THE USE OF "INSIDE OUT" MOVIE'S SUBTITLES TO IMPROVE READING (A CASE STUDY AT SMK-PP SAREE)

THESIS

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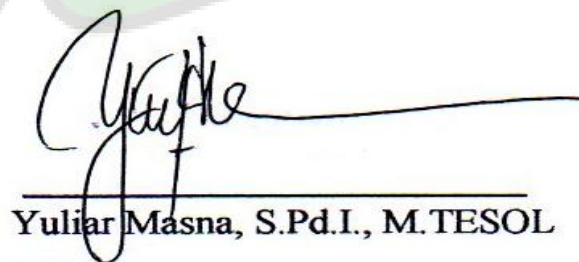Department of English Language Education

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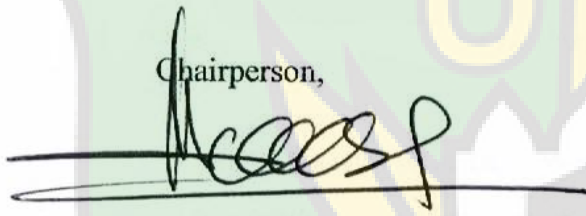for Bachelor of Education Degree in English Language Teaching

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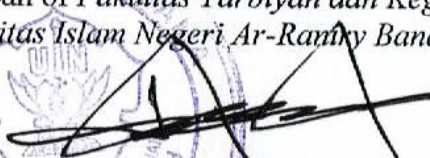
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The Use of "Inside Out" Movie's Subtitles to Improve Reading
(A Case Study at SMK-PP Saree)

adalah benar-benar karya asli saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya**. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikian surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 12 Desember 2019
Yang Menyatakan,

Harry Azhar Ramli

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ABSTRACT

Name	: Harry Azhar Ramli
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This research was aimed to find out whether using Inside Out movie subtitles improve students' reading and to investigate to what extent Inside Out improved students' reading ability. This research conducts study at SMK-PP Saree, Aceh Besar. The population of this research was 177 students. The sample was 65 students in agriculture class (XI A1 and XI A2). The sampling technique used was simple random sampling which is part of probability sampling. The data were collected by using tests (pre-test and post-test) and questionnaire. The finding of this study showed that using Inside Out movie subtitles improved students' reading ability. It was proven by the improvement of the mean score of the experimental class which was higher (34.9 to 68.65) than the mean score in the control class (30.7 to 47.3). Moreover, based on the analysis of the questionnaire, most of the students gave positive response (85.1%) in learning reading by using Inside Out movie.

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CHAPTER I

INTRODUCTION

A. Background of Study

Reading is one of four skills in English. An English learner will get further information and understand the materials during teaching and learning process. In other words, the skill is needed to be mastered by an educator in order to deliver material to the learner. Futhermore, reading skill also tested as a standard for bachelor to continue graduate degrees abroad through TOEFL especially reading comprehension. Not only for a college students but reading ability plays significant role for senior high school students as a sign for them to be capable of English subject. For some cases, many students get instantly bored just after their first sight when getting such texts during reading process. So that, the teacher needs to apply some media to anticipate students' boredom in reading. One of the media that can be used by the teacher is movie.

Movies are media that can be visible and can be audible. Krakas and Saricoban (2012) pointed out that we feel comfortable since it is easy for us to get meaning from foreign language film with subtitle and caption. Moreover, movies becomes potential and accept in language learning and it can be an integral part of learning. Summarily, movies selection has the opportunity to achieve important goals to motivate students' interest in preparing realistic reading practices, to stimulate the use of language, and to raise students' awareness of specific language points or other communication aspects that can be developed or derived

by the way teachers introduce film and other activities and search for movies related to learning.

Based on researcher's experience at SMK-PP Saree, there are some problems faced by the students in reading skills. Firstly, the student just reads a text without understanding the meaning of the content. Secondly, students do not have mastered many vocabularies. So it is very hard for them to understand the text. Thirdly, the teacher never uses audio visual media (movie) in teaching process. Teacher just teaches based on text book.

Futheremore, some students have trouble in learning foreign language, especially catching the actual sounds of the foreign language. They have to understand every word when they miss something. They feel they are failing, stressing and having confused. They can understand people when they talk slowly and clearly but cannot understand the meaning. They need to hear things more than once in order to understand. They find it difficult to keep up with all the information they are getting, and cannot think ahead or predict. Also, when they are listening for a long time they get tired, and they find it more and more difficult to concentrate (Etman & Zaida, 2009).

Based on Permatasari (2018) in teaching and learning reading comprehension, the teacher should use aids or tools to make the teaching and learning process more enjoyable for students. Actually, teaching aids or media are around us, but sometimes we do not realize it and need to think about the best ways to use the object. In this study, the researcher used movie subtitle as the

technique in teaching reading. Movie subtitle can make the class more interesting, active, and enjoyable. Here, the researcher is interested to implement aids or tools to improve the reading skills by using inside out movie.

In another research, Sabouri and Zohrabi (2015) state that the use of movies with subtitles can improve students' engagement in learning especially in reading skills. In relation to the study, it can be concluded subtitle from the movie has opportunity to strengthen up students' capability in reading skill. To solve the problem, there are many ways that can be used by teacher in reading.

The students have to focus on the explanations, opinions, questions, and the most important thing is how to understand the materials (spoken English). In this case, the students have to be active in reading of subtitle in that movie. Subtitle is textual versions of the dialog in film and television programs, ussually display at the bottom of the screen. According to Reich (2006), subtitling is a branch of translation called audiovisual translation in which viewers can read statements of dialogue on the screen as well as watch the images and listen to the dialogues. Therefore, the writer focused to makes students improve their reading by using audiovisual media (movie).

In this study, the researcher would like to conduct the research entitled, "*The Use of "Inside Out" Movie's Subtitles to Improve Reading (Case Study at SMK-PP Saree)*".

B. **Research Questions**

There are two research questions which are used to guide this study. The research questions are:

1. Does the use of Inside Out movie's subtittles improves students' reading skill?

2. To what extent does the Inside Out movie improves students' reading skill?

C. **The Aims of Research**

The aims of the study can be stated as follows:

1. To find out whether using Inside Out movie's subtittles improved students' reading skill.

2. To investigate to what extent Inside Out movie improved students' reading skill.

D. **Research Hypothesis**

To get answer, the researcher purposes Alternative Hypothesis (Ha) and Null Hypothesis (Ho) as below:

Ha: There is a significant difference of the students' English achievment after they are taught by using Inside Out movies subtitle as media.

Ho: There is no significant difference of the students' English achievment after they are taught by using Inside Out movies subtitle as media.

E. Significant of Study

    1. For Students

Students will be able to know about the movie cartoon that can be used to develop their reading, increase vocabulary and comprehension. In other words, reading can help them understand a text and getting the information from the movie subtitle that the student has read. By learning vocabulary which is used in the cartoon movie, the student will be more interested, because movie can tell voice while watching the figures appearance in the movie. Furthermore, the students can see the word/vocabulary from the movie subtitle. Usually, the students are more inclined towards new technology for information, entertainment and pleasure such as something found in the movie.

    2. For Teacher

The teacher will be able to use this media, Inside Out movie, in order to increase students' ability and also the teacher can apply this media to create the students' interest and fun in learning English process. After the researcher completely and successfully applied it, the teacher can take the result and apply them in their teaching learning process to help them in improving students' reading skill. By using Inside Out movie during the teaching learning process, hopefully the teacher will be able to motivate students to learn and understand the material presented.

F. Terminology

Several terms in this research need to be explained or to be defined to avoid any unnecessary confusion. The terms are:

1. Movie Subtitle

The definition of subtitle in Oxford dictionary is captions displayed at the bottom of a cinema or television screen that translate or transcribe the dialogue or narrative. Subtitle movies have been found to improve reading skills, especially for children. Subtittle movies enable people to automatically and subconsciously read while watching. In order to comprehend subtittle movies, the audiences need to read the lines fast and accurately, indirectly, this could improve the literacy skill. Stewart & Pertusa (2004) hypothesized that films subtitled in the target language are more appropriate foreign language learning tools for English learners although most English instructors use English subtitled films in foreign language classes. Here, the subtitle which is meant by the researcher that is the tools. Furthermore, the subtitle that is mentioned by the researcher here is inside out movie subtitle.

2. Reading

Reading is a process when readers learn something from what they read and involve it in an academic context as a part of education (Grabe, 2009). In the classroom, some teachers often use texts or books as media to deliver material of a subject. Furthermore, the teacher asks the students to read the texts to grab information in order that they could understand the material. The researcher

assumes that Reading is a skill that can be analyzed in order to measure the students' ability in English language skills. The reading itself is produced from the inside out movie. So that, subtitles must be well-written and presented in a way that makes reading and understanding them easily.

3. Agriculture Vocational High School Saree

Agriculture Vocational High School Saree is one of the secondary educational schools which prepare its graduates to be ready to work in their own country and abroad especially in agriculture. This school provides six majors: Agribusiness Food Crops and Horticulture, Plantation Plant Agribusiness, Plant breeding and Seed, Agribusiness Ruminant, Agribusiness Poultry, and Agricultural Product Processing Technology. According to Djojonegoro and Wardiman (1999) the vocational education is a part of the educational system that prepares a person to be able to work in group or in individually in one field of work than any other field of works.
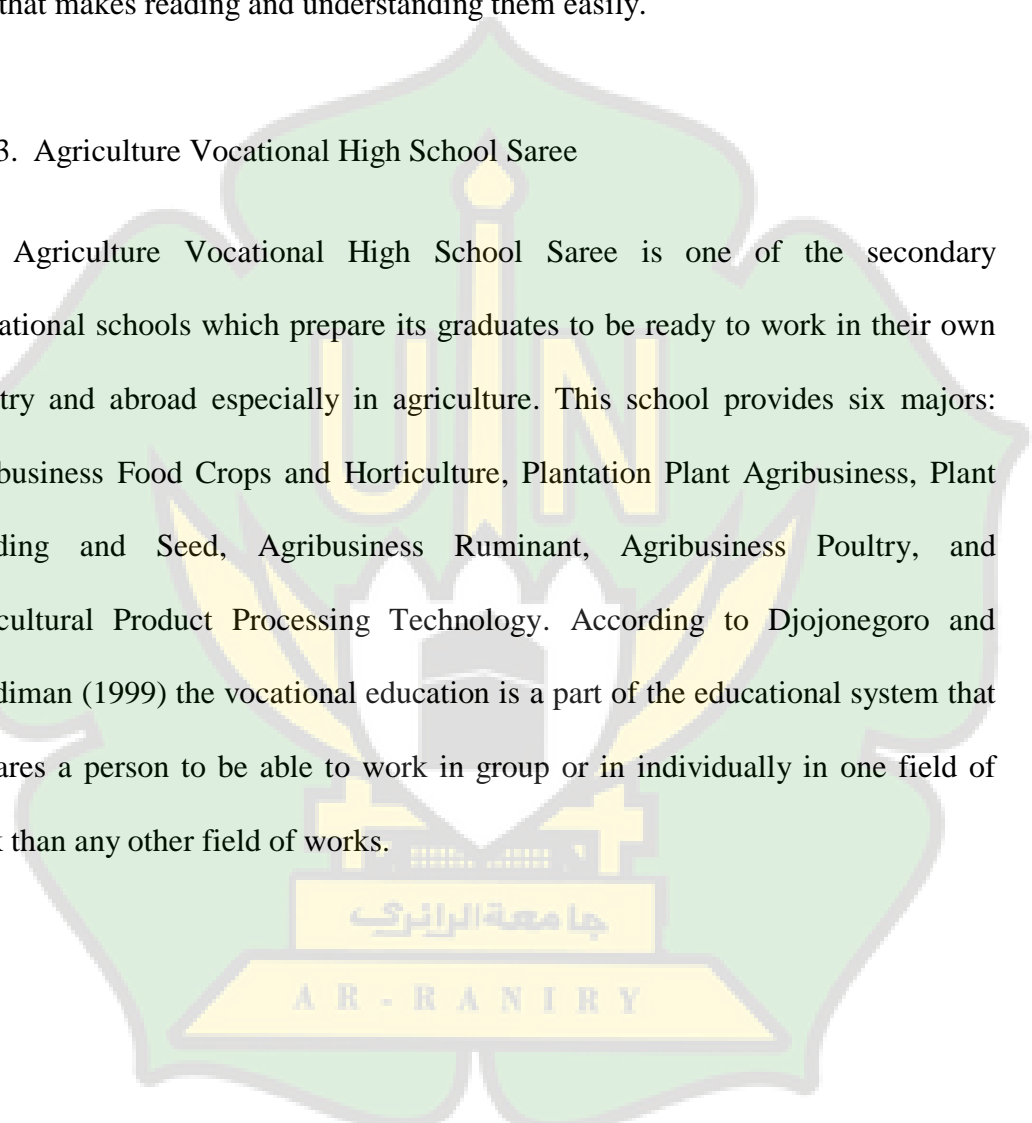
CHAPTER II

LITERATURE REVIEW

A. Reading

1. Definition of Reading

Reading is one of skills in the language that needs to be considered. The aim of reading is to make the reader get the information of the text. If someone wants to get information which is written in the text, he should know the meaning of the words and also the ideas of the text. By reading, the readers dominantly use brain and emotion when they read something such as newspaper, message, subtitle movie, etc, the reader will know everything. According to Grabe (2009, p. 5) "reading is a process when readers learn something from what they read and involve it in an academic context as a part of education". For students, the ability to read will open up new worlds and oppurtunities. By meastering reading skill, the students will be able to read anything especially in English language by themselves.

Mariane (2000) states that reading is an interactive process that goes between the reader and the text. In the process of trying to understand a written text, the reader has to perform a number of stimultaneous tasks, decode message by recognizing the written signs, interpret the message by assigning meaning to the string of words, and finally, understand intention.

Furthermore, the written text has many varieties.

> Brown (2001, p. 302) "states there are two main categories of the varieties of the written texts. The first is non-fiction such as reports, editorials, letters, greeting cards, diaries, journals, memos, messages, announcements, newspaper, journal, academic writings, forms, applications, questionnaires, directions, labels, signs, recipes, bills, maps, manuals, menus, schedules, advertisements, invitations, directories, articles, and dictionaries. The second is fiction such as novels, short stories, and comic stripes or cartoons".

From those genres of the written text read by the readers, they have to interweave their knowledge background to construct meanings after understanding the text in order to make a better concept of the readers' thought. To construct meaning and conceive message from the text, the readers bring information, knowledge, emotion, experience, and culture to the printed words in order.

In addition, it can be concluded that reading is a process of conveying and acquiring a message graphically from writer to the reader. By reading, people can get a lot of knowledge and also broaden their knowledge.

2. The Types of Reading

According to Patel and Jain (2008, pp. 117-123), there are several types of reading, they are:

a. Intensive Reading, involves a short reading passage followed by text book activities to develop comprehension or particular reading skill. Intensive reading provided a basic for explain difficulties of structure and for extend knowledge of vocabulary and idioms. Intensive reading

b. material will be the basis for classroom activity. It will not only be read but will be discussed in detail in the target language, sometimes analyzed and used as a basis for writing exercises.

c. Extensive Reading, means reading many books without a focus on classroom that may test comprehension skill. The reader wants to know about something. The reader does not care about specific or important information after reading. Usually people read to keep them update.

d. Reading Aloud, the students are confronted with written sentences which have not spoken before. The aim of reading aloud is the achievement or better speaking ability and the pronunciation of the students. Reading aloud prevents the reader from learning to understand the meaning of a sentence even when they not know one word in the sentence.

e. Silent Reading, means reading something without producing sounds audible to other. Silent reading enables the readers to read silently without making sounds and moving their lips. It helps them to read easily and fluently with speed. It aids comprehension and expands the readers' vocabulary. Silent reading is done to acquire a lot of information.

3. The Purpose of Reading

Reading is one of the four language skill taught in the school and a crucial subject to be taught. The main purpose of reading is to help students understand a text and to get the information from the text they have read. To increase students' knowledge, the student can read anything interesting for them such as audio book,

bulletin, online clipping service, multimedia referencing work, post sending, and the materials from abroad (Hernowo, 2005). As cited from Grabe and Stoller (2013), the purposes of reading can be classified into seven sections:

1. Reading to search for simple information.

2. Reading to skim quickly.

3. Reading to learn from texts.

4. Reading to integrate information.

5. Reading to write (or search for information needed for writing).

6. Reading to critique texts.

7. Reading for general comprehension.

Reading is a process which needs action as a proof. By reading some materials, the readers get the new vocabularies, understand grammar and also expand the knowledge.

4. Reading skill

Reading is very important skill that must be possessed by learners. It would help students in uderstanding the meaning of text learnt in the school. According to Tarigan (2008, p.5) "reading is a process to get message of the writer through words or written languages. Reading skills enable students to turn writing into meaning and achieve the goals of independence, comprehension, and fluency.

Brown (2004, pp. 187-188) says that explicit reading skills consist of two big elements, namely microskills and macroskills. The microskills are presented below:

1. Discriminating among the distinctive graphemes and orthographic pattern of English.

2. Retaining chunks of language of different length in short-term memory.

3. Processing writing at an efficient rate of speed to suit the purpose.

4. Recognizing a core of words and interpreting word order patterns and their significance.

5. Recognizing grammatical word classes (noun, verb, etc.), system (e.g., tense, agreement, pluralization) patterns, rules, and elliptical forms.

6. Recognizing that a particular meaning may be expressed in different grammatical forms.

7. Recognizing cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

Meanwhile, macroskills include: recognizing the rhetorical forms of written discourse and their significance for interpretation, recognizing the communicative functions of a written text according to form and purpose, inferring context that is not explicit by using background knowledge, distinguishing between literal and implied meanings, detecting cultural specific references and interpreting them in a

context of the appropriate cultural schemata, developing and using patterns of reading strategies such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, activating schemata for the interpretation of texts, inferring links and connections between supporting idea, new information, given information, generalization and exemplification from described events, ideas, etc.

B.   Movie Subtitle

  1. Definition of Movie

One of the most appreciated materials applied to language learning and teaching is movie. According to Wilson (2000) that the students like learning language through the use of movie, which is often used to mean quite different things in language teaching. The use of movie in English classes has grown rapidly as a result of the increasing emphasis on communicative techniques.

Besides, Asyhar (2011, p. 45) states, "movie could be interested students' attention because contains an interesting picture and familiar story". It means that movie is used as an audiovisual media types into an integrated application or presentation to deliver the material in teaching and learning. From the statements above, it can be said that movie is a kind that involves sound, recording a series of drawing or manipulating in a motion picture, it can be used as teaching aids that give education and entertaint to the students and the learning process also run well and enjoyable.

2. Definition of Subtitle

Subtitles are defined as the meaning of words located below the screen that represent narration, dialogue, and music in a movie. According to Gerzymisch-Arbogast (2008), subtitles are the written translation of film dialogues produced on the screen. He adds that the process of subtitling involves 3 steps; 1) from one language to another, 2) from verbal speech to a written text, 3) from a non-condensed (verbatim) to a condensed (non-verbatim).

From the statements above, it can be concluded that subtitle is the monologue text of a movie that appears along with the picture at the bottom of the screen. Through subtitle, we easily understand the storyline or information to be conveyed.

In this study, the researcher used Inside Out Movie . This movie tells about the 5 basic feelings of happiness, sadness, anger, disgust, and fear in Riley's brain. Riley is an 11 year old girl. Riley's feeling is dominated by excitement. The memories of dominating pleasure form the core memory that ultimately shapes Riley's personality, called the personality island. Everything is fun, happy family, loyal friends, and a nice city. Until one day Riley's and family had to move to San Francisco. Riley tries to adapt to the new enviornment, but there is a bit of an unpleasant thing that keeps her away from happiness. Then the parents help Riley to be happy again. Furthermore, Riley's feelings return to previous feelings.

3. Advantages and Disadvantages of Movie Subtitle

The advantages of using movie subtitle in the classroom are many and varied. The use of movies subtitle can motivate students' interest in learning reading. It is fun watching a movie in the class, so the classroom atmosphere is enjoyable and made students more ready to learn. According to Merry (2011), a movie is one of the visual aids that can be used in the class, it makes lessons funnier.

Subtitle has two potential benefits. Firstly, subtitles might have potential values in helping the language acquisition process by providing the learners with the key to massive quantities of authentic and comprehensible input. Secondly, subtitles might help to develop language proficiency through enabling learners to be conscious of new and unfamiliar language that might otherwise be lost in the stream of speech. While students are watching the movie, directly they get some experiences from the movie and it can influence their understanding, thinking, and moral value.

According to the researcher's experience in conducting research, disadvantages in applying movie subtitles are the use of language in movies is too difficult and too fast for students. According to Azhar (2011, p. 50) "when the movie is shown, the picture will keep changing making all students cannot follow the information given through the movie". The teacher can help students to understand what the movie tells about.

4. Teaching Reading by Using Movie Subtitle

In this study, movie subtitle is used as media of teaching reading. Using movie in classroom can make lesson funnier, movie or film can also teach students about history, science, human behavior, and other subjects. Some movie combined entertainment with instruction which can make the learning process more enjoyable.

In teaching learning process, teacher can use movie subtitle as media that are appropriate with students' level. According to Arsyad (2010), there are several properties of good teaching media:

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

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

3. Distributive property. This property enables media to transport an event through time and space so that the event can be seen.

It is hoped that by using the movie in the classroom, it can make students more enjoyable in learning reading.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This study deals with using inside out movie subtitle to improve reading. The writer uses a kind of experimental research in this study. According to Arikunto (1983, p. 257) "experimental research is a study to know whether it is an effect or not to the subject, that is given a treatment". From the statement, it can be assumed that experimental research is a procedure of quantitative research in which the researcher determines whether an activity or material makes a different result for participants.

To conduct the research, quantitative method is used. Before students were asked by several questions engaged the research, the students in the class were given pre-test in the beginning and the post-test in the last meeting. It is done to know students' reading skill or their previous knowledge before the media was applied. In this term, an experimental research was conducted using statistical method to calculate the numeral data and to analyze them by using correlation analysis.

An experimental teaching at SMK-PP Saree was conducted by taking two classes as the sample for data collection. Margono (1997, p. 110) says "experiment is a part of quantitative research to compare pre-test and post-test scores to produce the data needed". So, the students were given pre-test before being giveen the treatment in order to know students' ability in reading before

using animation movie. After that, the treatment was provided to students, and then, the post-test was given to know the students' reading skill after using the animation movie. Therefore, first class was named as the experimental class. Second class was named as the control class.

After giving post-test, the writer had provided questionnaire to be responded by them. The questionnaire were used to find out the perception and ability of students after giving Inside Out Movie subtitles to improve their reading skill.

B. Research Location

The present study was conducted at SMK-PP Saree or vocational school, located in Lembah Seulawah Saree KM 69, Aceh Besar, Aceh province. It has been established since 2 February 1967. Headmaster of SMK-PP Saree is Muhammad Amin, SP,MP. Total of teachers is 53 and including 5 English teachers.

C. Population and Sample

1. Population

According to Barker, Pistrang & Elliot (2002), population is defined as a group of people from which the participants in the study are to be selected. In SMK-PP Saree there are six departments: Agribusiness Food Crops and Horticulture, Plantation Plant Agribusiness, Plant breeding and Seed, Agribusiness Ruminant, Agribusiness Poultry, and Agricultural Product

Processing Technologyy. In this study, the researcher chose the second year (XI A1 & XI A2) students of Agribusiness Food Crops and Horticulture major in SMK-PP Saree in academic year 2019/2020. The total number of students reaches 574. The population was taken in this research was the students at the second year consisting of 177 students.

Total of students at SMK-PP Negri Saree Aceh year 2019
Table 3.1

Study Program	Grade	Class X	Class XI	Class XII	Total Students
Agribusiness Production Plants		113			113
1. Agribusiness Food Crops and Horticulture	A		65	62	127
2. Plantation Plant Agribusiness	A		16	27	43
3. Plant breeding and Seed	-		20		20
Agribusiness Livestock Production		90			90
1. Agribusiness Ruminant	A		47	56	103
2. Agribusiness Poultry	-		17		17
Agribusiness Product Processing					
1. Agricultural Product Processing Technology	B	33	12	16	61
Total		236	177	161	574

2. Sample

According to Triola (1980) a sample is a part of a large population overall. Sample refers to the small subgroup which is thought to be representative of the larger population. The sample is a subject of a population. There are two sampling techniques, they are probability sampling and non-probability sampling. There are several definition given by the expertise about the probability sampling. Juliandi and Irfan (2013, p. 52) mentioned that "probability sampling is a

sampling technique where all members/elements of the population have the same opportunity to be used as samples".

In other words, there is no discrimination in taking samples, anyone from the population members can be chosen as the research sample. In this research, the sample are 65 students in agriculture class (XI A1 consist of 15 male students and 19 female students & XI A2 consist of 16 male students and 15 female students) in order to get the data. So, two classes would be selected as the sample by using probability sampling technique in choosing the class.

The sampling technique that is used by the researcher here is simple random sampling which is a part of probability sampling. According to Sugiyono (2009) simple random sampling is taking members of the population from a random sample of the total in the population. This technique was chosen with the aim of the sample taken to represent the characteristics of the desired population.

D. Research Instrument

Instrument is tools that are required to get information. Gay and Airasian (2000) stated that instrument is a tool that is used in collecting data. In this study, the researcher used two items of the instruments to get the data. The test forms are (pre-test and post-test) and questionnaires..

First, the students had to answer the pre-test questions to know students' ability in reading. After that, the researcher did the experimental teaching using Inside Out Movie's Subtitles to teach reading skill. Then, the last

meeting the researcher gave post-test to record the progress and also distributed questionnaires to get additional data.

Then, the researcher would use experimental class and control class to get more data needed. After that the writer observed the class to strengthen the data obtained through pre-test and post-test. The aims of these tests are to know the students' ability in reading skill and teaching experiment to be carried out using animation films.

After the experimental teaching through the pre-test and post-test, the next action was giving the questionare sheet to all the participants selected. This step is aimed to investigate the second research question of the study. In questionnaire sheet, the questions are usually set out in a very systematic way. Students were asked to read the questions and then tick response. The questionnaires consist of 10 questions.

E. Data Collection Method

1. Experimental Class

According to Creswell (2012), experimental research is the way to find a causal relationship (relationship clause) in determining cause and effect. In this research, there were two variables. So, the researcher used quasi experimental class. The researcher used two classes; they were experimental and control class. Experimental class was a class that was given treatment by using the Inside Out movie and control class was a class without using the treatment. Here, the stages of implementing an experimental class are mentioned in the following:

a. First Meeting

The first meeting entered the class and greeted the students and checked the students' attendance list. Then, the researcher explained the students about reason coming into the classroom. Next, the pre-test (applied a control class and experimental class) was given and also the researcher observed the circumstances surrounding the class.

b. Second Meeting until the fifth meeting

The second, third, the fourth, and the fifth meeting was for treatment in relation to experimental teaching by using animation movie and quiz.

c. Sixth Meeting

The last meeting was for post-test (applied a control class and experimental class for students).

2. Test

Besides using two techniques above, the researcher also gave the test in order to get accurate result about students' ability in reading skill by using Inside Out movie cartoon. According to Brown (2004, p. 3) "test is a method of measuring someone's knowledge, ability or performance in given specific field". Based on the statement above, test can be used to measure the students' ability or students' learning achievement.

In this study, pre test and post test were given to students. Pre test was given to both control group and experimental group. It was conducted before the treatment, and the purpose is to know that using Inside Out subtittle in English can affect students' reading skill. Meanwhile, post test was given after the

treatment. It was given to both control group and experimental group. It was taken as measurement tool to measure students' ability before and after the treatment. The result from students' test would be scored.

3. Questionnaire

To get additional data, questionnaire was also distributed to students in the last meeting after the post-test had been done. The questionnaire in this research has 10 questions related to their opinion about using the animation movie as media in teaching reading skill. According to Kabir (2016) questionnaire is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents. The alternative answers are chosen by the students to know their opinions about using the animation movie in teaching reading skill. In this research, the questions of the questionnaire are provided in students' native language in order to make them easily understood about the question. Measurement using a Likert Scale which is assumed to be five statements, those are, strongly disagree; disagree; neutral; agree; and strongly agree.
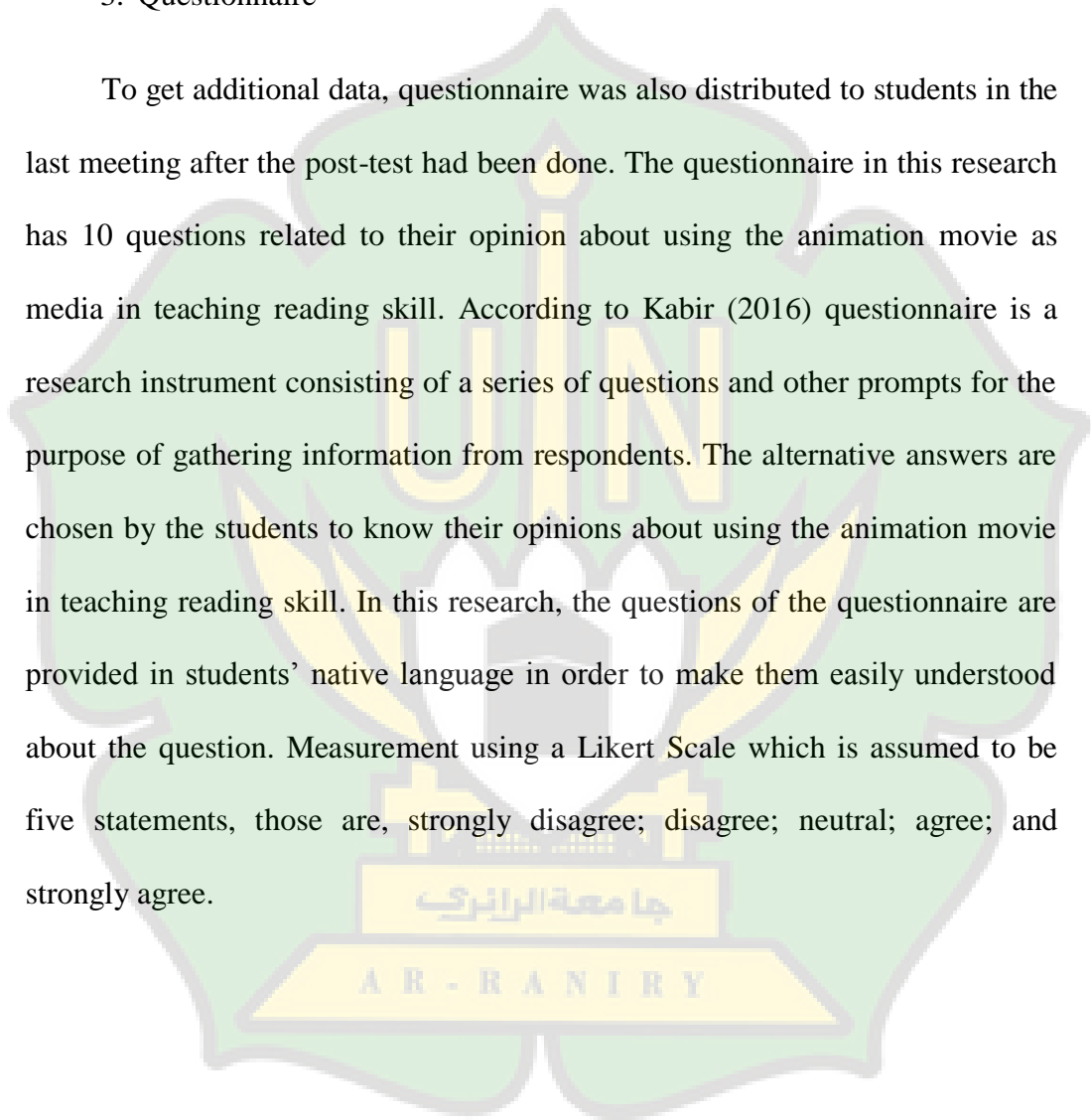
Table 3.2
Likert scale

Description	Score
1. Strongly disagree	1
2. Disagree	2
3. Neutral	3
4. Agree	4
5. Strongly agree	5

Source: Juliandi, Irfan, and Manurung (2014)

F. Data Analysis

After collecting the data, the researcher analyzes the data. Hasan (2006, p. 30) said that "quantitative analysis is an analysis that uses statistical instruments". The result was given in numerical form then explained and interpreted descriptively. Quantitative data analysis is also called statistical analysis. Statistical analysis is "a method to organize and analyze data quantitatively" (Tanzeh, 2006, p. 31).

1. Test

The researcher used several formulas for evaluating the results of pre-test and post-test to determine the mean score, standard deviation, and t score.

   a. Mean

Mean has been used to find out the entire sample's average. To understand the average, the formula was used as suggested by Arikunto (2010, as cited in

Masnijar, 2017, p.31). The mean was the average or arithmetic mean (arithmetic mean) (Fathor, 2015, p.59). The formula was:

$$\bar{X} = \frac{\sum x}{N}$$

Which:

$\bar{X}$: mean

$\sum x$: the sum of scores

N   : total students

     b. Standard Deviation

Steven (2007) asserted that the standard deviation was a statistic formula described the total variation in the characteristics of the process being measured. In particular, it is calculated how individual measurements should be expected to deviate from the mean on average. The higher the standard deviation is, the more dispersion in the information of the method it is, as shown below. The formula of standard deviation was as follows:

$$SD^2 = \frac{\sum f (X - X)2}{N - 1}$$

Which:

SD   : standard deviation

$\sum f$: the sum of the frequency

$\bar{X}$: mean

$\sum x^2$: the sum of score squared

N   : the number of samples

c. T-score

T-score was used to determine the important differences between pre-test and post-test, According to Sudijono (2011) the formula for t-score was as follow:

$$t - score = \frac{\bar{x}^1 - \bar{x}^2}{\sqrt{\frac{SD_1^2}{n_1} + \frac{SD_2^2}{n_2}}}$$

Which:

$\bar{X}^1$: mean of the post-test

$\bar{X}^2$: mean of the pre-test

SD^1 : standard deviation of post-test

SD^2 : standard deviation of pre-test

N   : total students

2. Questionnaires

The questionnaires would be statistically analyzed by counting the percentage of the students' answers in each questionnaire item. Based on Sudjana (2002), the formula used was:

$$P = \frac{F}{N} X \, 100\%$$

Which:

P   : percentage

F   : frequency

N   : Number of sampling

100% : constant value

CHAPTER IV

FINDING AND DISCUSSIONS

This chapter focuses on research's finding. There are two types of data, tests and questionnaires that need to be analyzed. Then the finding of these analysis is brought into further discussion as an effort to answer the study questions that are intended.

A. The Analysis of Test Finding

After conducting the pre-test and post-test in control and experimental class, the obtained data were calculated statistically to identify the mean scores and analyze whether the pre-test and post-test scores differed significantly after treatments.The first step was counted the mean of pre-test and post-test scores before doing the analysis. The scores can be seen in the following table:

| Table 4.1 Pre-Test and Post-Test Scores Control Class (XI A1) |

No	Intial Of Students	Pre-Test	Post-Test
1	ABS	30	40
2	AF	30	50
3	AF	40	60
4	AI	30	50
5	AI	30	50
6	DA	40	50
7	E	50	60
8	EY	30	40
9	F	30	50
10	FA	30	50
11	FA	40	50
12	F	30	40

13	HN	60	70
14	IK	30	50
15	ID	20	30
16	JPS	20	40
17	MAI	40	70
18	MZ	30	50
19	NM	30	50
20	NZ	50	60
21	NF	40	50
22	NS	10	30
23	PS	60	70
24	PM	30	40
25	RP	50	70
26	RT	30	40
27	RD	30	50
28	SW	10	30
29	SG	30	50
30	T	30	40
31	TH	30	50
32	WF	40	50
33	WR	50	60
34	ZR	30	40
Total Score		1160	1680

Based on the table presented above, the lowest score for the pre-test was 10 and the highest one was 60. Meanwhile, the lowest score for the post-test was 30 and the highest one was 70.

The following part showed further statistical analysis result of pre-test and post-test.

1. **Result of Pre-Test**

In order to calculate the mean of the pre-test score, the researcher arranged the score from the lowest up to the highest score as follow:

R	10	10	20	20	30	30
30	30	30	30	30	30	30
30	30	30	30	30	30	30
30	30	40	40	40	40	40
40	50	50	50	50	60	60

Then the researcher determined the range of the pre-test showed above by using the formula below:

$R = Hs-Ls$

$= 60 - 10$

$= 50$

After finding the range score, the researcher finds out the number of class interval (K), and the result was:

$K = 1 + 3.3 (\log n)$

$= 1 + 3.3 (\log 34)$

$$= 1 + 3.3 \ (1.53)$$

$$= 1 + 5.049$$

$$= 6{,}049 = \textbf{6 (taken)}$$

Thus, the length of the interval was 6. After that, the researcher counted the class of interval by using the following formula:

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

$$P = \frac{50}{6}$$

$$= 8{,}3 = \textbf{8 (taken)}$$

Based on the data calculated above, the frequency distribution of the pretest can be formulated as follows:

Table. 4.2 The Frequency Distribution of Students' Pre-Test Score

No	Students' Score	f_1	X_1	$X_1 - X$	$(X_1 - X)^2$	$f_1 (X_1 - X)^2$
1	10-17	2	13.5	-17.2	295.84	591.68
2	18-25	2	21.5	-9.2	84.64	169.28
3	26-33	18	29.5	-1.2	1.44	25.92
4	34-41	6	37.5	6.8	46.24	277.44
5	42-49	0	45.5	14..8	219.04	0
6	50-57	4	53.5	22.8	519.84	2079.36
7	58-65	2	61.5	30.8	948.64	1897.28
	Total Score	**34**	**262.5**	-	-	**5040.96**

Furthermore, to calculat the mean of the pre-test, the researcher used the following formula:

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

$$x = \frac{(10\text{x}2)+(18\text{x}2)+(26\text{x}18)+(34\text{x}6)+(42\text{x}0)+(50\text{x}4)+(58\text{x}2)}{34}$$

$$x = \frac{20+36+468+204+0+200+116}{34}$$

$$x = \frac{1044}{34}$$

$$x = 30.7$$

After counting the mean of the students' pre-test, the researcher used a standard deviation to calculate how individual measurements should be expected to deviate from the mean on average. The formula of standard deviation in the pre-test was presented below:

$$SD^2 = \frac{\sum f\,(x-x)^2}{N-1}$$

$$SD^2 = \frac{5040.96}{34-1}$$

$$SD^2 = \frac{5040.96}{33}$$

$$SD^2 = 152.76$$

$$SD = \sqrt[2]{152.76}$$

$$SD = \mathbf{12.36}$$

2. The Result of Post-Test

In order to calculate the mean of the post-test score, the researcher arranged the score from the lowest up to the highest score as follows:

R	30	30	30	40	40	40
40	40	40	40	40	50	50
50	50	50	50	50	50	50
50	50	50	50	50	50	60
60	60	60	70	70	70	70

Then the researcher determined the range of the post-test showed above by using the formula below:

$$R = Hs-Ls$$

$$= 70 - 30$$

$$= 40$$

After finding the range score, the researcher find out the number of class interval (K), and the result was:

$$K = 1 + 3.3 \ (\log n)$$

$$= 1 + 3.3 \ (\log 34)$$

$$= 1 + 3.3\ (1.53)$$

$$= 1 + 5.049$$

$$= 6.049 = \textbf{6 (taken)}$$

Thus, the length of the interval was 6. After that, the researcher counted the class of interval by using the following formula:

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

$$P = \frac{40}{6}$$

$$= 6,66 = \textbf{7 (taken)}$$

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

Table. 4.3 The Frequency Distribution of Students' Post-Test Score

No	Students' Score	f_1	X_1	X_1-X	$(X_1- X)^2$	$f_1\ (X_1- X)^2$
1	29-35	3	32	-15.3	234.09	702.27
2	36-42	8	39	-8.3	68.89	551.12
3	43-49	0	46	-1.3	1.69	0
4	50-56	15	53	5.7	32.49	487.35
5	57-63	4	60	12.7	161.29	645.16
6	64-70	4	67	19.7	388.09	1552.36
	Total Score	**34**	**297**	**-**	**-**	**3938.26**

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

$$x = \frac{(29x3)+(36x8)+(43x0)+(50x15)+(57x4)+(64x4)}{34}$$

$$x = \frac{87+288+0+750+228+256}{34}$$

$$x = \frac{1609}{34}$$

$$x = 47.3$$

After counting the mean of the students' post-test, the researcher used a standard deviation to calculate how individual measurements should be expected to deviate from the mean on average. The formula of standard deviation in the post-test was presented below:

$$SD^2 = \frac{\sum f \ (x-x)^2}{N-1}$$

$$SD^2 = \frac{3938.26}{34-1}$$

$$SD^2 = \frac{3938.26}{33}$$

$$SD^2 = 119.34$$

$$SD = \sqrt[2]{119.34}$$

$$SD = \mathbf{10.92}$$

3. **T-score Calculation**

T-score was used in order to find out the significant differences between pre-test and post-test. The calculation was as follows:

$$t - score = \frac{x_1 - x_2}{\sqrt{\dfrac{SD_1^2}{n_1} + \dfrac{SD_2^2}{n_2}}}$$

$$t - score = \frac{47.3 - 30.7}{\sqrt{\left(\dfrac{152.76}{34}\right) + \left(\dfrac{119.34}{34}\right)}}$$

$$t - score = \frac{16.6}{\sqrt{4.5 + 3.51}}$$

$$t - score = \frac{16.6}{\sqrt{8.01}}$$

$$t - score = \frac{16.6}{2.83} \qquad \boldsymbol{t - score = 5.86}$$

No	Intial Of Students	Pre-Test	Post-Test
**Table 4.4 Pre-Test and Post-Test Scores Experimental Class (XI A2)**			
1	AR	40	50
2	AHN	50	80
3	DK	50	80
4	DP	30	80
5	FR	50	80
6	FS	40	50
7	FR	20	70
8	IA	60	80
9	IL	40	90
10	KU	40	80
11	LR	30	60
12	M	50	80
13	MB	30	40
14	MI	30	80
15	MK	40	80
16	M	60	90

17	NZ	30	40
18	PR	40	50
19	R	40	90
20	RHN	40	50
21	SG	50	80
22	SFA	20	40
23	SM	40	80
24	SM	30	50
25	SH	30	80
26	SM	40	90
27	S	40	80
28	TMRA	30	70
29	TS	20	50
30	YR	40	80
31	ZA	50	70
Total Score		**1200**	**2170**

Based on the table presented above, the lowest score for the pre-test was 20 and the highest one was 60. Meanwhile, the lowest score for the post-test was 40 and the highest one was 90.

The following part showed further statistical analysis result of pre-test and post-test.

1. Result of Pre-Test

In order to calculate the mean of the pre-test score, the researcher arranged the score from the lowest up to the highest score as follow:

R	20	20	20	30	30	30	30
30	30	30	30	40	40	40	40
40	40	40	40	40	40	40	40
50	50	50	50	50	50	60	60

Then the researcher determined the range of the pre-test showed above by using the formula below:

R = Hs-Ls

$= 60 - 20$

$= 40$

After finding the range score, the researcher finds out the number of class interval (K), and the result was:

K = 1 + 3.3 (log n)

$= 1 + 3.3 \ (\log 31)$

$= 1 + 3.3 \ (1.49)$

$= 1 + 4.917$

$= 5.917 = \textbf{6 (taken)}$

Thus, the length of the interval was 6. After that, the researcher counted the class of interval by using the following formula:

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

$$P = \frac{40}{6}$$

$$=6,66 = \mathbf{7 \text{ (taken)}}$$

Based on the data calculated above, the frequency distribution of the pretest can be formulated as follows:

Table. 4.5 The Frequency Distribution of Students' Pre-Test Score

No	Students' Score	f_1	X_1	X_1-X	$(X_1-X)^2$	$f_1(X_1-X)^2$
1	20-26	3	23	-11.9	141.61	424.83
2	27-33	8	30	-4.9	24.01	192.08
3	34-40	12	37	2.1	4.41	52.92
4	41-47	0	44	9.1	82.81	0
5	48-54	6	51	16.1	259.21	155.26
6	55-61	2	58	23.1	533.61	1067.22
	Total Score	**31**	**243**	-	-	**1892.31**

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

$$x = \frac{(20x3)+(27x8)+(34x12)+(41x0)+(48x6)+(55+2)}{31}$$

$$x = \frac{60+216+408+0+288+110}{31}$$

$$x = \frac{1082}{31}$$

$$x = 34.9$$

After counting the mean of the students' pre-test, the researcher used a standard deviation to calculate how individual measurements should be expected to deviate from the mean on average. The formula of standard deviation in the pre-test was presented below:

$$SD^2 = \frac{\sum f \ (x - x)^2}{N - 1}$$

$$SD^2 = \frac{1892.31}{31 - 1}$$

$$SD^2 = \frac{1892.31}{30}$$

$$SD^2 = 63.077$$

$$SD = \sqrt[2]{63.077}$$

$$SD = \mathbf{7.94}$$

1. Result of Post-Test

In order to calculate the mean of the post-test score, the researcher arranged the score from the lowest up to the highest score as follow:

R	40	40	40	50	50	50	50
50	50	60	70	70	70	80	80
80	80	80	80	80	80	80	80
80	80	80	80	90	90	90	90

Then the researcher determined the range of the post-test showed above by using the formula below:

R = Hs-Ls

= 90 – 40

= 50

After finding the range score, the researcher found out the number of class interval (K), and the result was:

K = 1 + 3.3 (log n)

= 1 + 3.3 (log 31)

= 1 + 3.3 (1.49)

= 1 + 4.917

= 5.917 = **6 (taken)**

Thus, the length of the interval was 6. After that, the researcher counted the class of interval by using the following formula:

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

$$P = \frac{50}{6}$$

= 8.33 = **8 (taken)**

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

Table. 4.6 The Frequency Distribution of Students' Post-Test Score

No	Students' Score	f_1	X_1	$X_1 - X$	$(X_1 - X)^2$	$f_1(X_1 - X)^2$
1	40-47	3	43.5	-25.15	632.52	1897.56
2	48-55	6	51.5	-17.15	294.12	1764.72
3	56-63	1	59.5	-9.15	83.72	83.72
4	64-71	3	67.5	-1.15	1.32	3.96
5	72-79	0	75.5	6.85	46.92	0
6	80-87	14	83.5	14.85	220.52	3087.28
7	88-95	4	91.5	22.85	522.12	2088.48
	Total Score	**31**	**472.5**	-	-	**8925.72**

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

$$x = \frac{(40 \times 3) + (48 \times 6) + (56 \times 1) + (64 \times 3) + (72 \times 0) + (80 \times 14) + (88 + 4)}{31}$$

$$x = \frac{120 + 288 + 56 + 192 + 0 + 1120 + 352}{31}$$

$$x = \frac{2128}{31}$$

$$x = 68.65$$

After counting the mean of the students' post-test, the researcher used a standard deviation to calculate how individual measurements should be expected

to deviate from the mean on average. The formula of standard deviation in the post-test was presented below:

$$SD^2 = \frac{\sum f\ (x - x)^2}{N - 1}$$

$$SD^2 = \frac{8925.72}{31 - 1}$$

$$SD^2 = \frac{8925.72}{30}$$

$$SD^2 = 297.524$$

$$SD = \sqrt[2]{297.524}$$

$$SD = \mathbf{17.24}$$

3. **_T_-score Calculation**

_T_-score was used in order to find out the significant differences between pre-test and post-test. The calculation was as follows:

$$t - score = \frac{x_1 - x_2}{\sqrt{\dfrac{SD_1^2}{n_1} + \dfrac{SD_2^2}{n_2}}}$$

$$t - score = \frac{68.65 - 34.9}{\sqrt{\left(\dfrac{63.077}{31}\right) + \left(\dfrac{297,524}{31}\right)}}$$

$$t - score = \frac{33.75}{\sqrt{2.034 + 9.597}}$$

$$t - score = \frac{33.75}{\sqrt{11.631}}$$

$$t - score = \frac{33.75}{3.41}$$

$$t - score = 9.9$$

B. Test of Hypotheses

The researcher used the result of the *t*-score analysis in testing the hypotheses. Based on the *t*-table at the level of significance *a* 0,05 (5%), According to Bungin (2005, p.185), the research criterion used to assess the result of the experiment is; if t-test > t-table, it means accepting the alternative hypothesis (Ha) and denying the null hypothesis (Ho). Ha: There is a significant difference of the students' English achievment after they are taught by using Inside Out movies subtitle as media. Ho: There is no significant difference of the students' English achievment after they are taught by using Inside Out movies subtitle as media.

After *t*-score examined the hypothesis, the result of *t*-score in control class was 5.05 and *t*-score in experimental class was 11,06. Therefore, the next step was to interpret the *t*-score in control class by determining the *degree of freedom* (df). *Df = N-1* = 34-1 = 33/32. As the result, the researcher comparing *t*-score to significant *t*-table with *df* 32 with value $t_{t.sv}$5%= 2,03 and $t_{t.sv}$1%= 2,73 . So, *t*-score was bigger than t-table. After that interpret the *t*-score in experimental class by determining the *degree of freedom* (df). *Df = N-1* = 31-1 = 30. As the result, the researcher comparing *t*-score to significant *t*-table with *df* 30 with value $t_{t.sv}$5%= 2,04and $t_{t.sv}$1%= 2,75 . So, *t*-score was bigger than t-table.

Control Class   : 2,03 < 5.86 > 2,73

Experimental Class   : 2,04 < 9.9 > 2,75

In addition, referring to the above criteria, because t-score was higher than t-table, it could be concluded that this research's alternative hypothesis (Ha) was accepted and that the null hypothesis (Ho) was rejected. Thus, it could be stated that there was a significant difference between the mean values of pre-test and post-test score. In the final analysis, it could be concluded that *t*-score indicate there was a difference of students' score before and after being taught by using Inside Out movies subtitle as media.

C.   The Analysis of the Questionnaires

The questionnaires were distributed in order to get the additional information from students about movie's subtitles to see whether student's interest in reading increased after being tought movie's subtitles. The questionnaires of this research consisted of 10 close-ended questions.

4.7 : The Percentage of Questionnaires (Close-Ended Question)

No	Statement	Frequency (F)					Percentage (%)				
		SA (5)	A (4)	N (3)	D (2)	SDS (1)	SA (5)	A (4)	N (3)	D (2)	SDS (1)
1	Learning by using movie subtitles can be interesting in the reading.	29	2				94	6			
2	Learning by using movie subtitle makes my time more efficient in the reading.	18	13				58	42			

No	Statement										
3	Learning by using movie subtitle motivates me to more actively read English text.	22	9				71	29			
4	I think by learning to summarize using movie subtitle gives new knowledge.	19	10	1	1		61	32	3	3	
	Learn with movie subtitle add my English vocabulary.	17	12	1	1		55	39	3	3	
	I do not find difficulty in understanding English text by using movie subtitle.	4	14	13			13	45	42		
	I get a lot of new knowledge from using movie subtitle as a reading method.	25	6				81	19			
	I would rather reading using a text book than using a movie subtitle.	2	10	8	10	1	6	32	26	32	3
	Movie subtitle makes easy for me to understand text reading.	16	11	3	1		52	35	10	3	
10	Learning by using movie subtitle makes me more excited.	18	7	3	2	1	58	23	10	6	3
	Total	170	94	29	15	2	549	302	94	47	6
	Equation Degree	17	9.4	2.9	1.5	0.2	54.9	30.2	9.4	4.7	0.6
	Percentage						85.1		9.4		5.3

Notes:

SA   : Strongly Agree

A   : Agree

N   : Neutral

D   : Disagree

SDS   : Strongly Disagree

From the table presented above, it was found that 31 students that were taught in the class XI A2 of SMK-PP Saree could be seen in the frequency of their answers as follows:

1. Strongly Agree(5)   : 54.9 %

2. Agree(4)   : 30.2 %
                                        _____
                                         85.1 %p

3. Neutral(3)   : **9.4 %**

4. Disagree(2)   : 4.7 %

5. Strongly Disagree (1) : 0.6 %
                                       _____
                                       5.3 %

From the explanation of students' answer paper above, it was found that the percentage of positive answers (strongly agree and agree) were 85.1%, neutral 9.4%, while in the negative answers (disagree and strongly disagree) were 5.3%, it means that the positive answers were higher than in the negative answers. This proved that using movie's subtitles could increase students' interest in reading.

D.   Discussions

This research tried to find out whether movie's subtitles can improve students' reading skill. After collecting and processing all data obtained from the test and questionnaires, it is essential to discuss the research findings in order to answer all the research questions intended.

There are two research questions of this research which were raised in the first chapter. The first research question was "Does the use of Inside Out movie's subtitles improves students' reading skill?". The researcher gave some treatment to the experimental class students on how to apply Inside Out movie's subtitles in teaching reading while the control class students were taught without Inside Out movie. The pre-test which was given to both of the class was different to the post-test, but was still in the same level.

According to the result of data analysis control class showed that the mean score of the pre-test was 30.7 and the mean score of post-test was 47.3 and the calculating of t-score also showed that there was a significant improvement of students' reading score. As it was proved by the result of hypotheses testing; t-test>t-table which $5.86 > 2.03$. It means the result of this research was higher than t-table that caused the H_o was refused and H_a was accepted. Data analysis experimental class showed that the mean score of pre-test was 34.9 and the mean score of post-test was 68.65. Calculating of t-score showed that there was a significant improvement of students' reading score after watching movies subtitle as media. As it proved by the result of hypotheses testing; t-test>t-table which 9.9

> 2.04. It means the result of this research also was higher than t-table that caused the H$_O$ was refused and H$_a$ was accepted.

The second research question was asking "To what extent does the Inside Out movie's improve students' reading skill?" the answer to this question could be analyzed through the percentage of questionnaires. In addition, the percentage of their success in the positive answers was 85.1%. The researcher found that most of the students were interested and motivated in learning reading with Inside Out movie's subtitles. The data also showed that students agreed that movie's subtitles could help them in understanding the text. This movie's made the students more enthusiastic because it made them feel more curious to continue reading the subtitles. It means that most students had positive responses through teaching use Inside Out movie's subtitles to improve reading skill. Based on questionnaire number six. It indicated that students were represented by 9.4% of students that stated they find difficulty in understanding English text by using movie subtitle. Thus, there are students who find difficulties and some who do not find difficulties in watching Inside Out movies. However, there were 5.3% of negative answer; this was caused by the pictures move continuously so that not all students are able to follow the information that is to be conveyed through the movie.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This study is aimed to analyse the use of Inside Out movie in improving students' reading. In this research, the researcher concludes that the data of experimental class obtained is very significant because this the treatment has been implemented for students. The treatment used in experimental classes is the use of movie subtitles; this can make students more live, active, and enjoyable.

Meanwhile in the control class, the acquisition of student results increases because of using narrative text, but not too significant compared to the value in the experimental class since the control class was not applied any treatment.

B. Suggestion

The suggestions made by the writer are:

1. For English teachers, the researcher expects that the teacher should use aids or tools to make the teaching and learning process more enjoyable for students. Actually, teaching aids or media are around us, but sometimes we do not realize it and need to think about the best ways to use the object. The use of Inside Out movie subtitle can be an alternative teaching aid used by teacher in teaching learning process in order to improve students' reading. The teacher also should be active, creative and also innovative in teaching learning process.

2. For students, the researcher expects that they can practice this method when watching movie continously. So, they can get some new words and get some information from the movie subtitle.

3. For school, the researcher suggests to prepare extra English lessons or extra English class for students in order that those students will be competitive with students from other schools.

4. For future researchers, it is hoped they can investigate deeply related to the reading skill of students in vocational schools by using different movie genres and also can elaborate and integrate the reading skill with other skills (speaking. listening, reading, writing).
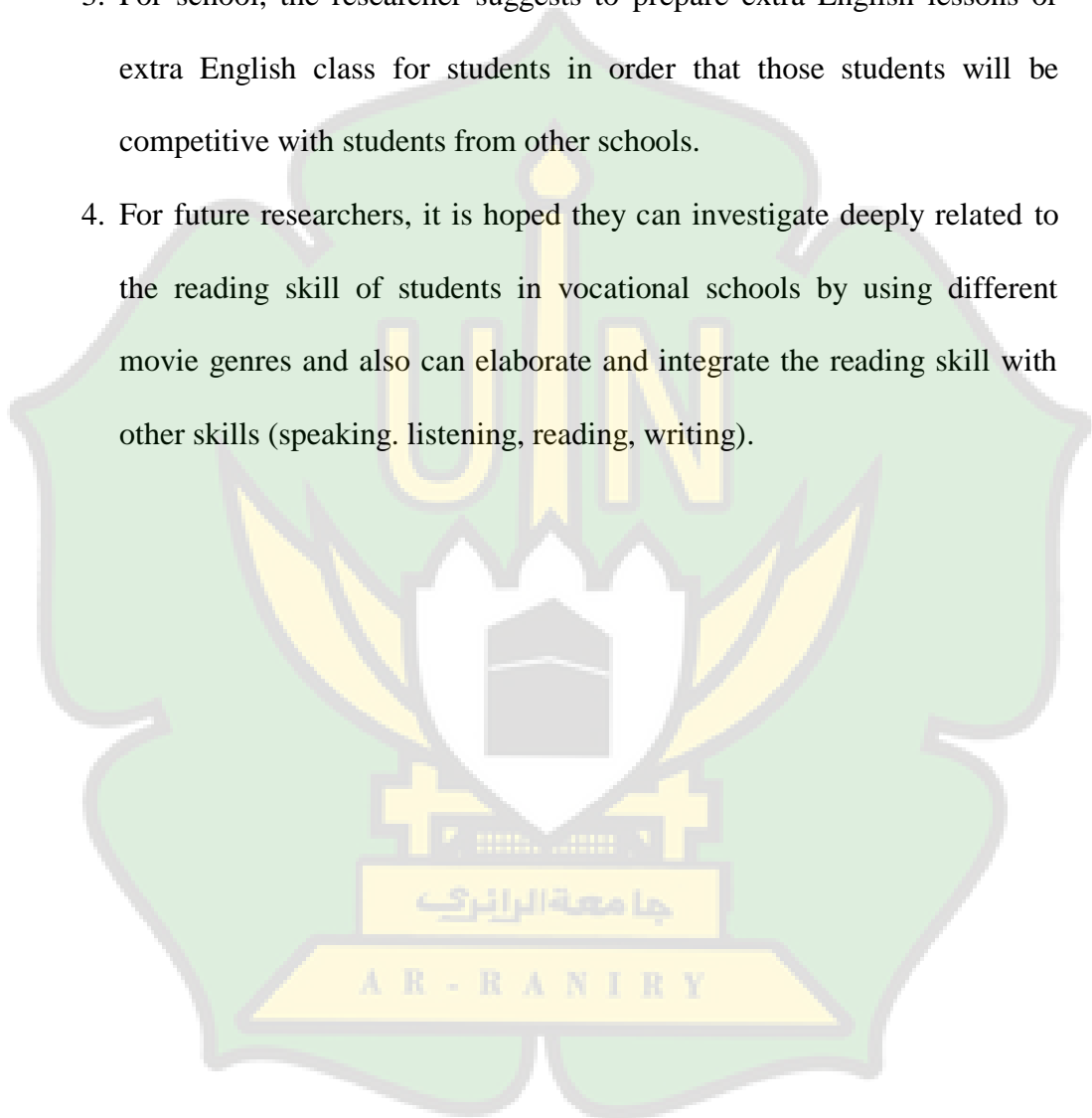
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SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-457/UN.08/FTK/KP.07.6/1/2019
TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

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b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

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10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
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Memperhatikan : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 31 Desember 2018

MEMUTUSKAN

Menetapkan :
PERTAMA : Menunjuk Saudara:
1. Dr. Muhammad AR, M. Ed   Sebagai Pembimbing Pertama
2. Yuliar Masna, S.Pd.I., M.TESOL   Sebagai Pembimbing Kedua
Untuk membimbing Skripsi :
Nama : **Harry Azhar Ramli**
NIM : **150203157**
Program Studi : **Pendidikan Bahasa Inggris**
Judul Skripsi : **The Use of "Inside Out" Movie's Subtitles to Improve Reading (A Case Study at SMK-PP Saree)**

KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2019;
KETIGA : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2019/2020
KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 14 Januari 2019
An. Rektor
Dekan,

Muslim Razali

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UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
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Nomor : B-14005/Un.08/FTK.1/TL.00/09/2019
Lamp : -
Hal : Mohon Izin Untuk Mengumpul Data
       Penyusun Skripsi

Banda Aceh, 18 September 2019

Kepada Yth.

Di -
    Tempat

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

N a m a	:	HARRY AZHAR RAMLI
N I M	:	150203157
Prodi / Jurusan	:	Pendidikan Bahasa Inggris
Semester	:	IX
Fakultas	:	Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh
A l a m a t	:	Jl. Tgk Dilhong II Desa Peunyeurat Kec. Banda Raya Banda Aceh

Untuk mengumpulkan data pada:

SMK - PP Negeri Saree

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

The Use of "Inside Out" Movie's Subtitles to Improve Reading (A Case Study at SMK-PP Saree)

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

An. Dekan,
Wakil Dekan Bidang Akademik
dan Kelembagaan,

Mustafa

Kode 665

Appendix C

P E M E R I N T A H A C E H
DINAS PERTANIAN DAN PERKEBUNAN
SEKOLAH MENENGAH KEJURUAN PEMBANGUNAN PERTANIAN
(SMK-PP) NEGERI SAREE
JLN. BANDA ACEH – MEDAN KM. 69, SAREE ACEH BESAR TELP/FAX. (0651)7595047 KODE POS 23952
Website: http://smkppsaree.sch.id// ; E-Mail : smkpp.saree@yahoo.com

SURAT KETERANGAN PENELITIAN
Nomor : Peg. 800/866/2019

Kepala Sekolah Menengah Kejuruan Pembangunan Pertanian (SMK-PP) Negeri Saree Aceh dengan ini menerangkan :

Nama   : Harry Azhar Ramli
Nim   : 150203157
Prodi/Jurusan : Pendidikan Bahasa Inggris
Alamat   : Jln. Tgk. Dilhong II Desa Peunyeurat. Kec. Banda Raya
                   Banda Aceh

Benar yang namanya tersebut diatas telah mengadakan penelitian pada SMK-PP Negeri Saree Aceh, dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri AR-Raniry dengan **Judul The Use of " Inside Out" Movie's Subtitles to Improve Reading (A Case Study at SMK-PP Negeri Saree)** pada tanggal 26 September s/d 02 Oktober 2019.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan seperlunya, atas perhatiannya diucapkan terima kasih.
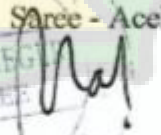
Saree, 02 Oktober 2019
Kepala SMK-PP Negeri
Saree - Aceh

MUHAMMAD AMIN, SP,MP
NIP. 19710707 200604 1 006

Table *t*

t Distribution: Critical Values of *t*

		Significance level					
Degrees of freedom	Two-tailed test: One-tailed test:	10% 5%	5% 2.5%	2% 1%	1% 0.5%	0.2% 0.1%	0.1% 0.05%
1		6.314	12.706	31.821	63.657	318.309	636.619
2		2.920	4.303	6.965	9.925	22.327	31.599
3		2.353	3.182	4.541	5.841	10.215	12.924
4		2.132	2.776	3.747	4.604	7.173	8.610
5		2.015	2.571	3.365	4.032	5.893	6.869
6		1.943	2.447	3.143	3.707	5.208	5.959
7		1.894	2.365	2.998	3.499	4.785	5.408
8		1.860	2.306	2.896	3.355	4.501	5.041
9		1.833	2.262	2.821	3.250	4.297	4.781
10		1.812	2.228	2.764	3.169	4.144	4.587
11		1.796	2.201	2.718	3.106	4.025	4.437
12		1.782	2.179	2.681	3.055	3.930	4.318
13		1.771	2.160	2.650	3.012	3.852	4.221
14		1.761	2.145	2.624	2.977	3.787	4.140
15		1.753	2.131	2.602	2.947	3.733	4.073
16		1.746	2.120	2.583	2.921	3.686	4.015
17		1.740	2.110	2.567	2.898	3.646	3.965
18		1.734	2.101	2.552	2.878	3.610	3.922
19		1.729	2.093	2.539	2.861	3.579	3.883
20		1.725	2.086	2.528	2.845	3.552	3.850
21		1.721	2.080	2.518	2.831	3.527	3.819
22		1.717	2.074	2.508	2.819	3.505	3.792
23		1.714	2.069	2.500	2.807	3.485	3.768
24		1.711	2.064	2.492	2.797	3.467	3.745
25		1.708	2.060	2.485	2.787	3.450	3.725
26		1.706	2.056	2.479	2.779	3.435	3.707
27		1.703	2.052	2.473	2.771	3.421	3.690
28		1.701	2.048	2.467	2.763	3.408	3.674
29		1.699	2.045	2.462	2.756	3.396	3.659
30		1.697	2.042	2.457	2.750	3.385	3.646
32		1.694	2.037	2.449	2.738	3.365	3.622
34		1.691	2.032	2.441	2.728	3.348	3.601
36		1.688	2.028	2.434	2.719	3.333	3.582
38		1.686	2.024	2.429	2.712	3.319	3.566
40		1.684	2.021	2.423	2.704	3.307	3.551
42		1.682	2.018	2.418	2.698	3.296	3.538
44		1.680	2.015	2.414	2.692	3.286	3.526
46		1.679	2.013	2.410	2.687	3.277	3.515
48		1.677	2.011	2.407	2.682	3.269	3.505
50		1.676	2.009	2.403	2.678	3.261	3.496
60		1.671	2.000	2.390	2.660	3.232	3.460
70		1.667	1.994	2.381	2.648	3.211	3.435
80		1.664	1.990	2.374	2.639	3.195	3.416
90		1.662	1.987	2.368	2.632	3.183	3.402
100		1.660	1.984	2.364	2.626	3.174	3.390
120		1.658	1.980	2.358	2.617	3.160	3.373
150		1.655	1.976	2.351	2.609	3.145	3.357
200		1.653	1.972	2.345	2.601	3.131	3.340
300		1.650	1.968	2.339	2.592	3.118	3.323
400		1.649	1.966	2.336	2.588	3.111	3.315
500		1.648	1.965	2.334	2.586	3.107	3.310
600		1.647	1.964	2.333	2.584	3.104	3.307
∞		1.645	1.960	2.326	2.576	3.090	3.291

PRE-TEST (Control Class and Experimental Class)

Name :

Class :

Read the text, then choose the best choice to each question.

A Woman and the Wolves

A long time ago, very few people lived in the New Territories. There were only a few villages. If the people wanted to go from one village to another, they often had to pass through wild and unsafe forest.

One day, a farmer's young wife went to the next village to visit her own mother and brother. She brought along her baby son. When it was time for her to leave, her brother said " it is getting dark. Let my son, Ah Tim go with you though the forest."

So Ah Tim led the way and the young woman followed behind, carrying her baby. When they were in the forest, suddenly they saw a group of wolves. They began to run to avoid the danger, but Ah Tim kicked against a stone and fell down. At once the wolves caught him. The young woman cried to the wolves, " please eat my own son instead." Then, she put her baby son on the ground in front of the wolves and took her nephew away.

Everyone understood that this was because the woman was very good and kind. She had offered her own son's life to save her nephew.

They ran back to the house and called for help. All men in the village fetched thick sticks and went back with her into the forest. When they got there, they saw something very strange. Instead of eating the woman's baby the wolves were playing with him.

1. What separated between one village to another a long time ago in the New Territories ?

a. Another village

b. Mountains

c. Forests

d. Hills ve. Towers and logs

e. Dark Forests

2. Who was Ah Tim ?

a. The young woman's brother

b. The young woman's son

c. The young woman's brother and nephew

d. The young woman's brother's son

e. One of the men who fetched a stick

3. Who walked in front when they were in the forest ?

a. Ah Tm

b. The woman

c. The woman's son

d. Her brother's nephew

e. The baby and his mother

4. How could the wolves catch Ah Tim ?

a. He was afraid

b. He was stumbled by a stone

c. He ran slowly

d. The woman cried

e. The wolves were good runners

5. The woman gave her son to the wolves because

a. She loved her nephew than her son.

b. She thought about how her brother would be

c. She wanted her son was eaten by the wolves

d. She was crazy

e. She kept a grudge on his brother


6. What did the villagers bring sticks for ?

a. For the weapon to beat the wolves

b. To bring the woman's nephew

c. For the fire woods.

d. For play

e. For building a house for the woman.

7. " all men in the village fetched thick stick … " the word " fetched" has a similar meaning to :

a. Received

b. Caught

c. Got

d. Hit

e. Lifted

8. From the passage we learn that the villages were ….

a. Located in one huge area

b. Situated in a large district

c. Separated by untamed jungles.
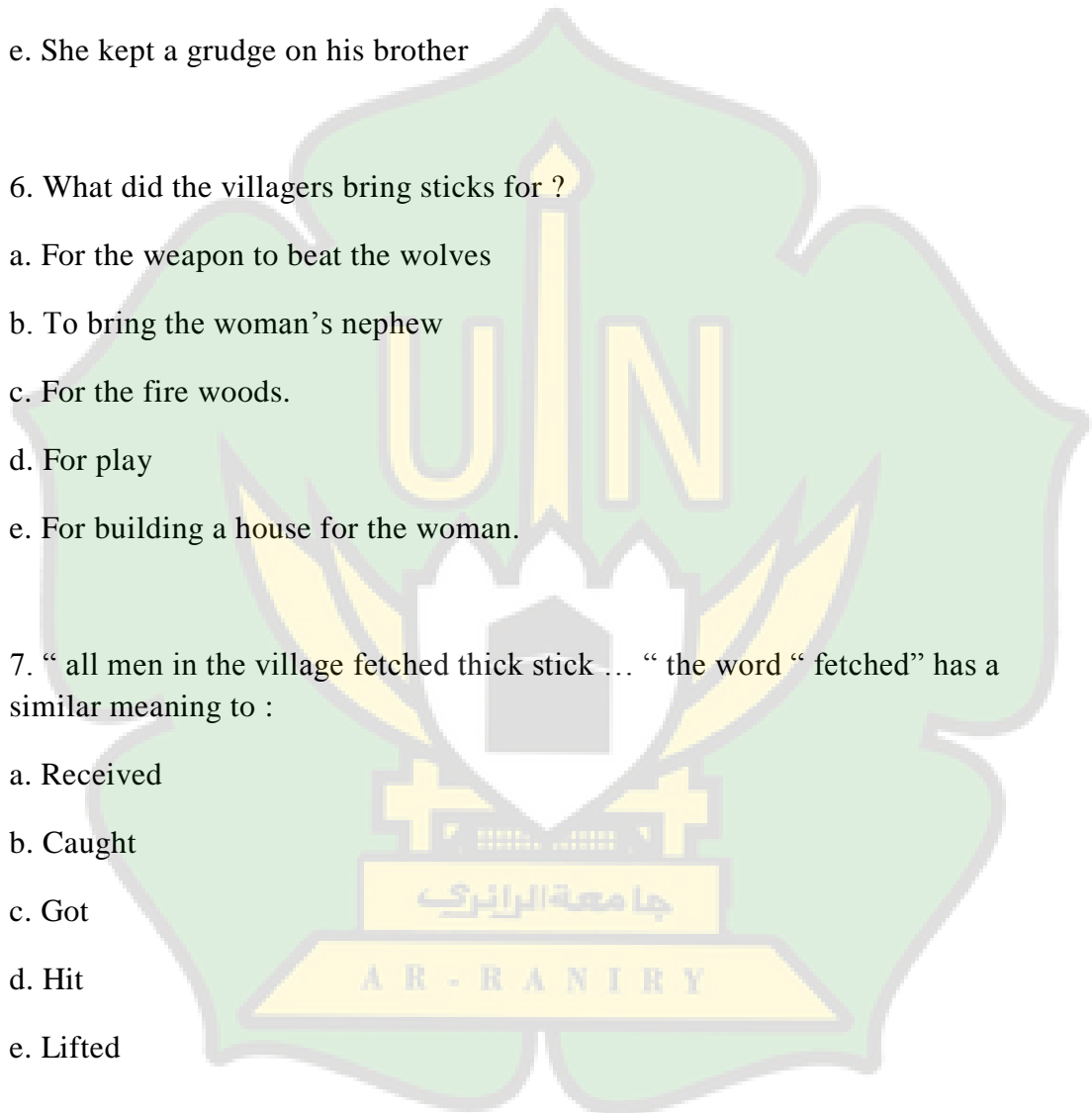
d. Wild and unsafe

e. Dark and very dangerous

9. The brother let her son go with his aunt as she left home because ….

a. Ah Tim wanted to see the wolves

b. His aunt wanted him to come long

c. Ah Tim was bored to live with his parents

d. The baby was too cute to be alone

e. Ah Tim would be a guardian for them

10. What is the purpose of the writer by writing the story above ?

a. To describe the danger of the villages

b. To entertain the readers of the story

c. To tell the villagers' relationship

d. To explain how important a relative is

e. To narrate how the wolves were playing with the baby.
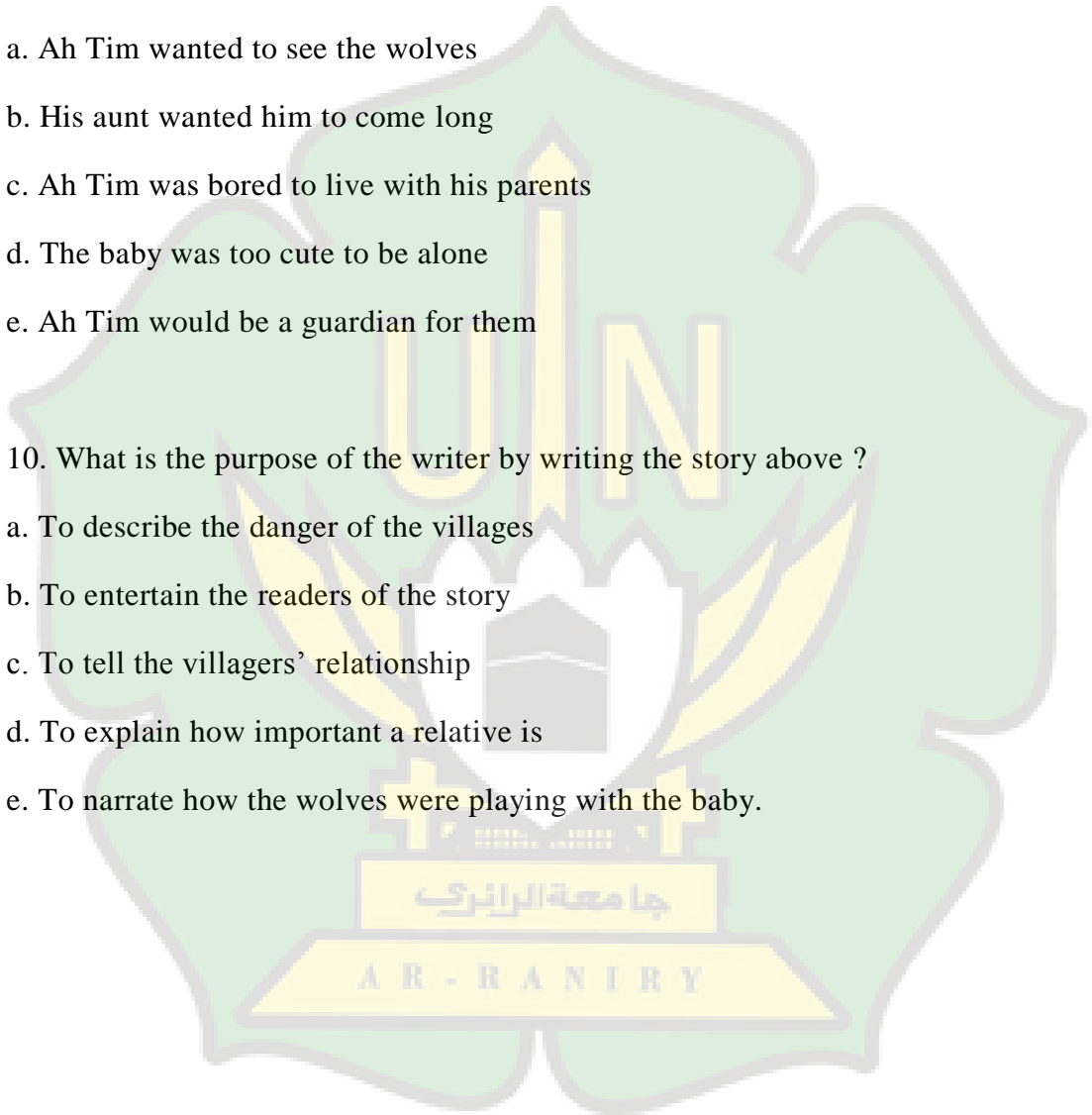
POST-TEST (Control Class)

Name :

Class :

Read the text, then choose the best choice to each question.

Text 1

Long, long ago, when the gods and goddesses used to mingle in the affairs of mortals, there was a small kingdom on the slope of Mount Wayang in West Java. The King, named Sang Prabu, was a wise man. He had an only daughter, called Princess Teja Nirmala, who was famous for her beauty but she was not married. One day Sang Prabu made up his mind to settle the matter by a show of strength.

After that, Prince of Blambangan, named Raden Begawan had won the competition. Unfortunately, the wicked fairy, Princess Segara fell in love with Raden Begawan and used magic power to render him unconscious and he forgot his wedding. When Sang Prabu was searching, Raden Begawan saw him and soon realized that he had been enchanted by the wicked fairy. The fairy could not accept this, so she killed Raden Begawan. When Princess Teja Nirmala heard this, she was very sad. So a nice fairy took her to the Kahyangan.

1.   Which one of the following statements is false about Sang Prabu?

(A)   Sang Prabu was a father of his only daughter

(B)   Sang Prabu was a king of a kingdom in West Java

(C)   Sang Prabu was taken to Kahyangan by a wicked fairy

(D)   Sang Prabu was a wise man

(E)   Sang Prabu didn't have a son

2.   Why the wicked fairy did used her magic to make Raden Begawan unconscious?

(A)   She didn't like Raden Begawan

(B) She didn't want Raden Prabu marry the princess

(C) She wanted Teja Nirmala to forget about her wedding

(D) She didn't want the prince of Blambangan marry the princess

(E) She didn't want the prince of Blambangan feel love with her

3. What do you think will happen if gods or goddesses cannot mingle in the affairs of people in the earth at that time?

(A) Princess Segara will have married with Raden Begawan

(B) Sang Prabu will not hold strength competition

(C) Raden Begawan will not die

(D) Teja Nirmala will stay in the Kahyangan

(E) Wicked Fairy will not take Raden Begawan's life

4. So a nice fairy took her to the Kahyangan. (Paragraph 2) The word her in the sentence refers to…

(A) The wicked fairy

(B) The nice fairy

(C) Princess Nirmala

(D) Prince Teja

(E) The prince of Blambangan

5. The similarity between fairy and human according to the text.

(A) The place they live

(B) The jealousy that they posses

(C) The way they don't feel a love

(D) The strength they have

(E)   Their life that is immortal

Text 2

A long time ago, there lived on the island of Bali a giant-like creature named Kbo Iwo. The people of Bali used to say that Kbo Iwo was everything, a destroyer as well as a creator. He was satisfied with the meal, but this meant for the Balinese people enough food for a thousand men.

Difficulties arose when for the first time the barns were almost empty and the new harvest was still a long way off. This made Kbo Iwo wild with great anger. In his hunger, he destroyed all the houses and even all the temples. It made the Balinese turn to rage.

So, they came together to plan steps to oppose this powerful giant by using his stupidity. They asked Kbo Iwo to build them a very deep well, and rebuild all the houses and temples he had destroyed. After they fed Kbo Iwo, he began to dig a deep hole.

One day he had eaten too much, he fell asleep in the hole. The oldest man in the village gave a sign, and the villagers began to throw the limestone they had collected before into the hole. The limestone made the water inside the hole boiling . Kbo Iwo was buried alive. Then the water in the well rose higher and higher until at last it overflowed and formed Lake Batur. The mound of earth dug from the well by Kbo Iwo is known as Mount Batur.

6.   Which the following fact is true about Kbo Iwo?

(A)   Kebo Iwo ate a little amount of meat

(B)   Kebo Iwo is a destroyer that cannot make anything

(C)   Kebo Iwo was angry because his food was stolen by Balinese people

(D)   Kebo Iwo destroyed all the house but not the temple

(E)   Kebo eat food was equal for food of thousand people

7.   Why did Kbo Iwo feel angry to the Balinese people?

(A)   Because Balinese people ate his meal

(B)   Because Balinese people took his food so his barns was empty

(C)   Because Balinese people didn't give him food

(D)   Because Balinese people were in hunger

(E)   Because Balinese people turned to rage

8.   According to the story, if Kbo Iwa is never existed in Bali island, what do you think will happen?

(A) There will be no Bali island

(B) Bali People will never be angry

(C) All Bali people will live in a prosperous way

(D) We are not able see the beauty of Lake Batur

(E) Mount Batur will not be a sacred place now

9.   So, they came together to plan steps to oppose this powerful giant……(Paragraph 3) The antonym of the word "oppose " is….

(A) Support

(B) Defeat

(C) Turn Against

(D) Beat

(E) Change

10. What is mount batur?

(A)   A lake build by Kbo Iwa

(B)   A well dug by Kbo iwa

(C)   The mountain build by Kbo Iwa

(D)   A mound of earth dug from the well by Kbo iwa

(E)   A home build by Balinese people to Kbo Iwa

POST TEST (Experimental Class)

Name :

Class :

1. What was Riley's first memory with her parents when she was born?
   (A). A beatifull child
   (B). A beautiful smile
   (C). Hopefully be a good kid
   (D). A little bundle of joy
   (E). Our prayers always with you

2. Who is the main character in the inside out movie?
   (A). Joy
   (B). Sadness
   (C). Riley
   (D). Bing bong
   (E). Parents

3. Who is the character inside Riley's head?
   (A). Joy, hungry, awesome, abandoned, amazing
   (B). Joy, ashamed, boundless, brezzy,brief
   (C). Broken, joy, brown, comfortable
   (D). Yellow, blue, purple, red, green, crazy
   (E). Joy, sadness, fear, anger, disgust

4. What commanded that Joy ask to "Sadness" in the circle?
   (A). Just stand where you want
   (B). Make sure that all sadness stay inside of it
   (C). Stand beside joy
   (D). Just watch what we do
   (E). Shut up sadness!

5. What did the first style Riley do with parents before went to school?
   (A). Elephant style
   (B). Turtle style
   (C). Monkey style
   (D). Tiger style
   (E). Gorilla style

6. There are places in imagination land, except?

(A). Cloud town
(B). French fry town
(C). Trophy town
(D). Hockey town
(E). Imaginary boyfriend

7. What did the strategy that Joy and Sadness to woke up Riley?
   (A). Woke up jangles
   (B). Sadness
   (C). Bing Bong
   (D). Woke up rainbow unicorn
   (E). Woke up dog

8. Why Riley wanted to go back to Minnesota?
   (A). She could got anggry
   (B). She could got new parents
   (C). She could got happiness
   (D). She could got new friends
   (E). She could got hockey teams

9. Why joy and bing bong fall into dump memory?
   (A). Because of opinion
   (B). Because of bad dream
   (C). Because of train
   (D). Because of sadness
   (E). Because of an accident

10. Finally, who was the hero that make riley happy again?
    (A). Disgust
    (B). Sadness
    (C). Joy
    (D). Fear
    (E). Anger

QUESTIONNAIRE

Nama   :

Kelas   :

Jenis kelamin :

PETUNJUK PENGISIAN

- Pengisian angket ini tidak akan mempengaruhi prestasi atau nilai saudara.
- Berilah tanda centang (√) pada petanyaan yang dianggap sesuai dengan diri saudara.
- Kejujuran saudara dalam pengisisan angket ini sangat membantu dalam pengumpulan data kami.
- Keterangan: Untuk menjawab Sangat Setuju (SS) diberi nilai 5, Setuju (S) diberi nilai 4, Netral (N) diberi nilai 3, Tidak Setuju (TS) diberi nilai 2, Sangat Tidak Setuju (STS) diberi nilai 1.

Pilihlah pernyataan yang dianggap sesuai dengan pendapat anda!

No	Pernyataan	SS	S	N	TS	STS
1	Belajar reading dengan menggunakan Movie Subtitle menarik untuk saya					
2	Belajar reading dengan menggunakan Movie Subtitle membuat waktu yang saya gunakan lebih efisien.					
3	Belajar reading dengan menggunakan Movie Subtitle memotivasi saya untuk lebih giat membaca text berbahasa inggris.					
4	Menurut saya belajar merangkum text menggunakan Movie Subtitle memberikan pengetahuan baru.					
5	Belajar dengan Movie subtitle meningkatkan kemampuan membaca dan menambah kosakata bahasa inggris saya.					

6	Saya tidak menemukan kesulitan dalam memahami text bahasa inggris dengan menggunakan Movie Subtitle					
7	Saya mendapat pengetahuan baru dari Movie Subtitle sebagai metode belajar.					
8	Saya lebih suka belajar reading menggunakan text book dari pada menggunakan movie subtitle					
9	Saya mudah memahami text reading dengan Movie Subtitle					
10	Saya lebih semangat belajar reading dengan Movie Subtitle					
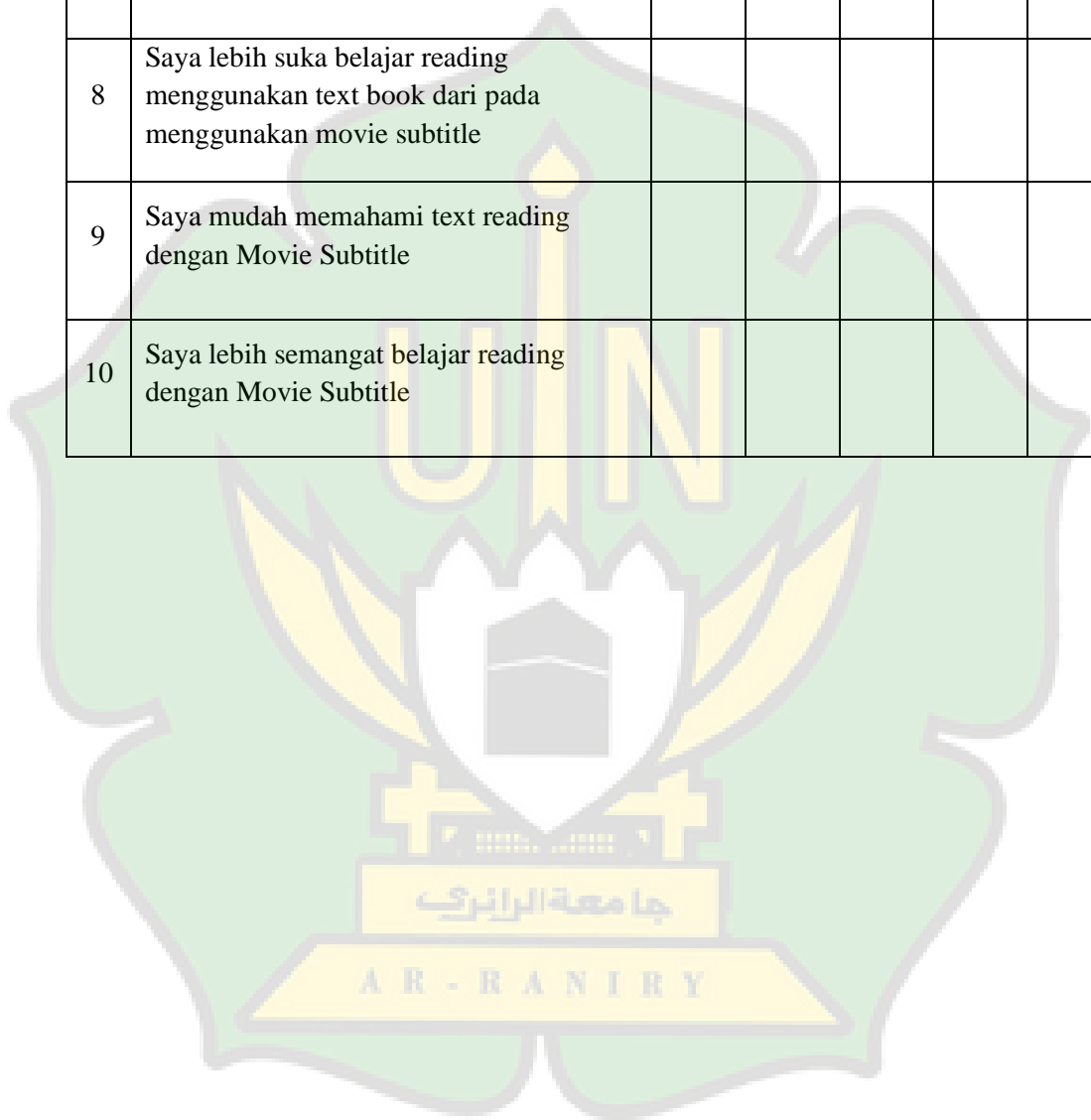
AUTOBIOGRAPHY

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    d. Mother Occopation : -
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    a. Elementry School : SD Negeri 22 Banda Aceh (2009)
    b. Junior High School : SMP Negeri 3 Banda Aceh (2012)
    c. Senior High School : SMK-PP Negeri Saree Aceh Besar (2015)

Banda Aceh, 12 December 2019

Harry Azhar Ramli