda silang (X) pada jawaban yang sesuai dengan diri anda.

1. Belajar reading dengan menggunakan Movie Subtitle menarik untuk saya.
   a. Sangat setuju
   b. Setuju
   c. Tidak setuju
   d. Sangat tidak setuju

2. Belajar reading dengan menggunakan Movie Subtitle membuat waktu yang saya gunakan lebih efisien.
   a. Sangat setuju
   b. Setuju
   c. Tidak setuju
   d. Sangat tidak setuju

3. Belajar reading dengan menggunakan Movie Subtitle memotivasi saya untuk lebih giat membaca text berbahasa inggris.
   a. Sangat setuju
   b. Setuju
   c. Tidak setuju
   d. Sangat tidak setuju

4. Menurut saya belajar merangkum text menggunakan Movie Subtitle memberikan pengetahuan baru.
   a. Sangat setuju
   b. Setuju
   c. Tidak setuju
   d. Sangat tidak setuju

5. Belajar dengan Movie subtitle meningkatkan kemampuan membaca dan menambah kosakata bahasa inggris saya.
   a. Sangat setuju
   b. Setuju
   c. Tidak setuju
   d. Sangat tidak setuju

6. Saya tidak menemukan kesulitan dalam memahami text bahasa inggris dengan menngunakan Movie Subtitle.
   a. Sangat setuju
   c. Tidak setuju

b. Setuju	d. Sangat tidak setuju

7. Saya mendapat pengetahuan baru dari Movie Subtitle sebagai metode belajar.

a. Sangat setuju	c. Tidak setuju
b. Setuju	d. Sangat tidak setuju

8. Saya tidak menyukai metode Movie Subtitle dalam belajar reading.

a. Sangat setuju	c. Tidak setuju
b. Setuju	d. Sangat tidak setuju

9. Saya mudah memahami text reading dengan Movie Subtitle

a. Sangat setuju	c. Tidak setuju
b. Setuju	d. Sangat tidak setuju

10. Saya lebih semangat belajar reading dengan Movie Subtitle.

a. Sangat setuju	c. Tidak setuju
b. Setuju	d. Sangat tidak setuju

AUTOBIOGRAPHY

1. Full Name   : Dea Utami Permatasari
2. Place/Date of Birth   : Banda Aceh/ January27th 1995
3. Sex   : Female
4. Religion   : Islam
5. Nationality   : Indonesia
6. Marital Status   : Single
7. Occupation   : Student
8. Address   : Jln. Ateung Tuha, Desa Lam Hasan, Kec. Peukan Bada, Kab. Aceh Besar
9. Phone Number   : 0852 7779 2119
10. Student's reg. number : 231 324 252
11. The parents
    a. Father   : Marzuki Amin, S.T.
          Occupation   : Retried
    b. Mother   : Nilawati
          Occupation   : Housewife
    a. Address   : Jln. AteungTuha, DesaLam Hasan, Kec. Peukan Bada, Kab. Aceh Besar
12. Educational Background
    b. Elementary school : MIN TELADAN Banda Aceh, Graduated 2007
    c. Junior High School : SMPN 7 Banda Aceh, Graduated 2010
    d. Senior High School : SMAN 7 Banda Aceh, Graduated 2013
    e. University   : English Education Department of Tarbiyah and Teacher Training Faculty, UIN Ar-Raniry Banda Aceh (2013-2018)

Banda Aceh, January 16th, 2018

(Dea Utami Permatasari)