

**MASTERING VOCABULARY AND PRONUNCIATION THROUGH
VIEWING ENGLISH SUBTITLED VIDEOS**

THESIS

Submitted by.

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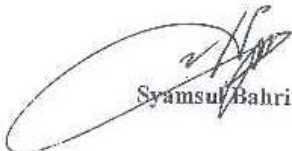
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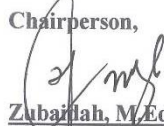
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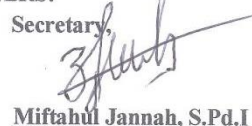
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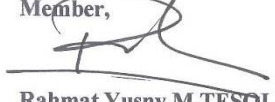
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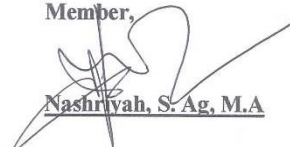
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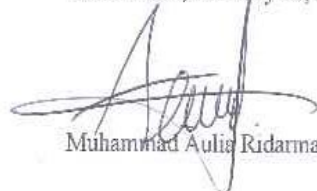
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ABSTRACT

To improve students' abilities in mastering vocabulary and pronunciation, teachers need to consider several techniques to help improving them how to absorb and pronounce the vocabulary more comprehensively. Therefore, this study aimed at investigating mastering vocabulary and pronunciation through viewing english subtitled videos, and to figure out students' obstacles in mastering vocabulary and pronunciation through viewing english subtitled videos after watched in the classroom. The study was conducted in Senior high school. Second grade batch 2016 consisted of 10 students was chosen as the sample. This study was a pre-experimental study using pre-test and post-test. The results of the research were analyzed by using several statistical formulas. The results of the study showed that there was an improvement in the students' abilities in mastering vocabulary and pronunciation. It was proven by the improvement of the test esult of the post-test which was higher than pre-test result. Moreover, based on the analysis of the questionnaire, most of the students had no obstacles in using this activity in the classroom.

Keyword : Vocabulary and Pronunciation mastery, subtitles videos.

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CHAPTER I

INTRODUCTION

A. Background of Study

In this sophisticated era, English language becomes the main tool that is used to guide almost every single gadget in the world such as laptops, smartphones, also in browsing the internet. In addition, there are many outstanding resources on the internet to help teachers and students to find out what they need to increase their abilities in learning English language. Basically, the internet provides two main benefits which are communication and information (Warren et al, 1998). Therefore, using the internet has so much potential to improve the qualities of language teaching, in this case English. In non-speaking English country such as Indonesia, English as a foreign language is yet often considered difficult to learn. Many students especially junior high school students still have low competencies especially in speaking this language.

Speaking is one of the essential elements of communication in English as foreign language teaching. Certainly, it is an aspect which needs extraordinary attentions and instructions. In this case, main issues of students in speaking particularly in non-native countries lack of vocabulary and pronouncing the words incorrectly, learners hardly ever practice speaking up, they only memorize the vocabulary. Eventhough several of

them are familiar with it, the learners do not pay attention in pronouncing the vocabulary correctly. (Richard & Renandya, 2002).

Vocabulary is one of language parts which is nessessary to be learnt. In case, recognizing vocabulary is completely important to the learners in order to have an outstanding communication because they have to speak, write and listen. Recognizing a word and understanding the meaning of the word itself will be easier for them to put the vocabulary in particular context. As we know without any vocabulary we will not undenstand at all about what we talk about, if somebody lacks of vocabulary he will not have the way to state anything and the opinions (Cameron, 2001).

The general objective for foreign language teaching and learning is to teach the learner to master both oral and written communication in the target language they learn. In Indonesia there are many problems that learners have when they deal with the pronunciation. Most of the learners have problems when they learn oral skill. Mean while Ur (1996) stated that speaking is one of the most important skills. To be good at this skill, people must have a sufficient amount of vocabulary and comprehensible pronunciation.

Pronunciation is also one of the important things to the learners' need in order that speakers will have a proper conversation. It needs good enough concentration for speakers and listeners to identify the pronunciation of the words because if they miss it the message between them are going to be messed up and misunderstanding will appear immediately (Fangzhi,1998).

It is very common that many foreign language learners have problems in teaching and learning process. In this case, many of English foreign learners have difficulties in pronunciation teaching process because of some factors. There are five factors that influence learners' pronunciation, mother tongue, age, amount of exposure to phonetic ability, personality, and motivation (Kenworthy, 1987 as cited in Gorjian, 2014).

However, nowadays, learning English tends to be more obtainable by implementing multimedia in spoken information completed with visual context such as subtitling. Mostly every single video is presented by a format text which is representing about informations that have been written in order to support the learners who want to get all about the news especially in mastering vocabulary and pronunciation. Many reserchers have presented this research by viewing the subtitled in the videos. Brett (1995), Egbert & Jessup (1996), Khalid (2010, as cited in Gojrian 2014) declared that a number of researchers have strong enough of evidences where the multimedia have a lot of advantages in learning English language because they have original logical feedback in which one of them is mastering the vocabulary and pronunciation by observing the existing subtitled.

As we know the people are not unfamiliar with the sophisticated technology that is the internet. Every single information that human needs is offered and free. Also, the internet provides website to everybody who love watching animation movies, particularly for the students who are interested in language learning. Meanwhile in classroom, the exposure to subtitled-

animation movies on the internet used in teaching-learning activities can eradicate the six factors faced by English learners, in which learners will read the subtitled meaning that they pick up new vocabulary and at the same time they will learn how each vocabulary is pronounced.

B. Previous Study

Most of the previous studies suggest that subtitled can improve both language learning and vocabulary learning. Bahman Gorjian (2014) stated on his research “*The effect of movie subtitling on incidental vocabulary learning among EFL learners*”. However, there is inadequacy of research about the modality of subtitling which results in the optimum vocabulary learning. Furthermore, the results of previous studies are mixed. The present research aims to address this issue. When captioning was first introduced for use in foreign language classrooms in the 1980s, it was thought to be a way to increase learners’ attention, reduce anxiety, give students instant confirmation of their understanding of what was heard, and increase motivation (Froehlich, 1988; Vanderplank, 1988; Burger, 1989; Grimmer, 1992, as cited in Hsu 2012).

According to Zanon (2006, as cited in Gorjian 2014), subtitling enjoys several advantages; it motivates learners and makes them secured and self-confident. Besides, it can help language learners to monitor their speech and find new vocabulary and also listen to the pronunciation correctly. On the other hand, Bird and Williams (2002) and Schmidt (2007, as cited in Gorjian 2014) maintain that one of the best ways of language

learning is watching intralingually subtitled programs. They state that because word boundaries are clear and there are no accent variations, language learners comprehend and learn language to a greater extent.

To examine the using of subtitled on aural word recognition skills, Markham designed another experiment involving multiple-choice tests administered orally. 118 advanced ESL students watched two short video programs (12 and 13 minutes) with or without captions. In the subsequent listening tests, subjects heard sentences directly taken from the script and immediately followed by four single words (one key word which belonged to a sentence just heard and three distractors) presented orally too. The tests showed that the availability of subtitled during the screening significantly improved the students' ability to identify the key words when they subsequently heard them again (Markham, 1999).

Another research conducted by Stewart and Pertusa (2004) divided two Spanish films into segments in order to assess the effect of subtitled in target language on vocabulary recognition. Then, they also divided seven intermediate Spanish conversation classes of English learners into two groups: showing each class one segment, 53 learners watched the segments of the Spanish films with Spanish subtitled, and 42 learners saw the same films subtitled in English. A multiple-choice test on a video film was administered to the participants before watching the films in order to measure their level of listening comprehension in Spanish. The results indicated that they were all at the same level. In addition, they were given a

multiple-choice vocabulary pretest and post-test to measure the level of vocabulary learning. At the end of the study, they were also presented with a questionnaire to express their feelings about their experience. It turned out that there was a slight difference in the two groups' performance on the vocabulary post-test. However, the questionnaires showed that the learners who watched the segments with target language subtitled had better experiences with subtitling.

The researches that had been conducted above showed that viewing English subtitled-movies was successful to improve the students' vocabulary and pronunciation learning. Based on the theories described above, students would be able to find new vocabulary and they comprehend it because the word boundary (context) made the meaning clear. On the other hand, students would listen spontaneously and learn the pronunciation of the word in the subtitled at the same time. Hence, this particular research focuses on **Mastering Vocabulary and Pronunciation through viewing English subtitled Videos at MAN 3 Rukoh Banda Aceh** in which all the students' activities were emphasized in each action of the research. Considering the actions conducted in the previous studies and implementing the subtitled on the videos it was expected that English subtitled videos could be better to be implemented in teaching vocabulary and pronunciation.

C. Research Questions

The central research questions that this study aims to answer are:

1. Can viewing English subtitled videos help improving students' abilities at MAN 3 Rukoh Banda Aceh in mastering English vocabulary and pronunciation?
2. What are the obstacles faced by the students when viewing English subtitled videos?

D. The Objectives of the Research

The aims of this study are, as follows:

1. To find out whether viewing english subtitled videos can help improving students' abilities at MAN 3 Rukoh Banda Aceh in mastering English vocabulary and pronunciation or not.
2. To find out the obstacles faced by the students when viewing English subtitled videos.

E. Terminology

In this research, the researcher stated some explanation of the terminology that predominately used in this study. This terminology explain to get readers understand accurately about the boundary the words or phrases employed here.

1. Vocabulary

In terminology, vocabulary is lists of word with their meaning. Collins (2001) stated that vocabulary is the total number of words known in a particular language Vocabulary is the basic unit of language skills. Even though, it plays an incredible role in shaping language learners' skill. Particularly, in the research, vocabulary is the main focus because the

object is junior high school students. They need to master vocabulary in assisting their speaking ability. According to Harmer (2001) the knowledge of the word classes also allows speakers to perform well formed utterances.

2. Pronunciation

Pronunciation is closely linked to ears, and listening is a vital part of developing this area. Listening to a model on tape, CD or video, or using students' own voice as a model will be the most effective way of doing this. So, an audiovisual media has an important role to improve students' pronunciation ability. Movies are considered as audiovisual media that have a special position in the people's heart since watching movies differs from viewing paintings, stage performances, or even slide shows. Movies present audience with images in illusory motion (David and Kristin, 1997). In fact, everyone loves movies. Movies are divided into several kinds, and among the movies, animation movie are considered as the closest one to the children or in this case, young learners. Because of their strong characters and entertaining story, animation movies are positioned as one of entertainment media. Besides, animation movies are used as a teaching medium as well.

3. Short Animation Movie Series

The Berenstain Bears is an Australian-American co-produced animated television series based on Stan and Jan Berenstain's Berenstain Bears children's book series, produced by DIC Entertainment, Hanna-Barbera

and Southern Star Productions. It aired on the United States from September 14, 1985 until March 7, 1987 on CBS with over 52 11-minute episodes in 26 half-hour shows produced. Each part consisted of two episodes, the first being an adaptation of one of the books, the second being an original story. The series was nominated in 1987 for a Daytime Emmy award for Outstanding Performer in Children's Programming.

CHAPTER II

THEORETICAL REVIEW

A. Theories of Vocabulary

1. The Definition of Vocabulary

In this part of chapter, the writer defines literally about vocabulary formulated by experts from their own unique perspective before discussing further on vocabulary. These are several of many definitions of vocabulary proposed. According to Hatch and Brown (1995), the term vocabulary refers to a list or set of words for particular language or a list of words that individual speakers of language use. Since vocabulary is a list, the only system involved is that alphabetical order. The choice in vocabulary selection and methods used in teaching vocabulary are important factors. This idea is supported by Allen (1983) which states it needs the process of learning in context to get the meaning of words.

In addition, Hornby (1995) states that vocabulary is the total number of the words (with their meaning and with rules for combining them) making up the language. The idea is the same as Burns and Broman (1975) who define that vocabulary is the stock of words used by a person, class or professional, all having much in common, yet each distinctly different. The primary thing in learning a language is the acquisition of a vocabulary. Therefore, success in learning English requires vocabulary acquisition. A large vocabulary cannot guarantee the learner's competence

in learning English but in adequacy of vocabulary will obstruct their chances to make success in learning English.

Finally, Vocabulary always becomes an essential part of English. Lewis and Hill (1990, as cited in Farjami, 2013) say that vocabulary is important for the learners. It is more than grammar for communication purpose, particularly in the early stage when learners are motivated to learn the basic words. Without having proportional English vocabulary, learners will get some difficulties in using English. Vocabulary can be measured by the requirements of generalization (being able to define words) and application (selecting an appropriate use of it). In addition, Schmitt and McCharty (1997, as cited in Farjami 2013) state receptive and productive knowledge may prove the only realistic way to measure depth of vocabulary knowledge. Receptive knowledge is words that the learners recognize and understand when they occur in a context. While productive knowledge relates to words which the learners understand, able to pronounce correctly and use constructively in speaking and writing. Further, Madsen (1983) states the purpose of vocabulary test is to measure the comprehension and production of words used in speaking or writing.

In short, it can be concluded that vocabulary is the total numbers of words, a list or set of words in a particular language that a person knows or uses in the right contexts. It is a fundamental component of second language proficiency in which it is required in order to able communicate successfully in a second language. Furthermore, vocabulary is far more

important than grammar in communication. By understanding the stock of words and their meanings of a particular language, learners will be able to speak fluently in spite of poor grammar. Yet, without enough vocabulary, learners will find it difficult to transfer their message even though they have good grammar.

2. The Importance of Vocabulary

Next explanation discuss about importance of vocabulary. Vocabulary is one element of the language that should be learnt and taught. It is hard to master the language without mastering or understanding a certain number of vocabulary. Vocabulary is the first step to be taught before teaching other aspects of language. Coady and Huckin (1997) state vocabulary is central to language and critical importance to the typical language learner. In line with them, McCharty (1990) states that the importance of vocabulary in language learning is by arguing there is no matter how successfully sounds of L2 are mastered, without words to express a wider range of meanings, communication in an L2 just cannot happen in any meaningful way. According to Burns and Broman (1975) the position of an individual in society may be determined by the extent of his knowledge of words and how to use them in manner appropriate to a particular place, time, and situation.

Moreover, Wilkins (1982) says that without grammar very little can be conveyed without vocabulary nothing can be conveyed. It has to be realized that the learner's ability to read, to write, to listen, and to speak is

conditioned by their vocabulary. In reading ability, vocabulary helps learners in comprehending the text. In writing, it helps them to expand their ideas based on the topic sentence that they want. In listening, they comprehend and understand what other person speaks. In speaking ability, vocabulary facilitates the learners to explain their ideas orally. In addition, Coady and Huckin (1997) argue that vocabulary is central and critical importance to typical language learner. It makes vocabulary become the basic element to master the four language skills, namely listening, speaking, reading and writing. Without having adequate vocabulary, a language learner will not be able to master the language skills. The meaning shows that vocabulary mastery has important roles in communication.

3. Types of Vocabulary

Some experts have classified types of vocabulary. In this discussion, the writer refers to Hatch & Brown (1995) vocabulary classification. They divide it into two kinds, namely, receptive vocabulary and productive vocabulary.

According to them, receptive vocabulary is words that the learners recognize and understand when they occur in context, but which cannot produce correctly. It is vocabulary that the learners recognize when they see it in reading context but do not use it in speaking and writing. The receptive vocabulary is also called a passive process because the learner only receives thought form others. In language application, the receptive

vocabulary is considered the basic vocabulary. It is much larger than productive vocabulary because there are many words recognized when the learner hears or reads but do not use when he speaks or writes. In these respects, Richards and Rodgers (1987) give a profound explanation that the listening vocabulary the other name of receptive vocabulary is larger than speaking vocabulary and similarly to the reading vocabulary that is relatively larger than writing vocabulary.

While productive vocabulary is the words, which the learners 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 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. Harmer (1998) adds that active vocabulary the other name of productive vocabulary refers to vocabulary that learners have been taught or learnt and which the learners will recognize when they meet then but which they will probably not be able to produce.

4. Strategy of Learning Vocabulary

It is important to acknowledge about learning strategies of vocabulary. Therefore, the writer provides in some strategies that have been proposed by the experts. There are two strategies in the discussion. Hatch & Brown (1995) mention five essential steps in vocabulary learning that represent what learners must do. The five steps are:

- a. Having sources for encountering new words, this step may be the first important step in learning vocabulary. Without having sources, learning will be ineffective.
- b. The next step is getting a clear image, either visual or auditory or both, for the forms of the new words. Learners need the media assistance to ease their comprehension in one vocabulary.
- c. Learning the meaning of the words is the most essential point, this step is to avoid misinterpreting in understanding the new vocabulary.
- d. Forms and meaning must be related each other. That way, the learners need to make a strong memory connection between the forms and meanings of the words.
- e. The last step which is the main of all steps is using the words.

Next, is the strategy of Schmitt & McCarthy (1997) who divide the taxonomy of vocabulary learning strategies into four groups.

1. Discovery Strategies.

In this stage, when learners do not know the words, they must discover their meaning by guessing from structural knowledge of the language.

2. Discover New Meaning

The second way is to employ the social strategy of asking someone who knows. Teachers are often in this position. They can be asked to help in a variety of ways. They can be asked to

help in a variety of ways which are giving the L1 translation, giving a synonym, definition, and paraphrase.

3. Memory Strategies

Most memory strategies involve relating the word to be retained with some previously learners' knowledge, using some form of imagery or grouping. The strategies used in this stage are pictures/images, related words, unrelated words, and grouping.

4. Cognitive Strategies

Language strategies in this taxonomy are similar to memory strategies, but are not focused specially on manipulative mental processing. They include sorting, classifying, comparing, predicating, repeating and using mechanical means to study vocabulary.

B. Theories of How to Teach Vocabulary

1. Teaching English Vocabulary

The teaching of vocabulary is not easy to do because people predominantly feel tired of unlimited number of vocabulary. To some, vocabulary teaching even appears as a waste of time. Whereas, as previously argued, vocabulary mastery is the pathway to mastering four paramount skills in English. Therefore, both teachers and learners should realize this and set aside destructive thoughts that demotivate willingness to learn as much vocabulary as possible. Furthermore, the English teachers

had better teach English vocabulary first than other aspects of this language, such as grammar, speaking, listening, reading and writing. If learners master a great amount of vocabulary, it will be easy for them to learn other aspects of English language.

Vocabulary is a central of English language acquisition, as suggested by Celce and Murcia (2001) in which vocabulary learning is central to language acquisition whether the language is first, second, or foreign. Furthermore, Hornby (1995) defines teaching as giving instruction to somebody's knowledge, skill, etc. Based on that explanation, teaching vocabulary is an activity where the teacher gives the learners' knowledge about vocabulary and how to use it in daily life.

2. Principles of Teaching Vocabulary.

Vocabulary mastery is an important thing in order to master four major skills such as speaking, reading, writing, and listening. For that reason, it is important to know principles in teaching vocabulary. There many ways that can be applied in teaching vocabulary. In this part, the writer refers to Allen (1983) who mentions some techniques of vocabulary teaching that can be prepared and chosen as follows.

a. Demonstration

The technique, which belongs to demonstration, is gesture and action performing. The teacher can use real objects and command. Teacher may demonstrate the material using of real objects available in the classroom such as door, windows,

clock, desk, etc. When using a command technique, teacher may ask learners to do something such as touching the pen, pointing the picture and so on.

b. Visual Aid

Visual means something visible. Teacher may use visual aids in the teaching of vocabulary to enable learners to observe and identify the objects vividly.

In addition, visualization may interest the learners in their learning vocabulary.

c. Verbal Explanation

Verbal explanation can be carried out through definition and translation. Allen (1983) states that teacher can use explanation in the learners' own language, definitions in simple English, and using vocabulary that learners have already known to show the meaning. For instance, the word 'umbrella' can be introduced by explaining what it looks like and when the people usually use it.

d. Word List

When using word list technique, teacher should pay attention to vocabulary selection. The words taught should relate and appropriate to the learners need and relate to their level. In addition, it can develop strategies for coping with gaps in word, including coping with unknown words, or unfamiliar uses.

C. Theories of Pronunciation

1. The Definition of Pronunciation

Pronunciation is a common problem for foreign language learners. When it comes to pronouncing words, many learners do a lot of mistakes. It can be easily spotted when they perform oral communication. Meanwhile, pronunciation is also important for L2 learners to master, without correct pronunciation, each word used in conversation will be misunderstood, even worse, it will lead to total communication failure. Before discussing more on the importance of pronunciation in language learning, some definitions of pronunciation should be proposed.

Here are some definitions of pronunciation stated by the experts. According to (Cook, 1996) Pronunciation is a set of habits of producing sounds. "The habit of producing a sound is acquired by repeating it over and over again and by being corrected when it is pronounced wrongly. Learning to pronounce a second language means building up new pronunciation habits and overcoming the bias of the first language"

In Addition, Pronunciation instruction tends to be linked to the instructional method being used. In the grammar-translation method of the past, pronunciation was almost irrelevant and therefore seldom taught. In the audio-lingual method, learners spent hours in the language lab listening to and repeating sounds and sound combinations. It became popular in the 1950s. This involved a systematic presentation of the structures of the second language, moving from the simple to the more

complex. This approach was strongly influenced by a belief using of a lot of practice mechanically and repeatedly. At the time, “foreign-language learning is basically a mechanical process of habit formation.” (George, 2002).

Finally, Pronunciation refers to the production of sounds which are used to make meaning. Pronunciation includes attention to the particular sounds of a language (segments), aspects of speech beyond the level of the individual sound, such as intonation, phrasing, stress, timing, rhythm (suprasegmental aspects), how the voice is projected (voice quality) and, in its broadest definition, attention to gestures and expressions that are closely related to the way we speak a language. "Abroad definition of pronunciation includes both suprasegmental and segmental features. Although these different aspects of pronunciation are treated in isolation here, it is important to remember that they all work in combination when we speak, and are therefore usually best learned as an integral part of spoken language" Gilakjani, (2012). Pronunciation instruction is of great importance for successful oral communication to take place since it is an important ingredient of the communicative competence" Hismanoglu (2006).

In short, it can be concluded that pronunciation is the sound produced by words that is extremely crucial in a oral communication and is also an important issue to always be addressed in learning foreign

language. So, in order to master English well, the second language learners should pay attention to the importance of pronunciation.

2. The Importance of Pronunciation

Pronunciation would help learners overcome the anxiety in oral communication that mostly derives from the lack of correct pronunciation. Nakazawa (2012 as cited in Baytar 2014) states that especially university level learners feel anxious and they are afraid of making mistakes while pronouncing the words, and they mostly confess that they get embarrassed when speaking because of the possibility of making mistakes in pronunciation. However, pronunciation will help the learners' motivation as well like the expert stated that The learners' motivation can be seen as the strongest factor contributing to the success or failure of learning a second or foreign language. That is, it is a driving force encouraging a learner to pursue a course of action, initiating the learning, and finally sustaining the learning process (Dörnyei, 2001). Basically, if the learners' motivation is high, then they will be willing to improve their abilities by themselves. On the other hand, if they do not see the value or pay attention to their pronunciation, they may not be motivated to do well.

In addition, Elliott (1995) found out in his study that learners who are concerned with their pronunciation had better pronunciation skills. The same finding was also obtained in Suter's (1976) study. As communication is the main goal for many foreign language learners, it is true to state that learners should be careful about their pronunciation; pay

most attention to its correct production; and try to improve their overall pronunciation skills. In order to attain all these goals, they need to be encouraged and motivated as required.

In conclusion, pronunciation concern builds up a lot of motivations in learners to keep improving their pronunciation skills. Excellent pronunciation then will boost self-confidence for foreign language learners to perform understandable oral communication. Based on the writer's perspective, language is the tool of communication, but with poor pronunciation, language can never be an effective tool of communication.

3. The indicators of pronunciation

There are some indicators which show how competent a learner is in producing vocabulary with correct pronunciation. According to Djiwandono (2008) There are four indicators of pronunciation, there are; intelligibility, fluency, accuracy and native-like.

- Intelligibility is pronounced of the whole text and its parts are heard clearly or not causing misunderstanding.
- Fluency is as a whole of text can be pronounced fluently.
- Accuracy is words and parts of text are pronounced accurately.
- Native-like is pronounced of the whole text and its parts are pronounced like native speaker.

From the explanation above, it can be concluded that in pronouncing the words, phrase and sentences, many efforts should be done

in order to fulfill those four indicators so that language learners will be completely proficient in pronunciations.

4. The Intelligible (elements) of pronunciation

Pronunciation interrelates areas of sounds, phonetic symbols, stress, intonation and rhythm. AMEP Research Center (2002) defined a broad definition of pronunciation includes both supra-segmental and segmental features.

a. Supra-segmental aspects of pronunciation

AMEP Research Center (2002) stated that there are two supra-segmental aspects of pronunciation, there are stress and intonation.

b. Stress

Oxford dictionary (2008) defined that “stress is extra force used when speaking a particular word or syllable”. In AMEP Research Center stated that “stress refers to the prominence are given to certain syllables within words, and to certain syllables or words within utterances”.

c. Intonation

Intonation refers to the way voice goes up and down in pitch when we are speaking. In Oxford Dictionary (2008) explained that intonation is “rise and fall of the voice in speaking”. While AMEP Research Center stated that “intonation, or change of pitch, is important in signaling speaker meaning, particularly interpersonal attitudes”. So, intonation is sound that voice out in rise and fall. AMEP Research Center identified

five major patterns of tones, there are: fall, rise, fall-rise, rise-fall and level :

1. A *falling pattern* usually indicates that the speaker has finished, at least temporarily.
2. A *rising intonation* signals a question or continuation. This difference can signal meaning even in short exchanges.
3. A *fall-rise* tone signals definiteness combined with some qualification
4. A *rise-fall* is usually used to signal strong feelings of surprise or approval or disapproval. In general, larger movements in pitch signal higher emotion and more interest.
5. A *level tone* signals boredom, routine or triviality, and thus is the tone that teachers use for routines such as the class roll.

- Segmental Aspect of Pronunciation

Segmental aspects of pronunciation consist of word, phrases, and sentences.

Word is a small meaningful unit; phrase is group of words while sentence is group of clauses.

To sum up, from the explanation above it can be concluded that stressing and intonation influence the way someone communicates ideas in order the message will easily be transferred and avoided from misunderstanding.

5. Pronunciation Teaching

Pronunciation teaching is important to learners, but in fact there are only several lessons which focus on pronunciation. Indeed, pronunciation can increase the quality of learners' speaking as Harmer stated (2001) that pronunciation teaching not only makes learners aware of different sounds and sound features (and what these mean), but also improves their speaking immeasurably.

In order to teach pronunciation, here are the three kinds of pronunciation practices which are widely used by English teachers to help learners improve their pronunciation:

a. Minimal pair drills.

This is a pair of utterances—usually short—which differ in meaning, but which are exactly alike in sound except in one point. The learners are to pronounce pairs of words which differ in pronunciation only in one respect, such as *bid/bid/*; *big/big/*, and *sound/saund/*; *round/raund/*.

b. A series of isolated sentences.

These have concentration of the sound to be practiced, but they are not sentences frequently used in everyday conversation, Fangzhi (1998). For example: ai:

"Mike tried five times to get the prize"

"Five times five is twenty-five"

c. Tongue twisters.

Playing with words is particularly useful for the learners who have unique pronunciation problems.

examples of tongue twisters:

She sells seashells on the seashore;

Red lorry yellow lorry;

If a dog chews shoes, whose shoes does he choose?

They think that it is Thursday's the thirtieth;

Fangzhi (1998) concluded that the practices above are good for introducing English sound to beginners and also good for building a strong basic pronunciation. These pronunciation practices might be succeeded in helping learners to improve pronunciation but not in sequence. Learners who are trained in these ways tend to make more pronunciation errors when speaking spontaneously.

Not only that, Celce Murcia, et.al. (1996) introduced two approaches that can be applied in helping learners' pronunciation improvement, they are:

d. An intuitive-imitative approach.

It talks about the learners' ability to listen to and imitate sounds of a target language. He or she also can make imitate the pronunciation of other people in television, radio, songs, and so forth.

e. An analytic-linguistic approach.

It recognizes the importance of intervention of pronunciation in language acquisition. Using this approach, teacher is to identify learners' problem in pronouncing the foreign language by providing pedagogical aids.

Beside that, Nunan (2003) also gave us teaching strategies to teach pronunciation that consists of:

- a. Openness to change.

Teacher ask learner to discuss problem areas that are faced. It is important to build learner's self-confidence and attend their emotional needs as a non-native speaker;

- b. Contextualized minimal pairs.

Teaching pronunciation by distinguishing between specifically targeted sounds, stress patterns, or intonation patterns through the use of minimal pairs.

- c. Gadgets and props.

Learners are to analyze the words on their own, and to practice saying words by using their tools in coordination with their pronunciation stress syllables.

- d. Slow motion speaking (SMS).

SMS allows learners to view close up, and to imitate, the teacher's way of producing specific sounds in context.

- e. Tracking.

Language learners are not being asked to repeat after the recorded voice, but to try to say the words presented in the transcript concurrent with the voices they are listening to.

f. Techniques from drama and theater arts.

Popular plays and screenplays can be interesting sources of pronunciation work. Pronunciation teaching is not as easy as the stated statements above, it has obstacles too. Because of that, Otlowksy suggested:

Pronunciation should be integrated into other subjects orienting to communicative competence than linguistic skill especially in segmental and supra segmental phoneme ,Morley (1991); listening comprehension and pronunciation have close relationship ,Gilbert (1984) and Nooteboom (1983) stated that there is a strong impact of speech perception to speech production; the best technique should involve teachers and learners as speech trainer or trainee, intelligible pronunciation is seen as essential component of communicative competence.

D. Viewing English Subtitled in Vocabulary and Pronunciation Learning

According to Zarei (2009), the use of movies, particularly the subtitled movies, can be one of the most enjoyable, stress-free methods for L2 vocabulary learning. Neuman (1990) conducted a research about the effect of subtitled in foreign language instruction. He designed four different modes to observe 129 minority learners who were in seventh and eighth levels in bilingual programs. He subtitled nine segments of an

educational series, which were scientific and lasted 5-8 minutes, in the learners' target language. The results show that the learners who watched subtitled series acquired more new words in the target language than in any of the three other conditions. In other words watching movies with subtitled had a positive effect on incidental learning of new vocabulary.

Also, in a study, Koolstra and Beentjes (1999) maintained that interlingual subtitled assisted learning pronunciation, syntax, expressions and connotations as well as vocabulary. They found that interlingual subtitling had more advantages than dubbing; it could lead to incidental language learning and was cheaper than dubbing. However, they maintained that there were a number of concerns about subtitling. For example, it could prevent learners' attention from listening to the dialogues of movies and create problems for children and poor readers.

In summary, the use of subtitled movies in the field of e teaching/learning english proves that subtitling gives beneficial effects for vocabulary learning and content comprehension. In other words, watching movies with subtitled have a positive effect on incidental learning of new vocabulary as well pronunciation.

E. Advantages and Disadvantages of Subtitle in Leaning

Rokni and Azzam (2014) stated that movies with English subtitled had a significantly positive effect on the learners' listening skill compared to the movies with no subtitled. Learners can listen to English being used in a very natural way. Some actors and actress may speak too fast so that it

is difficult for learners to understand what they are talking about, but it will be a perfect way for learners to listen to native speakers. Learners can also listen to informal English and slang words and phrases that they often do not find in books or dictionaries.

Moreover, movie can improve with English subtitled can help learners to see how the words are written. By viewing english subtitled movies, learners listen to many new words and phrases, especially idioms and colloquial expressions. learners can keep a note book with them and writing down any new words or phrases they listen. They can look up the meaning later or ask their English teachers. Putra (2012) states that when learners are watching English movies with English subtitled, they can learn some new words and phrases used in the movies, and also help them to acquire new vocabulary and idioms.

The disadvantages of subtitling videos Champoux and Robert (2007) stated that some learners might resist viewing English film with English subtitled since it take smore time and effort to follow because they should read the subtitled and watch the scenes at the same time.

In Summary, teacher should consider the level of the subtitled of movies in order the learners will be able to read and memorise the word easily later on. Teachers should select good movies appropriate to the level of learner that make them enjoyable and feel happy while watching subtitled movies.

F. Learning Vocabulary and Pronunciation Through Videos

English movies can motivate learners to learn vocabulary and understand English better. As King (2002) states “films provide more pedagogical options and are a rich resource of intrinsically motivating materials for learners”. When learners are exposed to videos, they can learn some words and phrases used in the videos and by using subtitled videos, learners can learn how to pronounce many words, stressing, and also help them to acquire new vocabulary and idioms. The use of subtitled movies may be effective to improve the reading and listening comprehension, word recognition and vocabulary acquisition of learners. Watching subtitled videos may result in acquiring various types of language properties, in addition to word meanings, one may learn the situations in which these words may be used. There may also be improvement in the ability to discern separate words in the flow of spoken language, word pronunciation, and proficiency in constructing correct sentences.

In addition, movies can be an entertaining and motivating tool for learners. Using movies has brought authenticity, variety, reality and flexibility into EFL classrooms. Movies provide the learners with real-life language input, which may be difficult to receive otherwise in a non-English-speaking environment. Ruusunen (2011) explains that there are several reasons to use English movies in EFL classroom. Some of these reasons are authenticity, the quality and amount of input provided by

movies and the several positive effects that movies have on language learning, for instance the exposure to foreign language and the entertaining aspect of films which also affect's learner motivation.

Moreover, Alberta (2013) stated English movies usually subordinate narrative technique to keep the audience focused on character and story. This characteristic opens the opportunity for English teachers in Indonesia to bring movies into EFL classroom since the current curriculum (Curriculum 2013) emphasizes on genre-based texts as English subject material, and one of them is narrative genre. Teachers of English can use some kind of narrative English movies such as action, drama, comedy, romantic, horror, science fiction, suspense or thriller, docummentary, nonfiction, etcetera.

It can be summed up, learning English by using videos gives many feedback to learners and build the motivation for them to also master new vocabulary and pronunciation.

G. Advantages and Disadvantages of Video in Leaning

There are many advantages of using English movie in EFL classroom. First, movies can keep Mirvan (2013, as cited in Roya 2015) stated that Using English movies in the EFL classroom was new and very pleasant experience for the learners. The learners enjoyed the assigned activities in the classroom. Learners were more motivated to see and hear real life situation than to follow the activities in the text book. movie can improve learner's speaking skill native speakers in English movies can impove speaking skill, especially their

fluency. learners can watch English movies with their friends and speak about them afterwards. They can also find movie scripts online and imitate what the actors said in the movie. Then they can replay the movie to check whether their pronunciation was correct or not.

In addition, According to Kalkan (2013, as cited in Roy 2015) teaching English by using English movie as media in the EFL classroom is a good way to teach the students how to speak well by imitating the actors and actress in the movie. Students can listen how to link their words together. Fourth, movies can improve all know that English pronunciation is extremely difficult and when students read words, it is very difficult for students to say the words. Listening to native English speakers talk to each other can help students to hear how words are pronounced. Students can know where to put intonation on certain words and sentences. Students can also distinguish and compare British and American style when the actors are talking in the movies. Through her research, Pratiwi (2010) reported that English movies really affected students to comprehend pronunciation. Before students watched English movies, the students had some difficulties in English stress patterns. After they watched English movies they were so good in English stress patterns.

Futhermore, they had better understanding in producing unfamiliar sounds like /æ/ after watching English movies. Thus, mastering vowels, diphthongs, stress and intonation could be decreased by watching English movies. movie can improve learner's vocabulary with English subtitled can

help students to see how the words are written. By watching English movies, students listen to many new words and phrases, especially idioms and colloquial expressions. Students can keep a note book with them and writing down any new words or phrases they listen. They can look up the meaning later or ask their English teachers. Putra (2012) states that when students are watching English movies with English subtitled, they can learn some new words and phrases used in the movies, and also help them to acquire new vocabulary and idioms.

The disadvantages of watching movies, it takes long time to watch the movies so that learners may get bored. Using English movies in the EFL classroom will reduce learner's time to do classroom activities such as writing or having discussion. According to Mirvan (2013, as cited in Roya 2015) a movie generally reduced active time into more than an hour so that it would be a boring time for learners to finish the movie till the end. In line with that.

Moreover, learners prefer watching actors or actresses to focusing on the main instructional goal. Every learner has their own favorite actors and actress. When they watch a movie that was starred by their favorite actors, they will focus on the actors, not on the main instructional goal. Learners will forget what the teacher asked before they watched the movie. Ying and Zhang (2012) states that the learners may be attracted by the actors and actress of the movie and forgot the purpose and aim of watching the movie. While they are watching the movie, they cannot pay attention to their tasks.

Besides, fiction movies can make students think and imagine something illogically. As we know, many English movies such as Harry Potter, Narnia, Alice in Wonder Land, and Peter Pan are not based on true story and illogical. Of course, It is movie directors in producing movies. Bottomley and Richard (2013) states that after watching English movies students sometimes imagine if they were in a fairy tale world. They build their own fantasy and act like a prince, a princess, a witch, or an angel later on movies can make students imitate bad scenes from the actors or actresses.

As it is reported in some news, many students become victims of bad effect of movies in every year. There are some bad scenes of English movies that usually students imitate such as fighting scenes, adult scenes, smoking scenes, et cetera. Sargent (2005) reported that most of Hollywood movies had a scene that showed the actor and actress were consuming cigarette.

In conclusion, movies have good and bad impact. Therefore, to ensure good impact without bad impact following, teachers should be careful in selecting appropriate movies to the targeted learners. Before playing a movie, they must make sure that there are no inappropriate scenes and scripts in the movies, because teachers are in charge of teaching not only knowledge / skills but also positive values to learners. So, if teachers select the good ones, they will give learners fun moments and it will help them so much in learning English.

H. Retelling Technique

Retelling is redoing or reconstructing something. Retelling is different from summary; according to Stoutz (2011) a summary reduces story/text length and only reports main ideas or topic, while a retelling recount all text events, details and even text language and phrases. Moreover, Han argues that, “Retelling is an activity to help students focus on their understanding of what they read and challenge them to communicate what they have learned to others. Retelling can come in the form of an oral presentation or a written assignment and involves attention to the main narrative components including character, setting, problem, events, solution and theme” (2005).

In other words, retelling is an active process that encourages students to reveal the content text with their own language.

Retelling is one of the most efficient strategies for discovering whether a person understands what she/he has read (Gambrell et al., 1985; Reutzel & Cooter, 2007). Rog (2003) states that retelling stimulate readers to think the meaning of the text; reinforces elements of text structure, such as main idea, sequence, cause-effect, and problem/solution. It helps the students connect to and remember what they have read. Also, it gives readers clues as to what is most important in the text, which helps the readers to summarize the reading text. For example, if we were summarizing a text that has a sequence structure, we want to make sure we summarize in the same structure. Retelling certifies the readers understanding of learning and it enables the readers to transform a text into their own words. Although retelling is best

suited for fiction text and stories, it can be also adapted in reading informational texts (Bean, Readence, & Baldwin., 2008). In addition, retelling technique helps the readers respond to the structures of stories and understand the contents in the text.

This technique can be used by the instructors for multiple purposes, including assessment. Heiden states that retelling is an effective assessment tool because “when a child is asked to do retelling, she/he becomes engaged in task requiring use of oral or written language recall and comprehension of narrative text” (1999, p.80). Based on the above knowledge, instructors can find out and evaluate the effectiveness of the texts that the students have read. In addition, instructors can analyze the results of students’ work earlier and obtain the information of the strengths of those readers and the difficulties in understanding the text.

The strategy of retelling is in tune with the goal of reading; to comprehend something of what we read. Retelling can develop children’s awareness of a text content and demonstrates their level of reading comprehension (Morrow,1993). It can be used to assess children’s understanding of a text once an instructor has adequately modeled it for them.

Table 2.1 *Variations of retelling*

Types of Retelling	Meaning
Oral to Oral	Listen to spoken material and retelling it orally
Oral to Written	Listening to spoken material and retelling it in written

forms	
Reading to Oral	Reading a written material and retelling it orally
Reading to Written	Reading a written material and retelling it in written forms
Viewing to Oral	Viewing a film and retelling it orally
Viewing to Written	Viewing a film and retelling in writing

1. Variations of retelling

Although most retellings are verbal reproductions of what has been read or listened, but there are also reproductions of the written word. The chart below shows various form of retellings were mentioned by Reem (2013).

It can be clearly seen from the chart that all variations of retelling can be categorized under two main types: oral and written.

a. Oral Retelling

Oral retelling is a measure of reading comprehension assessment. The reteller has to remember points, find the connection in between, infers the theme, deliver the text or the story from storybook in logical and meaningful form (Reem, 2013). In oral retelling, students are not limited by their writing abilities. They can use vocabulary that is likely most accessible to them (Clinger, 2008).

b. Written Retelling

Written retellings are very similar to oral retellings except that instead of reading a text and describing it aloud, students are asked to write everything they can remember after reading. This is based on the idea that reading and writing share the same components.

Furthermore, reading comprehension can be improved through writing technique such as note taking. Cornelius and Owen (2008) claim “Note taking can lead to more active engagement in the learning process”. Thereby, written retelling is not a matter of copying the previously reading material, but it is an active process that requires students to be involved in deep thinking to explore the relation between idea and read between lines to find clues. Therefore, it can be concluded that written retelling cannot be reached without deep comprehension of texts, and mutually, it is a sign of comprehension.

CHAPTER III

RESEARCH METHODOLOGY

This current chapter explains how the researcher attempts to answer the research questions raised in the first chapter. The research questions will be answered if only the researcher executes a proper method in analyzing the data so that the findings can be attained. As such, the methodology of this study is divided into a framework that consists of research design, subject of the research, techniques of data collection, and data analysis.

A. Research Design

Since this research is a quantitative research, it requires the researcher to approach the problems by using an experimental design. Also, the researcher is supposed to examine the difference of students' scores before and after being given treatment. Students were taught by viewing English Subtitled Videos. After having given treatment, they are given test to find out the different achievement in Mastery Vocabulary and Pronunciation.

According to Gay (2008) , the experimental method is the only method of research that can truly test hypothesis concerning cause and effect relationships. There are two major classes of experimental designs, single-variable designs, which involve one independent variable, and factorial designs, which involve two or more independent variables. Single-

variable designs are classified as pre experimental, true experimental and quasi experimental (Sevilla et al, 1992).

This research is classified as a pre-experimental design because it gives little or no control of extraneous variables. Kothari (2004) explains that there is no control of extraneous variables which means that this research do not use control group because this research only use one class of the subject research. This research gave the students that treatment which is teaching by viewing English subtitled videos.

Pre-experimental design means that this design still has another variable which have influence the dependent variable, therefore, the result of the experimental of dependent variable is not only influenced by independent variable, because this design does not have control variable and the sample is not selected by random. In the one-group pretest posttest design, a single group was measured or observed not only after being exposed to a treatment of some sort but also before. One group, pretest-posttest design provides some improvement over the first, for the effects of the treatment are judged by the difference between the pretest and the posttest scores. No comparison with a control group is provided (Best, 1981).

In terms of location, the researcher choose MAN 3 Rukoh Banda Aceh as the place to conduct this research. In the light of this, Anna Vetrova (2003) explains that the place of the research is a place of the study process which is used to get the problem of the research solved.

B. Population and sample

This study was conducted on the second year students of MAN 3 Rukoh Banda Aceh. The population was the students of class XI that consist of 10 persons. Based on Kerlinger's theory half of population was chosen randomly as a sample to gain the data since they still have problems in vocabulary and pronunciation. It was decided after conducting an observation, interviews with the students and the English teacher to find the problems in the students' vocabulary and pronunciation.

C. Techniques of Data Collection

1. Test

Test was one of the instruments used to collect the data and information needed in this research. It was intended to find out the students' abilities before and after the treatment was carried out. Specifically, the tests were used to find out the students' achievement in terms vocabulary, and pronunciation.

To collect the data, the researcher needed instrument. Boyle (2011) explains that instrument is the tool that is used to get the data. The use of valid instrument is very essential to determine the validity of data. In this study, the instruments that were used are test and questioner. Boyle adds that a test is a set of stimuli presented to individual in order to elicit response on the basis of which a numerical score can be assigned. In this research, test is used as a main method. The test was given to all sample from students class XI of MAN 3 Rukoh Banda Aceh. In this research, the

researcher uses pre-experimental research with one group-pretest-posttest design as explained by Best (1981).The procedures of experimental research that use one-group – pretest - posttest design that already modified by the research are :

- a. Administering a pretest with a purpose of measuring the vocabulary and pronunciation achievement in the students of MAN 3 Rukoh Banda Aceh
- b. Applying the experimental treatment teaching vocabulary and pronunciation. by viewing English subtitled videos to the subjects in students.
- c. Administering a posttest with a purpose of measuring the dependent variable in the subject.

2. Questionnaire

The second instrument of the data collection in the research is questioner. Brown (2008) explains a questionnaire is a set of systematically structured questions used by a researcher to get needed information from respondents.

D. Data Analysis

There are two data analysis based in the research based on the technique of data collection explained above.

1. Data Analysis of Pre-Test and Post-Test

The data of the tests is about the students' achievement in mastery vocabulary and pronunciation before (pre-test) and after (post-test)

applying English subtitled videos. The researcher analyzed the pre-test and post-test data by comparing the result of pre-test and post-test if the result of post-test is higher pre-test , it means watching subtitled videos in teaching and learning vocabulary and pronunciation is effective.

2. Questionnaire

The acquired data of the questionnaire is also analyzed statistically by counting the percentage of the students' answers in each item of the questionnaire. To count the percentage of the answers chosen by the participants, the writer refers to Metoda Statistika which was written by Sudjana (2008). The formula used is:

$$P = \frac{F}{N} \times 100\%$$

Note:

P : Percentage

F : Frequency of respondents

N : Number of sample

100% : Constant value

CHAPTER IV

DATA ANALYSIS AND DISCUSSION

This chapter focuses on the data analysis including the result of the test, examining hypothesis, and the result of the questionnaires. The researcher also provides the discussion of all the research result.

A. The result of the Tests

The researcher, in this chapter, intends to explain how the data are being processed and analyzed. The explanation of each activity of the researcher during the research is presented here. After that, the results that are found will be discussed and elaborated.

1. Experimental Teaching

Before coming to the analysis of test result, the researcher has performed the research using experimental teaching to know students' ability in mastering vocabulary and pronunciation. Experimental teaching was conducted within five meetings. The allocation time for each meeting was 90 minutes. In this experimental teaching, English subtitled videos was applied as a teaching media. The description of the experimental teaching will be explained below:

a. The First meeting(11th January 2017)

After the student attending the class, the researcher explained the materials that the students were going to learn. Then, the researcher administered the pre-test to them to figure out their ability in mastering vocabulary and pronunciation. In the pre-test,

the students get asked to write two or three paragraph short essay about (Bad Habits) and students are present it in front of the class for several minutes . The researcher expecting that several words of the short essay will show as same as the subtitled on animation videos (Berenstain Bear). Finally, their oral presentation were taken to be scored by the researcher by using rubrics.

b. The Second meeting (13th January 2017)

The researcher introducing the subtitled animation videos to the students as the media and treatment to mastery vocabulary and pronunciation. After that, the reseacher asked them to watch one of the episodes subtitled animation videos (Berenstein Bear) and finished the scramble text that have been taken of subtitled animation videos at the same time while the videos were displayed. After watched the subtitled animation videos repeatedly for three times, the students were taught how to absorb the vocabulary and pronouncing the unknown words on the srcamble text that have been found by them.

c. The third meeting (18th January 2017)

The researcher attending the classs as usual and doing warming up before going to do next treatment. He asked them to watch another episodes of subtitled animation videos (Berenstein Bear) and finished the scramble text that have been taken of subtitled animation videos at the same time while the videos were

displayed. After watched the subtitled animation videos repeatedly for three times, the students were taught how to absorb the vocabulary and pronouncing the unknown words on the scramble text that have been found by them.

d. The fourth (20th August 2017)

The researcher attending the class as usual and doing warming up before going to do treatment and it will be the last day for it. After that, the researcher did the same as he did in the second third meeting. He asked the students to watch again another episodes of Berenstain Bear, the students were ordered to do Scramble text that have been taken of subtitled animation videos at the same time while the videos were displayed. Finally, the researcher distribute the questionnaire to the students to find out the obstacles after watching english subtitled videos.

e. The fifth (25th January 2017)

Futhermore, the researcher administered the post-test to them to figure out their ability in mastering vocabulary and pronunciation after treatment. Finally, each of them was requested by the researcher to write two or three paragraph short essay about the videos that students watched and present it orally as the post – test and will be scored by using rubrics.

2. Test Result

The pre-test and post-test were given in order to know the students' achievement in mastering vocabulary and pronunciation ability before and after giving the treatment. Pre-test was given in the first meeting and the post-test was given in the last meeting and they were given in oral presentation. The ranging of the score for the test was 1 until 4.

a. Analysis of pre-test

The following table showed the range of score of students' pre-test and post- test result based on the rubric

Table 4.1: the table of rubric score

Aspect	1	2	3	4
Vocabulary	Student had inadequate vocabulary words to express his/her ideas properly.	Student was able to use broad vocabulary words but was lacking, making him/her repetitive and cannot expand on his/her ideas	Student utilized the words learned in class, in an accurate manner for the situation given.	Rich, precise and impressive usage of vocabulary words learned in and beyond of class.
Pronunciation	Student had frequent errors and unintelligible.	Student had wrong pronunciation occasionally unintelligible.	Student had some errors of pronunciation but intelligible.	Student had occasional errors but always intelligible.

Table 4.2: the table of pre-test vocabulary and pronunciation result

No	Name	PRE TEST		TOTAL (V+P)
		Vocabulary	Pronunciation	
		Scoring	Scoring	
1	ER	1	2	3
2	FR	1	2	3
3	M	1	2	3
4	SF	2	2	4
5	ARK	1	1	2
6	FB	1	1	2
7	FI	1	1	2
8	DB	2	2	4
9	RRM	1	1	2
10	DUH	2	2	4

Table 4.3: the table of post-test of vocabulary and pronunciation result

No	Name	POST TEST		TOTAL (V+P)
		Vocabulary	Pronunciation	
		Scoring	Scoring	
1	ER	2	3	5
2	FR	2	3	5
3	M	2	2	4
4	SF	2	2	4
5	ARK	1	2	3
6	FB	2	2	4
7	FI	1	1	2
8	DB	3	3	6
9	RRM	2	1	3
10	DUH	3	2	5

Table 4.4 : the table of pre-test and post-test of vocabulary result

No	Name	Vocabulary		Remarks
		Pre test	Post test	
		Scoring	Scoring	
1	ER	1	2	Impoved
2	FR	1	2	Impoved
3	M	1	2	Impoved
4	SF	2	2	Stable
5	ARK	1	1	Stable
6	FB	1	2	Impoved
7	FI	1	1	Stable
8	DB	2	3	Impoved
9	RRM	1	2	Impoved
10	DUH	2	3	Impoved

Table 4.5 : the table of pre-test and post-test of Pronunciation result

No	Name	Pronunciation		Remarks
		Pre test	Post test	
		Scoring	Scoring	
1	ER	2	3	Impoved
2	FR	2	3	Impoved
3	M	2	2	Impoved
4	SF	2	2	Stable
5	ARK	1	2	Impoved
6	FB	1	2	Impoved
7	FI	1	1	Stable
8	DB	2	3	Impoved
9	RRM	1	1	Stable
10	DUH	2	2	Impoved

The aim of determining the score was to know the average ability of students in the pre-test and post-test. The researcher found out that the score between the two test was different. The score of pre-test was lower while the score of post-test is higher which mean that post-test score was higher than pre-test. Due to the improvements, the researcher concluded that applying english subtitled videos help students improve abilities in mastering vocabulary and pronunciation through viewing english subtitled videos.

B. The results of questionnaires

In order to gain information of the students' abilities in mastering vocabulary and pronunciation through viewing english subtitled videos, I distributed questionnaires to the students when the treatment had finished.

The result of each questionnaire questions will be elaborated in detail in the following tables;

To analyze the questionnaires, the writer used the following formula which is offered by Sudjana (1987,p.43):

$$P = \frac{f}{N} \times 100\%$$

Where:

P = percentage

f = frequency

N = the number of sample

100% = constant value

Furthermore, the data can be seen in the following table and description.

Table 4.6 After watching there are a lot of new words in the video aired.

Number	Respond	Frequency	Percentage
1	1. Strongly Agree	5	50%
	2. Agree	5	50%
	3. Disagree	0	0%
	4. Strongly Disagree	0	0%
		10	100 %

Table 4.6 shows that most of students expressed that the english subtitled videos provides a lot of new words. So that, it indicated that english subtitled videos help them absorb new vocabulary in English.

Table 4.7 Watching a video with English text (subtitled) help me understand how the pronunciation of the vocabulary.

Number	Respond	Frequency	Percentage
2	1. Strongly Agree	6	60%
	2. Agree	4	40%
	3. Disagree	0	0%
	4. Strongly Disagree	0	0%
		10	100 %

Table 4.7 reveals that most of students were help to pronounced vocabulary by watching english subtitled videos with the percentage 60% of students expressed their strong agreement and 40% of students expressed that they simply agreed. It allows the writer to conclude that students' were helped, in mastering vocabulary and pronunciation by watching english subtitled videos.

Table 4.8 In the video there is a level appropriate vocabulary for me.

Number	Respond	Frequency	Percentage
3	1. Strongly Agree	3	30%
	2. Agree	6	60%
	3. Disagree	1	10%
	4. Strongly Disagree	0	0%
		10	100 %

The table above shows that 60% students agreed that english subtitled videos provided the proper vocabulary as expected by students whereas the other 30% students strongly agreed that english subtitled videos appropriated for them and only 10% student who disagreed. From those results, the researcher assumes that using english subtitled videos which was provided by researcher was appropriated for the students.

Table 4. 9 Pronunciation of English dialogues in the video is appropriate for me (not too fast / too slow).

Number	Respond	Frequency	Percentage
4	1. Strongly Agree	3	30%
	2. Agree	5	50%
	3. Disagree	2	20%
	4. Strongly Disagree	0	0%
		10	100 %

In table 4.9, it can be seen that three from the total of ten students (30%) expressed their strong agreement toward the statement “The pronunciation of english dialogue on videos is appropriated for me (not too fast/not too slow)” and also 50% of the rest agreed. Only two of them disagreed. It could be concluded that english subtitled videos which is provided by reseacher is appropriated for students.

Table 4.10 The style of pronounce sound of vocabulary on english subtitled videos is appropriated with the english pronunciation that i listened in my daily activity.

Table 4.10 Style pronunciation of the vocabulary contained in the video appropriate to the pronunciation of the English language that I hear daily.

Number	Respond	Frequency	Percentage
5	1. Strongly Agree	2	20%
	2. Agree	8	80%
	3. Disagree	0	0%
	4. Strongly Disagree	0	0%

10	100 %
----	-------

The table shows that 20% students choose “strongly agree” and 80 % agree. It means that they agreed that english subtitled videos is appropriated for them to pronounce the sound of vocabulary correctly. The result of each domain shows that english subtitled videos were proper for them.

Table 4.11 If there is a vocabulary that the pronunciation sounds not familiar, it is because I did not understand the appropriate pronunciation of the vocabulary.

Number	Respond	Frequency	Percentage
6	1. Strongly Agree	4	40%
	2. Agree	4	40%
	3. Disagree	2	20%
	4. Strongly Disagree	0	0%
		10	100 %

The tables above indicates that 40% students strongly agreed and 40% agree that the english subtitled videos still appropriated. Only few of them stated disagree with those media.

Table 4.12 I have difficulty when reading the text (subtitled) while watching (focusing on pronunciation dialog).

Number	Respond	Frequency	Percentage
7	1. Strongly Agree	0	0%
	2. Agree	2	20%
	3. Disagree	4	40%
	4. Strongly Disagree	4	40%
		10	100 %

Table 4.12 shows that 20% of students agreed also 40% simply disagree and 40% strongly disagree that read the subtitled while watching put the students into problems which is focused on the pronunciation of vocabulary. None of them remained , strongly agree. Therefore it can be concluded that watching videos while reading the subtitled do not bring them into trouble.

Table 4.13 Prominent characters in video turned my attention so I missed a few vocabulary words spoken in the video.

Number	Respond	Frequency	Percentage
8	1. Strongly Agree	0	0%
	2. Agree	2	20%
	3. Disagree	5	50%
	4. Strongly Disagree	3	30%
		10	100 %

In table 4.13, it can be seen that five from the total of ten students (50%) expressed their strong disagreement toward the statement “Prominent characters in video turned my attention so I missed a few vocabulary words spoken in the video” and 30% of the rest strongly disagreed only two 20% agree. It can be concluded that Prominent characters in video do not turned the students’ attention.

Table 4.14 Knowing the English vocabulary and pronunciation through a video that uses text (subtitled) is challenging and fun for me.

Number	Respond	Frequency	Percentage
9	5. Strongly Agree	5	50%
	6. Agree	3	30%
	7. Disagree	2	20%
	8. Strongly Disagree	0	0%
		10	100 %

Table above shows that the majority of students (50% of the students’ strongly agreed and 30% agreed) had the same perception that knowing the english vocabulary and its pronunciation subtitled videos is challanging and pleased for them. two of the total students (20%) disagreed and none of them (0%) strongly disagreed.

Table 4.15 I am interested to familiarize learn English through video that uses text (subtitled).

Number	Respond	Frequency	Percentage
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10	1. Strongly Agree	5	50%
	2. Agree	4	40%
	3. Disagree	1	10%
	4. Strongly Disagree	0	0%
		10	100 %

Table above shows that the majority of students (50% of students strongly agreed and 40% agreed) had the same belief that they are interested used to learning english through subtitled videos. One of the total students (10%) disagreed and none of them (0%) strongly disagreed.

Table 4.16 I feel comfortable with the video that repeated times to learn English.

Number	Respond	Frequency	Percentage
11	1. Strongly Agree	4	40%
	2. Agree	4	40%
	3. Disagree	2	20%
	4. Strongly Disagree	0	0%
		10	100 %

Based on the table 4.16, it can be concluded that most of participants (with the percentage of 40% of students strongly agreed and 40% of them agreed) have the same opinion that “ they are comfortable when the videos are played repeatedly for learning english .” And only 20% of them remained disagree.

Table 4.17 I feel confident to practice speaking English after learning the correct pronunciation of a vocabulary.

Number	Respond	Frequency	Percentage
12	1. Strongly Agree	6	60%
	2. Agree	3	30%
	3. Disagree	1	10%
	4. Strongly Disagree	0	0%
		10	100 %

Table 4.17 shows that most of the students strongly agree (60%) indicates that they are confident to train speaking english after knowing the correct pronunciation of word while 40% of them indicates that they agree as well, and 10% of them indicated strongly disagreed.

C. Discussion

This study is aimed to help improving students' abilities in mastering vocabulary and pronunciation through viewing english subtitled videos.in this experimental research, the researcher focus on the activity and the give the task to compose the vocabulary and pronunciation from the videos. In addition, the researcher want to able to that students are able to recall some vocabulary and pronunciation from videos .as the result, they are able to use the vocabulary and pronunciation from the videos and rewrite again in two paragraph and present it orally.

Based on the result of pre-test, it was indicated by test result was lower . Meanwhile, the post-test result showed the test result was higher

both pre-test and post-test, their post-test shows higher improvement rather than pre-test . It means that post-test result was higher than that of pre-test. Therefore, According to Zanon (2006, as cited in Gorjian 2014), subtitling enjoys several advantages; it motivates learners and makes them secured and self-confident. Besides, it can help language learners to monitor their speech and find new vocabulary and also listen to the pronunciation correctly. it can be concluded that viewing english subtitled videos help them improving the students' abilities in mastering vocabulary and pronunciation.

Through the second research question the students' perception in mastering vocabulary and pronunciation through viewing english subtitle videos was discussed. I distributed questionnaire to the students after being treated with the english subtitled videos to find out the obstacles faced by them when viewing english subtitled videos. The questionnaire consists of 12 statements starting from general to specific point.

After analyzing the questionnaire, the conclusion obtained is that most of them always want to learn english by using the subtitled videos. As stated in number one ,two and three of the questionnaire statement, majority of the students get helped to obtain information needed based on their personal purposes. Subsequently, based on students' perceptions in number four and five of the questionnaire statement. The students are able to understand the pronunciation of vocabulary appropriatedly. Also, in accordance with the students' perceptions in questionnaire number six,

seven, eight, nine, and ten, they agree that english subtitled videos have no obstacles after watching it, even the question number eleven they are comfortable when the videos are played repeatedly.

According to the last question recognizing the pronunciation of a word on english subtitled videos build the self-confidences of students to practice speaking english. Remarkably, they also suggest that this media to be implemented by English teachers. Based on the discussion above, I would like to emphasize that mastering vocabulary and pronunciation through viewing english subtitled videos to help improving students' abilities .

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data analysis, I found that viewing English subtitled videos can improve the students' abilities in mastering vocabulary and pronunciation at second grade of Man 3 Banda Aceh batch 2016. It is proven by the improvement of test result of the students treated by this activity. The result of the post-test which was higher rather than the pre-test. Hence, it can be concluded that viewing English subtitled videos to second grade of Man 3 Banda Aceh department can improve their ability in mastering vocabulary and pronunciation. Besides, the students were also given the questionnaire to know their obstacles towards the using english subtitled videos. The students were interested and felt that this media enable them to practice again and again in order to gain the maximal result. This media helped a lot in understanding the pronunciation and vocabulary. Finally, the majority of them expected that english subtitled videos may be used by English teachers in oral presentation such us speaking and reading.

B. Suggestion

When the research has done, the researcher offers several suggestions that are expected to be useful to increase the quality of teaching and learning process. In the light of the findings of this research, I offer several suggestions to the other researchers whose interest is in the applying various media in

teaching English, retelling technique in particular. The suggestions are as the following:

1. Viewing english subtitled videos is one of the general media in teaching and learning english nowadays. Thus, the teacher or lecturer should use various style and this media is one of plausible choice.
2. Even though this research was conducted in senior high school, it does not suggest that this media cannot be applied in other educational levels, but it is plausibly can be implemented in any levels if needed.
3. I hope that this meida can be applied by other researchers in any different levels of students.

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Kepada Yth.

Di -
Tempat

Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh,
dengan ini memohon kiranya saudara memberi izin dan bantuan kepada :

N a m a : **Muhammad Aulia Ridarma**
N I M : 231 222 629
Prodi / Jurusan : Pendidikan Bahasa Inggris
Semester : IX
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam
A l a m a t : Desa Ilie Ulee Kareng Banda Aceh

Untuk Mengumpulkan data pada:

MAN 3 Rukoh Banda Aceh

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

Mastering Vocabulary and Pronunciation Through Viewing English Subtitled Videos at MAN 3 Rukoh Banda Aceh

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan,
Kepala Bagian Tata Usaha, 

M. Said Farzan Ali, S.Pd.I., MM
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INSTRUMEN PENELITIAN (LESSON PLAN)

PENGUNAAN SUBTITLE BAHASA INGGRIS PADA VIDEO ANIMASI DALAM MENINGKATKAN KEMAMPUAN VOCABULARY DAN PRONUNCIATION

NO.	DAY	ACTIVITIES		Media	Alocation of Time
		Reseacher	Students		
1.		1. Peneliti memperkenalkan diri kepada siswa/i dan menjelaskan tentang penelitian yang akan dilaksanakan beberapa hari kemudian	Menyimak, mengingat dan menanggapi	<ul style="list-style-type: none"> • Absensi • Lembar nilai Pre-test • Kertas Folio • Alat tulis 	15 menit
		2. Peneliti menayakan beberapa aktivitas siswa/i selama liburan dan mengkaitkannya dengan tema yang akan diteliti dan juga sebagai pemanasan	Siswa/i memceritakan aktifitas mereka		10 menit
		3. selanjutnya, peneliti meminta kepada siswa/i membuat sebuah short essay tentang tema yang telah diberikan oleh peneliti.	Mengerjakan short essay tentang video yang akan di paparkan di depan kelas berdasarkan topic di dalam video.		30 menit
		4. Kemudian, siswa/i mempresentasikan short	Mempresentasikan essay yang telah dibuat		

	Hari Ke-1	<p>essay di depan dan akan diambil nilai berdasarkan indikator .dan kegiatan tersebut ialah sebagai acuan pre-test.</p> <p>5. Penutup, memberikan gambaran materi untuk hari selanjutnya.</p>	<p>sesuai dengan tema.</p> <p>Menyimak, mengingat, menanggapi.</p>		<p>30 menit</p> <p>5 menit</p>
2.	Hari Ke-2	<p>1. Peneliti mengabsensi kembali siswa/i dikelas dan menanyakan kabar siswa/i sebagai warming up dan mengreview kembali materi yang telah dipelajari</p> <p>2. Peneliti memperkenalkan beberapa video animasi viewing english subtitle yang akan diterapkan dikelas sebagai bahan pembelajaran dan juga akan digunakan sebagai acuan treatment selama penelitian berlangsung</p> <p>3. Selanjutnya, video tersebut akan diputar berulang-ulang selama tiga kali diberikan script (scramble) yang telah disediakan oleh peneliti.</p> <p>4. Penutup, peneliti mengumpulkan script yang telah di selesaikan oleh siswa/i dan</p>	<p>Menyimak, mengingat dan menanggapi.</p> <p>Menyimak, mengingat dan menanggapi.</p> <p>Menonton short video sekaligus menyelesaikan script (scramble) sesuai instruksi dari peneliti.</p>	<ul style="list-style-type: none"> • Laptop • Short video • Speaker • Infokus • Script (scramble) • Alat tulis • Absensi 	<p>10 menit</p> <p>10 menit</p> <p>60 menit</p>

		memberikan beberapa short video kepada mereka untuk dipelajari diluar kelas.	Menyimak, mengingat dan menanggapi.		10 menit
3.	Hari Ke- 3	<ol style="list-style-type: none"> 1. Peneliti mengabsensi seperti biasa menanyakan perkembangan yang telah dipelajari oleh siswa/i melalui short video tersebut. 2. Selanjutnya, peneliti memberikan short video dengan tema yang lain untuk di pelajari kembali di dalam kelas. 3. video tersebut akan diputar berulang-ulang selama tiga kali diberikan script (scramble) yang telah disediakan oleh peneliti. 	<p>Menyimak, mengingat dan menanggapi.</p> <p>Menyimak, mengingat dan menanggapi.</p> <p>Menonton short video sekaligus menyelesaikan script (scramble) sesuai instruksi dari peneliti.</p>	<ul style="list-style-type: none"> • Laptop • Short video • Speaker • Infokus • Script (scramble) • Alat tulis • Absensi 	<p>10 menit</p> <p>10 menit</p> <p>60 menit</p>

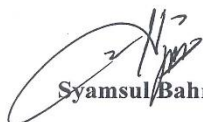
		<p>4. Penutup, peneliti mengumpulkan script yang telah di selesaikan oleh siswa/i dan memberikan beberapa short video kepada mereka untuk dipelajari diluar kelas.</p>	Menyimak, mengingat dan menanggapi.		10 menit
		<p>1. Peneliti mengabsensi seperti biasa menanyakan perkembangan yang telah dipelajari oleh siswa/i melalui short video tersebut.</p>	Menyimak, mengingat dan menanggapi.	<ul style="list-style-type: none"> • Laptop • Short video • Speaker • Infokus • Script (scramble) • Alat tulis • Absensi 	10 menit
		<p>2. Selanjutnya, peneliti memberikan short video</p>	Menyimak, mengingat dan menanggapi.		10 menit
					60 menit

4.	Hari Ke- 4	dengan tema yang lain untuk di pelajari kembali di dalam kelas.	Menonton short video sekaligus menyelesaikan script (scramble) sesuai instruksi dari peneliti.		10 menit
		3. video tersebut akan diputar berulang-ulang selama tiga kali diberikan script (scramble) yang telah disediakan oleh peneliti.			
		4. Penutup, peneliti mengumpulkan script yang telah di selesaikan oleh siswa/i dan memberikan beberapa short video kepada mereka untuk dipelajari diluar kelas.	Menyimak, mengingat dan menanggapi.		
				<ul style="list-style-type: none"> • Laptop • Short video • Speaker • Infokus • Alat tulis • Absensi • Kertas Folio 	10 menit
		1. Peneliti mengabsensi seperti biasa	Menyimak, mengingat dan menanggapi.		35 menit

5.	Hari Ke-5	menanyakan perkembangan yang telah dipelajari oleh siswa/i melalui short video tersebut.			30 menit
		<p>2. selanjutnya, peneliti meminta kepada siswa/i untuk membuat short essay mengenai video yang sudah di tonton selama treatment</p> <p>3. Kemudian, siswa/i mempresentasikan short essay di depan dan akan diambil nilai berdasarkan indikator .dan kegiatan tersebut ialah sebagai acuan post-test.</p> <p>4. Peneliti mengakhiri kelas sekaligus penutupan kepada seluruh siswa/i yang telah berpartisipasi atas penelitian selama lima hari yang berlangsung di Man 3 rukoh banda aceh.</p>	<p>Mengerjakan short essay tentang video yang akan di paparkan di depan kelas berdasarkan topic di dalam video.</p> <p>Mempresentasikan essay yang berdasarkan video yang telah di tonton saat treatment.</p> <p>Menyimak, mengingat dan menanggapi.</p>		15 menit

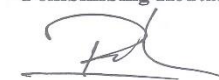
5.	Hari Ke-5	dipelajari oleh siswa/i melalui short video tersebut.	Menyimak, mengingat dan menanggapi.	<ul style="list-style-type: none"> • Laptop 	10 menit
		2. selanjutnya, peneliti meminta kepada siswa/i untuk membuat short essay mengenai video yang sudah di tonton selama treatment		<ul style="list-style-type: none"> • Short video 	
		3. Kemudian, siswa/i mempresentasikan short essay di depan dan akan diambil nilai berdasarkan indikator .dan kegiatan tersebut ialah sebagai acuan post-test .	Mengerjakan short essay tentang video yang akan di paparkan di depan kelas berdasarkan topic di dalam video.	<ul style="list-style-type: none"> • Speaker • Infokus 	35 menit
		4. Peneliti mengakhiri kelas sekaligus penutupan kepada seluruh siswa/i yang telah berpartisipasi atas penelitian selama lima hari yang berlangsung di Man 3 rukoh banda aceh.	Mempresentasikan essay yang berdasarkan video yang telah di tonton saat treatment.	<ul style="list-style-type: none"> • Alat tulis • Absensi • Kertas Folio 	30 menit
			Menyimak, mengingat dan menanggapi.		15 menit

Banda Aceh, 27 Desember 2016
Pembimbing Pertama



Syamsul Bahri M. TESOL.

Banda Aceh, 27 Desember 2016
Pembimbing Kedua



Rahmat Yusny M. TESOL

A. Technique of Data Collection

a. Test

Test was one of the instruments used to collect the data and information needed in this research. It was intended to find out the students' abilities before and after the treatment was carried out. Specifically, the tests were used to find out the students' achievement in terms vocabulary, and pronunciation.

Table 1 The Scoring Rubric.

Aspects	1	2	3	4
Vocabulary	Student had inadequate vocabulary words to express his/her ideas properly.	Student was able to use broad vocabulary words but was lacking, making him/her repetitive and cannot expand on his/her ideas.	Student utilized the words learned in class, in an accurate manner for the situation given.	Rich, precise and impressive usage of vocabulary words learned in and beyond of class.
Pronunciation	Student had frequent errors and unintelligible.	Student had wrong pronunciation occasionally unintelligible.	Student had some errors of pronunciation but intelligible.	Student had occasional errors but always intelligible.

The test was conducted twice; before and after applying strategy in teaching vocabulary and pronunciation. Information about the tests is explained in detail as in the following.

a) Pre-test

Pre-test is used in the first meeting to measure the ability of students before given treatment. Researcher asked students to present the short essay about (Bad Habits) in front of the class for several minutes. The researcher expecting that several words of the short essay will show as same as the subtitle on animation videos (Berenstain Bear) which is related to the topic and will be played in the treatment. The reseacher will record the video what they are presenting during performances. This record is used to analyze the students' abilities of vocabulary and pronunciation.

b) Post-test

While post-test is used to find out the improvement of students' abilities after given treatment. Researcher also asked students to present again about the animation videos (Berenstain Bear) that have been learned during treatments. Researcher could do same steps as in pre-test. The recording of students' perfromances are analyzed to find whether there were the improvements after given treatments.

Table 2. The Scoring System of Pre Test

No	Name	PRE TEST			
		Vocabulary		Pronunciation	
		Scoring	Report	Scoring	Report
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

Table 3. The Scoring System of Post Test

No	Name	POST TEST			
		Vocabulary		Pronunciation	
		Scoring	Report	Scoring	Report
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

B. Procedure of Data Analysis

In analyzing the data collected, the writer used several formulas. The statistical formula is used based on Sudjana (2005) in analyzing the data. Below is the explanation:

a. Test

In order to analyze the result of the test, the writer used statistical formula. The purpose of the test is to find out the range of the data, interval, class number and mean. To avoid misunderstanding of the term definition, the writer explains them one by one.

a) Range

The purpose of the range is to find out the gap between the highest score and the lowest score, the formula is:

$$\mathbf{R = H - L}$$

Remarks:

R= the range score

H= the highest score

L= the lowest score

b) Interval

Interval is a set of real numbers with the property that every number is between two numbers in his repertoire also included in the set.

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

Where:

I= interval

R= range

CN= class number

However, before the writer calculates the interval, the writer should calculate the class number, the formula is:

$$CN = 1 + 3.33 \log n \text{ (total sample)}$$

c) Mean

Mean is the average score of the student. Mean is calculated by using the following formula:

$$X = \frac{\sum fixi}{\sum fi}$$

Where: X= mean

$\sum fixi$ = the total result of multiplying between midpoint and the each frequency


$\sum fi$ = frequency

By using the mean score of the pre-test and the post-test, the researcher could compare the score of the students before and after HSRL strategy applied.

Banda Aceh, 27 Desember 2016
Pembimbing Pertama


Syamsul Bahri M. TESOL.

Banda Aceh, 27 Desember 2016
Pembimbing Kedua


Rahmat Yusny M. TESOL





Bad Habits

Page : _____

Date : _____

No. _____

☐ I think that may be detrimental for us is to
☐ play games because playing game can damage
☐ your health. If you play it too much,
☐ for example. you may get eye strain,
☐ muscle pain, aggressive behavior etc.
☐ So we can conclude that we are allowed
☐ to play games it's no problem. But not too much
☐ because we also need to study. help our parents.
☐ communicate with our friends. Don't let playing
☐ games make you get poor grades in school. Don't
☐ let playing games make you lazy to do anything

☐ Dagnita Baitia

☐ XI IPS 1.



No.

Too much junk food

The papa bear is the runner before. papa want to enter the race. He eat a lot of junk food like snack, choco, ice cream. So, junk food make him fat, he have to get in shape and training to ready for the race.

~~Junk food is not healthy for every body.~~

He and cubs go to the doctor to check his health after they meet the doctor in supermarket. The doctor say junk food like choco, cola are not good for the body and health. papa bear and their children enter the race and they are happy and go home to celebrate. Thank you for your attention.

Dasrila Baitia
XI IPS I

Questionnaire

1. Setelah menonton terdapat banyak kata kata baru di dalam video yang ditayangkan.
☐ Sangat setuju
☐ Setuju
☐ Tidak setuju
☐ Sangat tidak setuju
2. Menonton video dengan subtitle bahasa Inggris membantu saya memahami cara pengucapan kosa kata
☐ Sangat setuju
☐ Setuju
☐ Tidak setuju
☐ Sangat tidak setuju
3. Dalam video tersebut terdapat level kosa kata bahasa Inggris yang sesuai bagi saya.
☐ Sangat setuju
☐ Setuju
☐ Tidak setuju
☐ Sangat tidak setuju
4. Pengucapan dialog bahasa Inggris yang ada dalam video tersebut sesuai bagi saya (tidak terlalu cepat/terlalu lambat).
☐ Sangat setuju
☐ Setuju
☐ Tidak setuju
☐ Sangat tidak setuju
5. Style pengucapan kosa kata yang ada dalam video tersebut sesuai dengan pengucapan bahasa Inggris yang saya dengar sehari hari.

- ☐ Sangat setuju
- ☐ Setuju
- ☐ Tidak setuju
- ☐ Sangat tidak setuju

6. Kalaupun ada kosa kata yang pelafalannya terdengar asing, ini disebabkan karena saya memang tidak memahami pengucapan yang sesuai dari kosa kata tersebut.

- ☐ Sangat setuju
- ☐ Setuju
- ☐ Tidak setuju
- ☐ Sangat tidak setuju

7. Saya mengalami kesulitan ketika membaca subtitle sambil menonton (memfokuskan terhadap pengucapan dialog).

- ☐ Sangat setuju
- ☐ Setuju
- ☐ Tidak setuju
- ☐ Sangat tidak setuju

8. Tokoh tokoh yang ada dalam video mengalihkan perhatian saya sehingga saya melewatkan beberapa kosa kata yang diucapkan dalam video tersebut.

- ☐ Sangat setuju
- ☐ Setuju
- ☐ Tidak setuju
- ☐ Sangat tidak setuju

9. Mengetahui kosa kata bahasa Inggris dan pengucapannya melalui video yang menggunakan text (subtitle) adalah hal yang menantang dan menyenangkan bagi saya.

- ☐ Sangat setuju
- ☐
- ☐
- ☐

Setuju

Tidak setuju

Sangat tidak setuju

10. Saya tertarik untuk membiasakan belajar bahasa Inggris melalui video yang menggunakan text (subtitle).

- ☐ Sangat setuju
- ☐ Setuju
- ☐ Tidak setuju
- ☐ Sangat tidak setuju

11. Saya merasa nyaman dengan pemutaran video yang berulangulang kali untuk belajar berbahasa Inggris.

- ☐ Sangat setuju
- ☐ Setuju
- ☐ Tidak setuju
- ☐ Sangat tidak setuju

12. Saya merasa percaya diri untuk berlatih berbicara bahasa Inggris setelah mengetahui pengucapan yang benar dari suatu kosa kata.

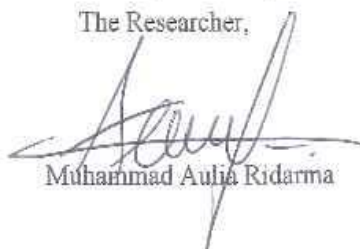
- ☐ Sangat setuju
- ☐ Setuju
- ☐ Tidak setuju
- ☐ Sangat tidak setuju

AUTOBIOGRAPHY

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 - d. University : UIN Ar-Raniry (2012-2017)

Banda Aceh, 8th January 2017

The Researcher,



Muhammad Aulia Ridarma