

CHAPTER I

INTRODUCTION

This chapter presents introduction concerning background of the study, research questions, purpose of the study, significant of the study, scope and limitation of the study, formulation of hypothesis, definition of key terms and thesis organizations.

A. Background of the study

English language is one of the most important languages in the world. By learning English, we can communicate with every people in the world. Any kind of information in scientific books or other references are written in English. It is impossible to read or to understand them if we do not know English. In Indonesia, English is a foreign language that is taught formally and informally at Elementary school until University. We can not deny how important learning English now days.

English has four skills, they are: Reading, Writing, Listening and Speaking. They can not be separated each other. Beside those skills, English also consists of some components such as grammar, pronunciation and vocabulary. Vocabulary is a component in English that needs to be mastered by the students. By having rich vocabulary, students can improve their listening, speaking, reading and writing abilities; not only in the way they comprehend but also in the way they produce language.

Regarding to the points mentioned above, it is undeniable that vocabulary plays a very important role in the language acquisition. Moreover, junior high school students need a lot of improvement in their vocabulary mastery since they are required to know a lot of words in case to improve their language skills.

Actually, learning vocabulary could be achieved through various teaching or learning processes. Learning process is not only done by doing formal or continually focus on teacher's explanation or book, but also the students could learn by themselves. The teacher needs to be more creative in creating methods that are suitable, enjoyable and fun for the students. Now days, there are many media that can be used to improve students' vocabulary such as: audio aid and audio visual aid. Audio aid can be radio and music while audio visual aids are in the forms of film or movie, video, TV series etc.

In this research, video is chosen as a media for teaching vocabulary. Video according to Oxford dictionary is the recording, reproducing, or broadcasting of moving visual images. Video is considered as the one of the most useful and effective way to teach and to learn English vocabulary. By using video, it makes the students pay attention to the lesson, arouse their interest in it and create the good learning atmosphere during the lesson. Besides, the students can get a lot of benefits from widening communication, expressions and phrases. Moreover, through videos with sound and picture,

learners can enjoy themselves, release stress and have an open mind to learn and perceive words so they do not feel burdened in learning English.

There are several kinds of video such as silent videos, videos with subtitles and videos without subtitles. In this research, videos with subtitles are preferred. According to Oxford dictionary, subtitle is captions displayed at the bottom of a cinema or television screen that translate or transcribe the dialogue or narrative. For instance, subtitled videos representing words and pictures in oral and visual form. The dual-coding theory proposed by Paivio (1971) on journal *The Effect of Viewing Subtitled Videos on Vocabulary* (2010) suggests that when pictures are added to the meaning, the number of signals connected with the message increases. Viewers (in this case, students) then will be more probable to keep the message in mind.

Generally, subtitle is classified in to three types, they are: standard subtitles (foreign language audio with mother tongue subtitle/captions), bimodal subtitles (foreign language audio with foreign subtitles/captions), and reversed subtitles (mother tongue audio with foreign subtitles/captions). In this research, the researcher uses bimodal subtitles by giving the students English video with English subtitles/captions. By providing English video with its subtitles, it is expected the students are not only able to hear what is said but also can read what is written. They can improve their vocabulary by looking at those subtitles. They will be able to get new words from what is written and they are also able to know how to pronounce it.

Based on the reasons above, providing student's learning in improving their vocabulary achievement is very important. In this study, the researcher wants to employ English subtitled video as the strategy towards students' vocabulary achievement whether the strategy is effective or not under the title "The Effectiveness of Using English Subtitled Video towards the Students' Vocabulary achievement of the first grade students at MTs Al-Huda Bandung".

B. Research Questions

Based on the background described above, the research problems are formulated as the followings:

1. How is students' vocabulary achievement before being taught by using English subtitled video?
2. How is students' vocabulary achievement after being taught by using English subtitled video?
3. Is there any significant difference score between the students' vocabulary achievement before and after being taught by using English subtitled video?

C. Purpose of study

According to the research questions above, the purpose of the study can be stated as follows:

1. To know students' vocabulary achievement before being taught by using English subtitled video.
2. To know students' vocabulary achievement after being taught by using English subtitled video.
3. To know whether there is any significant difference score between the students' vocabulary achievement before and after being taught by using English subtitled video.

D. Significant of the study

The results of this research are expected to give contribution for the teachers, the students and the readers. For the teacher, this study is expected to give them a description about how to teach and to motivate the students to learn English vocabulary in various strategies. Moreover, the result of this study can be applied in the classroom activity in achieving student's vocabulary achievement. On the other hand, for the students this study can motivate them to improve their vocabulary achievement through a fun learning. Finally for the readers, this study can be used as references to teach vocabulary.

E. Scope and Limitation of the Study

In this study, the researcher focuses on the giving treatment to the first grade students of MTs Al-Huda Bandung by using English subtitled video. Thus, the results of this study are only generalized or applied to the target

population, specifically to the first grade students of MTs Al-Huda Bandung. This research is expected to test whether or not the treatment is effective used in teaching vocabulary.

F. Formulation of Hypothesis

Hypothesis is statement about relationship between two or more variables that are being studied. There are two hypothesis formulated in this study, Alternative Hypothesis (H_a) and Null Hypothesis (H_0)

1. Alternative hypothesis (H_a): there is significant difference of the students' vocabulary achievement before and after being taught by using English subtitled video of the first grade students at MTs Al-Huda Bandung.
2. Null hypothesis (H_0): there is no significant difference of the students' vocabulary achievement before and after being taught by using English subtitled video of the first grade students at MTs Al-Huda Bandung

G. Definition of key terms

In order to avoid ambiguity and misunderstanding of the terms used, the researcher gives some definition as follows:

- a. Effectiveness is producing the some effect the strategy is done tested.
- b. Vocabulary is the knowledge of meaning of the words (Kamil and Helbert, 2005:3). There are two kinds of vocabulary, active vocabulary

and passive vocabulary. The active vocabulary mentions words, which learners can understand, pronounce correctly without context and use effectively in speaking and writing. On the other hand, the passive vocabulary is the words that are encountered or understood in context such as in reading or listening but they are not used in speaking or writing.

- c. Video is recording, reproducing, or broadcasting of moving visual images. In teaching and learning process, video plays a important role when it appropriates with the materials. By using video, teaching and learning process will be more interesting and enjoyable.
- d. Media is a tool to convey or deliver the message .There is some kinds of media. They are audio media, visual media and audio visual media.
- e. Teaching media is something which delivers message from the sources which is planned so it can creates a conductive learning environment where the receivers can make the learning process efficiently and effectively (Munadi, 2013:7)
- f. Subtitles are textual versions of the dialog or commentary in films, television programs, video games, and usually displayed at the bottom of the screen. They can either be a form of written translation of a dialog in a foreign language, or a written rendering of the dialog in the same language, with or without added information to help viewers who are deaf and hard-of-hearing to follow the dialog, or people who cannot understand the spoken dialogue or who have accent recognition problems.

There are three different types of possible combination between audio and subtitles. They are standard subtitles, bimodal subtitles and reversed subtitles.

- g. Subtitled video represents words and pictures in oral forms are more probable to activate both coding systems in the processing than words or pictures alone. It can help the viewer in understanding what is said on the movie when it used foreign language. In the teaching and learning foreign language, subtitled video can develop word recognition skills of the students.
- h. Students' achievement is the proficiency level of the student in given areas of knowledge or skill.

H. THESIS ORGANIZATION

In writing a good thesis, it needs to be organized systematically. This thesis consists of five chapters. Every chapter has different significant content, but it is related one another.

The first chapter is introduction. It consists background of the study, research questions, purpose of the study, significant of the study, scope and limitation of the study, formulation of hypothesis and definition of key terms.

The second chapter deals with review of related literature. This chapter discusses related theories that is relevant and can be used to support the research. It is also supported with review of previous study.

The third chapter is research method. The sub chapters include in this chapter are research design, population, sampling and sample, variable of the study, data collection method and research instrument, validity and reliability of the test, data analysis and hypothesis testing.

The fourth chapter is research findings and discussion. This chapter is focused to answer the research problems. The subchapters include the research findings, hypothesis testing and discussion.

The last chapter presents the conclusions and suggestions. The conclusion is tied up with the research finding on chapter IV as the answer of research problems while the suggestion is in accordance with significances of research.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the review of related literature including vocabulary, media as language learning, video, subtitles and previews study.

A. Vocabulary

1. Definition

Learning language cannot be separated from vocabulary. Vocabulary supports the learner to express their idea though oral or written communication. There are some definitions of vocabulary as follows:

Oxford Advanced Learner's Dictionary has some definitions as follows:

(a) all the words that a person knows or uses (b) all the words in a particular language (c) the words that people use when they are talking about a particular subject (d) a list of words with their meanings especially in a book or learning foreign language.

According to Kamil and Helbert (2005:3) vocabulary is the knowledge of meaning of the words. Hatch and Brown (1995:1) also defined that vocabulary refers to a list or set of word of particular language or a list or set of word that individual speakers of a language might use. Furthermore, according to Richards and Renandya (2002:255), "vocabulary is a core component of language proficiency

and provides much of the basis for how well learner speaks, listens, reads and writes”.

Based on the definitions above, it can be concluded that vocabulary is a word that has particular meaning that a person uses.

2. Kind of Vocabulary

A first consideration in delineating the construct of vocabulary in research and practice is that individuals have various types of vocabulary that they use for different purposes. Failure to distinguish among the different kinds of vocabulary can lead to confusion and disagreement about both research findings and instructional implications. Generically, vocabulary is the knowledge of meanings of words. What complicates this definition is the fact that words come in at least two forms: oral and print (Kamil and Helbert, 2005:3). Knowledge of words also comes in at least two forms, receptive that which we can understand or recognize and productive the vocabulary we use when we write or speak.

Oral vocabulary is the set of words for which we know the meanings when we speak or read orally. Print vocabulary consists of those words for which the meaning is known when we write or read silently. These are important distinctions because the set of words that beginning readers know are mainly oral representations. As they learn to read, print vocabulary comes to play an increasingly larger role in literacy than does the oral vocabulary.

Productive vocabulary is the set of words that an individual can use when writing or speaking. They are words that are well-known, familiar, and used frequently. Conversely, receptive, or recognition, vocabulary is that set of words for which an individual can assign meanings when listening or reading. These are words that are often less well known to students and less frequent in use. Individuals may be able assign some sort of meaning to them, even though they may not know the full subtleties of the distinction. Typically, there are also words that individuals do not use spontaneously. However, when individuals encounter these words, they recognize them, even if imperfectly. In general, recognition or receptive vocabulary is larger than production vocabulary. And, as noted earlier, for beginning readers, oral vocabulary far outstrips print vocabulary. This is one of the determining factors in shaping beginning reading instruction. Beginning reading instruction is typically accomplished by teaching children a set of rules to decode printed words to speech. If the words are presented in the child's oral vocabulary, comprehension should occur as the child decodes and monitors the oral representations. However, if the print vocabulary is more complex than the child's oral vocabulary, comprehension will *not* occur. That is, the process of decoding a word to speech does nothing more than change its representation from visual print to oral speech. If it is not in the child's vocabulary, it is simply an unusual collection of speech sounds.

Moreover, according to Maera (1990) in Nation (2001:25) classify vocabulary into two terms there are:

- a) Active vocabulary refers to items the learner can use appropriately in speaking or writing and it is also called as productive vocabulary, although, in fact, it is more difficult to put into practice. Active vocabulary can be activated by other words, because it has many incoming and outgoing links with other words. It means that to use the productive vocabulary, the students are supposed to know how to pronounce it well, they must know and be able to use grammar of the language target, they are also hoped to familiar with collection and understand the connotation meaning of the words. This type is often used in speaking and writing skill.
- b) Passive vocabulary refers to a language items that can be recognized and understood in the context of reading or listening and also called as receptive vocabulary. Passive vocabulary consists of items which can only be activated by external stimuli, since the words comprehended by the people when they read and listen.

3. Purposes For Teaching Vocabulary

One reason teachers are concerned about teaching vocabulary is to facilitate the comprehension of a text that students will be assigned to read. If students do not know the meaning of many of the words that they will

encounter in a text, their comprehension of that selection is likely to be compromised. When the purpose of vocabulary instruction is to facilitate the comprehension of a selection, it is obvious that this instruction must take place as an introduction before the reading of the selection.

For example, new words in narrative selections are not as critical to the overall understanding of the selection as are new words in informational selections. Before guiding students' reading of a particular narrative, teachers should determine if there are any new words that represent concepts that are critical to understanding the selection and which are not adequately defined in context. If there are, then these words should be presented and discussed before the students read.

A second major reason for teaching the meaning of words is to increase the number of words that students know and can use in a variety of educational, social, and eventually work-related areas. To increase the number of words the students learn, it is often helpful to teach these words in morphological or semantic clusters.

Semantic clusters refer to words that are related in meaning or relate to the same field of study. Teaching words in semantic clusters is particularly effective since vocabulary expansion involves not just the acquisition of the meaning of individual words but also learning the relationships among words and how these words relate to each other. A very effective way to present semantically related words is to build word webs around some central concept.

For instance, the purpose of teaching vocabulary is to facilitate the students' new word in order to improve their other skills such as Listening, Speaking, Reading and Writing.

4. A Comprehensive Approach to Teach and Develop Vocabulary

The amount of vocabulary that children need to acquire each year is staggering in scope, estimated to be about 3,000 words a year. Therefore, a comprehensive approach consisting of the following components needs to be in place:

- a) Use "instructional" read-aloud events. It is expected to be beneficial to increase students' language and vocabulary skills.
- b) Provide direct instruction in the meanings of clusters of words and individual words.
- c) Systematically teach students the meaning of prefixes, suffixes, and root words
- d) Link spelling instruction to reading and vocabulary instruction.
- e) Teach the effective, efficient, realistic use of dictionaries, thesauruses, and other reference works.
- f) Teach, model, and encourage the application of a word-learning strategy.
- g) Encourage wide reading.
- h) Create a keen awareness of and a deep interest in language and words.

5. Testing Vocabulary

A good knowledge of English vocabulary is important for everyone who wants to use the language, so knowledge of vocabulary is often tested. The purpose of vocabulary testing is to measure the comprehension and production of word use. The balance of this chapter is showing how to evaluate vocabulary mastery.

According Isnawati (2012:48) the following techniques are suggested only for possible use in achievement test, there are:

a. Pictures

The use of picture can limit the students to lexical items that we have in mind. Some pictures are provided and the students are required to write down the names of the objects. This method of testing vocabulary is obviously restricted to concrete nouns which can be drawn.

b. Definition

This may work for a range of lexical items. But not all items can be identified using a definition. Nor can all words be defined entirely in words more common or simpler than themselves. The following is an example of such test.

“.....is a person who looks after our teeth.

.....is frozen water.

.....is the second month of the year.

c. Gap filling

This can take the form of one or more sentences with a single word missing.

Because of the snow, the football match was.....until the following week.

Ito have to tell you this, Mrs. Jones, but your husband have had an accident.

To avoid various answers, the first letter of the word or even the indication of the number of letters can be given.

Other types of vocabulary test also stated on Nation (2001:344), as follows:

a. A 1,000 word level true/false test

According to a text or listening the teacher prepares a set of statements and students have to circle true or false. This type of testing is typically used for testing reading or listening abilities, however, it can have much wider usage. We can test also synonyms, antonyms, grammatical forms etc. The example of true/false test is bellow:

1. We cut time into minutes, hours and days. _____
2. Some children call their mother Mama. _____
3. All the world is under water. _____
4. When you keep asking, you ask once. _____

b. A vocabulary dept test

The following is an example of vocabulary dept test:

Choose four words that go with the test word. Choose at least one from each of the two boxes.

Sudden

Beautiful	quick	Change	doctor
Surprising	thirsty	Noise	school

c. A definition completion test

In giving definition test, the teacher can put the answer on the right, so the students could match it with the right definition.

Example:

1. A journey straight to a place is _____
faint
2. An illness that is very serious is _____
acute
3. A river that is very wide is _____
broad

d. A sensitive multiple choice test

Multiple choice items are popular because they are easy to mark and, if the choices are not closely related to each other, learners can draw on partial knowledge.

Example:

- | | |
|----------------------|---|
| <u>Chronic</u> means | <ol style="list-style-type: none"> a. lasting for a long time b. dissatisfied c. to greatly decrease d. effective and harmless e. don't know |
|----------------------|---|

e. A translation test

Translation is one of a number of means conveying meaning and in general is no better or worse than the use of picture, real objects, definitions, L2 synonyms and so on. Translation or the use of the first language may be discouraged for political reason, because teachers do not know the learners' first language, or because first language use is seen as reducing opportunities for second language practice. However, the use of the first language to convey and test word meaning is very efficient.

Example:

Translate the underlined words into your first language.

1. You can see how the town has developed.

2. I can not say much about his character.

3. Her idea is a very good one.

Any kind of vocabulary test actually is good if it could measure the ability of understanding the words. Moreover, the teacher should know the level of the students when they are going to give the test to them. For example, pictures are suitable for young learners not the high school learners.

B. Media As Language Learning

Media in a teaching and learning process is not a new thing for teachers and students. It helps them to give more information or to make the teaching and learning process become more interesting.

1. Definition

Media is one of the components of teaching. Teacher can use the media to make teaching and learning process more varieties. According to Azhar (2004:3) media is a tool to convey or deliver the message. In teaching and learning process, media is a component of learning resource or physical vehicle that contains instructional material on students' environment that can stimulate students to learn. Munadi (2013:7) states media in teaching as something which delivers message from the sources which is planned so it

can create a conducive learning environment where the receivers can make the learning process efficiently and effectively.

Based on the statements above, it can be concluded that media is something that teachers use to make it easy to transfer the material or the subject to the students.

2. Kind of Media

There are three kinds of media, audio media, visual media and audio visual media.

a. Audio media

Audio media is a media that uses the ability of sound such as radio, cassette recorder, phonograph, open reel tapes, compact disc etc.

The major characteristic of this media is the message that is carried on is in the form of auditory symbol, verbal (words) and nonverbal (sounds).

b. Visual media

Visual media is media that uses the sense of seeing. There are two kinds of messages in visual media, verbal and nonverbal. Visual media shows a silent picture such as strip film, slides, photos, pictures etc. There are also visual media that show a moving picture or symbol such as a silent movie. The characteristics of visual media are (a) the visual message (b) the sender of visual-

verbal-nonverbal-gravis, and (c) the existence of real things and models.

c. Audio visual media

Audio visual media is a media that has element of sound and picture. Audio visual media is divided into two kinds; they are pure audio visual media and non-pure audio visual media. Pure audio visual media is fully equipped with the functions of sound and picture in a unit, such as; movie, television and video. Meanwhile, non pure audio visual is what we already known as slide, opaque, OHP and another visual tools that are given the sounds effect. Audio visual media has better elements than audio and visual media because it consists both of sound and picture.

3. Choosing an Appropriate Media

There are many principles that need to be considered to use an effective and efficient media. Azhar (2004) stated there are many criterions in choosing an appropriate media, they are: (a) appropriate with the goals, (b) appropriate to support the materials, (c) practical, easy and everlasting, (d) teachers know how to operate, (e) effective used in large or small group.

Based on those criterions, the teacher can easily choose which media that is appropriate in teaching and learning process. Media is expected to make the teacher easy to teach, so a forcedness of using media should not be done. If there is no an appropriate media to use, then do not

force to use media because it will affect teaching and learning process. So, the considerations in choosing an appropriate media are important. If the media has been appropriate there will be no difficulties or lacks in teaching and learning process.

C. Video

1. Definition

There are different ways of defining the term “video” in language teaching. In the most popular way, Longman dictionary of Contemporary English has applied the meaning of the term “video” as “a copy of a film or television program, or a series of events recorded on videotape” or “a process of recording or showing television programs, films, real events etc on videotape”. In other way, video is briefly known as one kind of visual aids. It’s visible with both sound and pictures. Another definition said video is a version of moving images that are recorded on tape or disc, each packaged in forms that vary in size, shape, speed, recording method and playback mechanism. In fact, video is a useful means of communication as well as a powerful vehicle of information and effective aid in language teaching and learning.

2. Types of video

According to Harmer there are three basic type of video as follows:

- a. **Off-air-programmers:** programs recorded from a television channel should be engaging for the students. The teachers have to consider their comprehensibility too. Apart of overall language level, some off-air video is also extremely difficult for students to understand, especially where particular market accents are used or where there is a high preponderance of slang. The best programmes and expert are ones which we can use for a range activities including prediction, cross cultural awareness, teaching language or as spurs for the students' own creativity
- b. **Real-world video:** there is no reason why we and the students should not use separately published video material such as feature films, exercise 'manuals'. Wildlife documentaries pr comedy provided that there is no copyright restriction for doing this.
- c. **Language learning videos:** many publishers now produce free-standing language learning videos or videos to accompany course book. The main advantages of specially made video are that they have been designed with students as particular level in mind. They are thus likely to be comprehensible. Designed to appeal the students' interest and multi-use since they cannot be used in language study but also for a number of the other activities as well.

The danger of language learning video, however is that they fail the quality test either because the production is poor, the situation and the language are inauthentic or the content is too unsophisticated.

3. The advantages and disadvantages of using video in language classroom

Using video in language classroom is not a new thing now days. There are some advantages we can get by using video in language classroom:

- a. Seeing language in use: One of the main advantages of video is that students do not just hear language, they see it too. This greatly aids comprehension, since the general meaning and mood are often conveyed through expression, gesture and other visual clues.
- b. Video is a combination of sound, colorful pictures and human- video interactions, which is quite different from traditional classes with text-books, cassettes in bad quality and non- native speakers.
- c. Video help to create a good language environment. By watching videos or movies, students have chance to listen to the native speakers with standard pronunciation, accent, intonation and stress. At the same time, students will achieve new words as well as their correct use.
- d. Cross-cultural awareness: video uniquely allows the students to look at situation far beyond their classroom.
- e. The power of creation. When the students video cameras themselves they are given potential to create something memorable and enjoyable.
- f. Motivation: for all of the reasons so far mentioned, most students show an increased level of interest when they have a chance to see language use as well as hear it and when this is coupled with interesting tasks.

Beside those advantages video gave in learning process, there are also disadvantages of video, such as:

- a. It forces the importance of materials rather than the development of the materials.
- b. Its cost more expensive because the teacher needs to provide the facilitations such as video player, LCD, etc.

Using video in the language classroom will be more effective if the teachers know how to use it well. There are some ways that have to be considered in using video in the language classroom:

- a. In the choosing video, it has to be appropriate with the learning goals. Anderson in Munadi (2013:127) stated the relationship between video and learning goals are:
 1. Video for cognitive goals can be used to teach the introduction of concept such as honest, patient, democracy etc. besides, it teaches rules and principles.
 2. Video for psychomotor goals can be used to show the examples of skills.
 3. Video can be used to influence the attitude and emotion.
- b. The teachers should know the video early to know the advantages for learning.

- c. After video is played, it needs to have a discussion that has been prepared by the teacher. Here, the students train themselves to solve the problem, make and answer the question.
- d. It is necessary to play video more than once so the students can pay attention in certain aspects.
- e. To make the students do not think that video is only an entertaining media, it is necessary to order the students to pay attention in the certain parts of the video.
- f. Giving a test to know what did they get from the video.

D. Subtitle

1. Definition

Subtitles are textual versions of the dialog or commentary in films, television programs, video games, and usually displayed at the bottom of the screen. They can either be a form of written translation of a dialog in a foreign language, or a written rendering of the dialog in the same language, with or without added information to help viewers who are deaf and hard-of-hearing to follow the dialog, or people who cannot understand the spoken dialogue or who have accent recognition problems.

2. Types of subtitles

There are different types of possible combinations between audio and subtitles. The main ones are typically known as standard subtitles

(foreign language audio with mother tongue captions), bimodal subtitles (foreign language audio with foreign subtitles), and reversed subtitles (mother tongue audio with foreign captions). The bimodal variety, also called intralingual, is also commonly used in classroom activities. The use of one or another in class will depend on the goal of the lesson and on these students' level.

Obviously, whenever students do not know how to use subtitles efficiently in the language class, they need to learn how to use them as a support (for finding new words, for understanding better, fixing spelling, or any other functional purpose) and not as a way of forgetting the information contained in the aural channel.

Subtitles exist in two forms; open subtitles are 'open to all' and cannot be turned off by the viewer; closed subtitles are designed for a certain group of viewers, and can usually be turned on/off or selected by the viewer - examples being teletext pages, US Closed captions (608/708), DVB Bitmap subtitles, DVD/Blu-ray subtitles.

While distributing content, subtitles can appear in one of 3 types:

- a. Hard (also known as hard subs or open subtitles). The subtitle text is irreversibly merged in original video frames, and so no special equipment or software is required for playback. Hence, very complex transition effects and animation can be implemented, such as karaoke song lyrics using various colors, fonts, sizes, animation (like a

bouncing ball) etc. to follow the lyrics. However, these subtitles cannot be turned off unless the original video is also included in the distribution as they are now part of the original frame, and thus it is impossible to have several variants of subtitling, such as in multiple languages.

- b. Pre rendered (also known as closed) subtitles are separate video frames that are overlaid on the original video stream while playing. Pre rendered subtitles are used on DVD and Blu-ray (though they are contained in the same file as the video stream). It is possible to turn them off or have multiple language subtitles and switch among them, but the player has to support such subtitles to display them. Also, subtitles are usually encoded as images with minimal bit rate and number of colors; they usually lack anti-aliased font rasterization. Also, changing such subtitles is hard, but special OCR software, such as SubRip exists to convert such subtitles to "soft" ones.
- c. Soft (also known as soft subs) are separate instructions, usually a specially marked up text with time stamps to be displayed during playback. It requires player support and, moreover, there are multiple incompatible (but usually reciprocally convertible) subtitle file formats. Soft subs are relatively easy to create and change, and thus are frequently used for fan subs. Text rendering quality can vary depending on the player, but is generally higher than pre rendered subtitles. Also, some formats introduce text encoding troubles for the

end-user, especially if very different languages are used simultaneously (for example, Latin and Asian scripts).

In other categorization, digital video subtitles are sometimes called internal, if they are embedded in a single video file container along with video and audio streams, and external if they are distributed as separate file (that is less convenient, but it is easier to edit/change such file).

3. English subtitled video in language learning

The dual-coding theory proposed by Paivio (1971) on journal *The Effect of Viewing Subtitled Videos on Vocabulary* (2010) suggests that when pictures are added to the meaning, the number of signals connected with the message increases. Viewers, in this case are the students will be more probable to keep the message in mind. These information input foundations make the process of language learning enhanced, improve the comprehension of the content, and increase vocabulary by looking at the subtitled words in meaningful and stimulating circumstances.

Depending on the video used and the goal of the lesson, authentic input of this kind of learning can still very demanding on students. Here is where the use of subtitles can play a key role in the foreign language class (in this case is English), to help overcome this problem. Although subtitles have sometimes been considered as distracting or as a source of laziness in students, nowadays we should realize that 'far from being a

distraction and a source of laziness, subtitles might have a potential value in helping the learning acquisition process by providing learners with the key to massive quantities of authentic and comprehensible language input'. Indeed, text in the form of subtitles helps learners monitor a speech that would probably be lost otherwise. In fact, while TV programs and films/movie that are not subtitled can create a high level of insecurity and anxiety in students, the incorporation of subtitles provides instant feedback and positive reinforcement that contributes to create a feeling of confidence in learners that can help them feel ready and motivated to watch foreign television, films, etc., with or without the support of subtitles in the near future.

a. Advantages and limitations of English subtitled video

Some of the major benefits of using subtitles in language learning activities can be summarized as follows:

- a) Their use bridges the gap between reading and listening skills.
- b) Students can learn to process text in the foreign language rapidly and improve rapid reading by trying to keep up with the subtitles that accompany the dialogues.
- c) Students can learn how to pronounce many words, consciously and unconsciously.
- d) Subtitles allow learners to follow the plot easily.
- e) Learners can develop word recognition skills.

- f) Captions can reinforce the understanding of English context-bound expressions and help learners to acquire new vocabulary and idioms.
- g) Students can understand humor (such as jokes) that would be hard to recognize without the help of captions. Humor can be a difficult, but rewarding subject for the language classroom and subtitles help to understand it, enhancing the enjoyable character of the activity.
- h) Subtitles can enhance students' concentration in following lines.
- i) Finally, subtitles can motivate students to study English outside the classroom context, especially by watching TV and cinema, listening to the original dialogues.

It needs to be noted that subtitles, be it in the students' mother language or in the foreign language, are often some kind of summary of the textual information contained in the original dialogues, i.e., it is not always the exact reproduction of the aural information. This is so because the human eyes need to have time to read the captions without missing any visual information: hence, the subtitling techniques used by professionals have a series of rules as regards the rapport between the time each subtitles remains on the screen and the number of characters it can contain (Diaz Cintas, 2003 on NoaTavalanZanon)

In this sense, many times, audiovisual translators need to condense the sense in different words to make it fit the temporal limitations of reading time. This fact can be criticized by regular viewers who often claim “he did not say that!”, when they read captions of a film or a TV series. However, as to foreign language education, this fact can be considered a benefit rather than a disadvantage because it can motivate students to notice the differences between audio and text. This is type of activity that learners usually like, since once they notice any difference they feel reassured and motivated because that means they can understand authentic audio, no matter the captions.

It needs to be admitted that there are two main common handicaps of using captions in foreign language education. One is that learners may concentrate so much in reading the captions that they forget about the dialogues. However, this problem can be solved by preparing specific tasks that force learners to pay attention to the dialogues, so that they get used to do both activities, reading, listening at the same time alternatively. The second problem deals with the difficulty to break the habit of reading captions once students are used to doing so. This is a habit that many learners already possess, even if they listen to the dialogues since the captions make them feel safe and confident: in these cases, it is the task of the teacher to prepare tasks that combine the use of captions with viewing without them, or any

other task that can make students feel equally secure with or without the support of captions. This way, the support is removed gradually (in a “scaffolding” manner), until learners feel totally comfortable abandoning it.

All things considered, the use video subtitles provide a dynamic and rich source of communicative language in use. It is dynamic because all languages are in constant change, never fixed and the best way to reflect this is through updated video, TV and other media, and rich because the resources and techniques are multiple. With the appropriate guidance and training, subtitles give learners a subjective support that they need many times to feel more comfortable and motivated when learning a foreign language and an objective aid in terms of recognition, maintenance, and production of new and already known linguistic items, thanks to the multiple associations they provide, together with the context and the environment in which they appear.

It is undeniable that media plays an important role in teaching and learning process as long as it is appropriate with the learning goals. Choosing an effective and an interesting media in teaching, especially in vocabulary teaching is not easy. The teacher should know and consider the characteristics of the students. An appropriate media functions not only stimulating the students’ participation but also inviting students’ interest.

E. PREVIOUS STUDY

The use of audio visual media especially English movie or video in teaching vocabulary has been previously studied by a previous researcher.

Lia Yunikasari conducted a study under the title “The Effect Of Using Movie Subtitle-Script toward the Students’ Vocabulary Achievement in the first grade at MAN Tulungagung”. The sample of the research was 26 students. The design used was pre experimental research with one group pre test and post test. The materials given were noun, adjective and verbs. To analyze the data, the researcher used t-test formula. The result showed that movie subtitle-script is effective used in the students’ vocabulary achievement.

The similarity of the present study and the previous study was in term of the research design. Both of the studies used pre experimental research with one group pre test and post test. Meanwhile, the difference of the two studies was in the way of giving treatment. In the previous study, the researcher gave the movie subtitle script, meanwhile in this study the researcher invited the students to watch the video with the provided subtitle, and the subtitled scripct was not printed.

CHAPTER III

RESEARCH METHOD

This chapter describes the research method used in the study which covers: research design, population, sampling and sample, variable of the study, data collection method and research instrument, validity and reliability of the test, data analysis and hypothesis testing.

A. Research Design

This study belonged to experimental research. Experimental research is a scientific investigation in which the researcher manipulates one or more independent variables, controls any other variables, and observes the effect of the manipulations on the dependent variable(s). The goal of experimental research is to determine whether a causal relationship exists between two or more variables.

Experimental research is classified into: pre-experimental design, true experimental design and quasi experimental design. Pre-experimental designs do not have random assignment of subjects to groups or other strategies to control extraneous variables. True experimental designs (also called randomized designs) use randomization and provide maximum control of extraneous variables. Quasi-experimental designs lack randomization but employ other strategies to provide some control over extraneous variables.

This study employed pre experimental research design in the form of pre test and post test design with quantitative approach. This study was

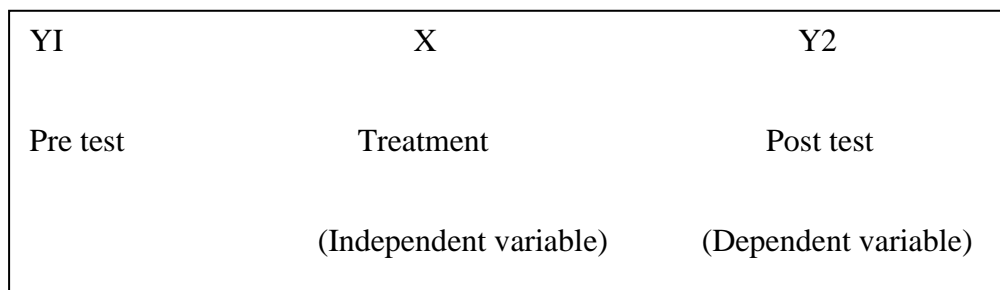
classified as pre experimental design because it had not a control variable. In this study, the researcher just put one group and used pre test and post test to see the result of the test. The subject was not randomized, and there was no pre treatment.

According to Sugiono (2008:82), pre-experimental design is not the real experiment in which there is the other independent variables can influence the dependent variable. In this study, the researcher used pre-experimental design with one group pre-test and post-test-design that usually involves three steps as follow:

- 1) Administering a pre test to measure the dependent variable
- 2) Giving the experimental treatment to subjects
- 3) Administering a post test to measure the dependent variable.

Differences attributed to application of the experimental treatment are then evaluated by comparing the pretest and posttest scores.

A diagram of one group pre test and post test design:



The procedures of experimental research that use one group pre test and post test design applied in this study are:

1. Administering a pre test to measure vocabulary achievement of first grade students at MTs Al-Huda Bandung before being taught by using English subtitled video.
2. Giving treatment by using English subtitled video.
3. Administering a post test to measure vocabulary achievement of first grade students at MTs Al-Huda Bandung after being taught by using English subtitled video.
4. Comparing the scores of pre test and post test.

In this research, the researcher wanted to know the effectiveness of using English subtitled video in teaching vocabulary by conducting pre experimental research. Pre-test and post-test were given to measure if there were significant difference scores before and after the students being taught by using English subtitled video.

B. Population, Sampling and Sample

1. Population

Population is the object or subject that has some qualities and characteristics that are chosen to be learned and to be concluded by researcher (Sugiono 2013:117). The unit of population is whatever that is counted. In this study, the population was all the first grade students of MTs Al-Huda Bandung in the second semester. The first grade of MTs Al

Huda Bandung consists of seven classes. The quantity of students in each class of the population is as follow:

Table 3.1 Population of the Research

Class	X (total of students)
VII A	25
VII B	34
VII C	33
VII D	32
VII E	31
VII F	31
VII G	32
ΣX	218

2. Sampling

Sampling is technique to choose sample that the number of sample is appropriate to collect the data source by considering the nature and the distribution of population so that gotten the representative sample (Margono 2003:103). Sugiyono (2013) also states “sampling is technique to take sample”. The number of sample taken should appropriate to collect the data. The way to get the representative sample is by considering the nature and the distribution of population. From this statement, it can be defined that sampling is the process of selecting a number of individual as a sample whom will represent the population.

Generally, sampling is divided into two types; they are probability sampling and non-probability sampling. Probability sampling involves sample selection in which the elements are drawn by chance procedure.

The main character of probability sampling is that every member of element of the population has a known probability of being chosen in the sample. Non-probability sampling includes methods of selection in which elements are not chosen by chance procedures. It means that each element has zero chance to be selected as sample. In this research, the researcher chose one kind of non probability sampling that is purposive sampling. Purposive sampling is a technique of taking sample by some considerations (Sugiono, 2013:124). In purposive sampling, also referred to as judgment sampling, sample elements judged to be typical or representative are chosen from the population (Ary et al, 2006:156). In other words, the researcher should be sure that the sample is representative and suitable with the purpose of research since it was impossible to take the sample randomly. The researcher decided to choose VII B class that consists of 34 students as the sample. The consideration of choosing VII B as the sample was because in applying the experimental stage, the samples must not be too “good” and too “bad” in their English achievement. It’s intended to reduce the extraneous variable may appears since the design is pre-experimental research without control group. And also, according to the English teacher, class B was assumed to be homogeneous so that is why the researcher decided to choose that class.

3. Sample

Arikunto (2010:172) states sample is a part of the population that is being observed. The sample has to be representative of the population. The sample of this research was the first grade students of MTs Al-Huda Bandung in class B which consists of 34 students.

C. Variable of the Study

Variable is the object of the research of the problem emphasized in a research. In experimental research, there are two variables: independent variables and dependent variables.

Independent variable represents the output or effect, or it is tested to see if it is the effect. Dependent variable represents the input or causes, or are tested to see if they are the cause. In this study, the independent variable was the treatment of using English subtitled video in the first grade students of MTs Al-Huda Bandung in class B., while the dependent variable was the students' achievement in vocabulary.

D. Data Collection Method and Research Instrument

1. Data Collection Method

Data collection method is a systematical and standard procedure used to collect data that is needed. Data of this study are in the term of number or scores. Those data were collected by employing one method of collecting data using an instrument that is a test. According to

Djiwandono (2008:12) on Isnawati, test is a tool or procedure used to measure the students' language proficiency. From a test, the teacher will get quantitative score which can be analyzed by the tester (the teacher).

The data collection method in this study was done in three steps:

1. Pre test

As stated previously, the researcher administered pre-test before the treatment was given. It was done on Monday, 28th April 2014. The number of the test given were 25 questions containing: 10 questions for definition completion, 15 for complete the partial passage with correct words then translate.

2. Treatment

After administering the pre-test, the researcher gave the treatment to the students. The researcher applied the treatment of English subtitled video on Tuesday 29th April 2014 and Monday 12th May 2014. The material given were noun and adjective. Before the video was played, the researcher gave explanation about noun and adjective. Then, the teacher invited the students to watch and pay attention on the video. After the video was played, the teacher asked the students to write down the vocabulary they got from the video then write down on the blackboard and then discussed them with the researcher.

The last, the reseacher adminised the test again by giving post test to the students. It was applied on Tuesday 13th May 2014. The researcher gave the same test format as pre test that containing: : 10

questions for definition completion, 15 for complete the partial passage with correct words then translate. The test was done in 45minutes.

2. Research Instrument

According to Sugiyono (2013) research instrument is a tool or instrument used to measure nature and social phenomena observed. In this research, the researcher collected data through administering test. Test is an instrument or procedure designed to measure the student's ability.

In this study, the researcher administered two kinds of test, pre test and post test. Pre test is given to measure their ability before giving the treatment; meanwhile post test is given after giving the treatment. The number of the test given were 25 questions containing: 10 questions for definition completion, 15 for complete the partial passage with correct words then translate.

The results of those tests were compared to know whether there's significant difference before and after the students given the treatment.

3. Data and Data Source

Data is any information collected in a research. Data can be collected from any data sources. Based on the source, data is divided into two: primary data source and secondary data source. In this study, the researcher used primary data source. Primary data source is any kind of data collected through the researcher directly. The researcher plays role in collecting data from the subject. The primary data of this research was

students' score from the result of having test. Test was given twice, pre-test and post-test.

Data sources in a research is subject from where the data gotten. Arikunto(2010: 172) classified data source into 3, they are:

- a. Person: Data source that can give data in the form of oral information trough interview or written information trough questionnaire.
- b. Place: Data source that presents the appearance of being stable or moving. Stable such as room, tool completeness, the form of an object, color, etc. moving such as activity, work, performance, vehicle rate, teaching and learning activity etc.
- c. Paper: Data source that provide signs in the form of letter, number, picture or other symbol.

Based on the statements above, the data sources of this research was person that was the first grade students of class B at MTs Al-Huda Bandung. The researcher collected the students' scores of pre and post test then compared them to see if there is significant different score before and after the students being taught by using English subtitled video.

Table 3.2 the Schedule of the Test and Treatment

No.	Activity	Date
1.	Pretest	April 28th 2014
2.	Treatment	April 29th 2014
3.	Treatment	May 12nd 2014
4.	Posttest	May 13th 2014

E. Validity and Reliability of the Instruments

1. Validity

Validity is one of characteristics of a good test. The concept refers to the appropriateness, meaningfulness, and usefulness of the specific inferences from the test scores. Test validation is the process of accumulating evidence to support such inferences.

There are four types of validity that provide evidence to achieve the validity of the test (Isnawati 2012:27), they are content validity, criterion-related validity, construct validity and face validity. In this research, the researcher used content validity and construct validity.

a. Content Validity

A test said to have content validity if its contents constitutes a representative sample of the language skills, structures, etc. being tested. The researcher made a test based on the objectives of syllabus so that it was not out of contents. The researcher also discussed with the teacher to make the test appropriate with the students.

Table 3.3 Content Validity

No	Test	Materials	Standard Competence	Test item
1.	Pre test	Nouns, adjectives, Verbs	I. Students are able to complete the definition.	10
			II. Students are able to complete the sentences then translate it into good Indonesian.	15
2.	Post test	Nouns, adjectives, Verbs	I. Students are able to complete the definition.	10
			II. Students are able to complete the sentences then translate it into good Indonesian.	15

b. Construct Validity

A test is said to have construct validity if it can be demonstrated that it measures just the ability which is supposed to measure. The word “construct” refers to any underlying ability which is hypothesized in a theory of language ability. Brown in Isnawati (2012:29) stated that a construct is any theory, hypothesis or model that attempts to explain observed phenomena in our universe of perception.

In testing vocabulary, it should be based on all items presented to the students in vocabulary teaching. In this research, the number of questions given by the researcher were 25 questions. The kinds of test were 10 questions for definition completion, 15 for complete the partial passage with correct words then translate.

2. Reliability

Reliability is another characteristic of any good test for it to be valid. A test must be reliable as measuring instruments. According to Isnawati (2012:23) there are some ways to know reliability of the test. The researcher used rater reliability to get reliability coefficient. The rater reliability requires two set of scores that are: intra-rater reliability and inter-rater reliability. The students' works were scored by using intra-rater reliability in which one scorer did the scoring twice. In this case, the researcher herself was the rater or scorer of the test.

To measure the reliability of the test, the researcher administered tryout to see if the result of the test was reliable or not. Tryout was done to make sure that the instrument was clear and the test was not either too easy or too difficult. The formula used was Pearson-Product Moment formula. The formula was as follows:

$$r_{xy} = \frac{\sum (X - \bar{X}) \cdot (Y - \bar{Y})}{N S_y S_x}$$

r_{xy} = Pearson-product moment reliability coefficient

X = each students score scored by first rater

\bar{X} = mean on test X

S_x = standard deviation on test X

Y = each students score scored by second rater

\bar{Y} = mean on test Y

S_y = standard deviation on test Y

N = the number of students who took test

Table 3.4 score of students test reliability

No.	Students	Pre-test X	Post-test Y	$(X-\bar{X})$	$(Y-\bar{Y})$	$(X-\bar{X}) \cdot (Y-\bar{Y})$
1.	ASN	76	94	0.41	-11.42	4.68
2.	BRF	88	90	-11.59	-7.42	85.99
3.	DDR	78	94	-1.59	-11.42	18.15
4.	DPS	86	92	-9.59	-9.42	90.33
5.	EWS	84	100	-7.59	-17.42	132.21
6.	FDA	92	88	-15.59	-5.42	84.49
7.	ILN	88	92	-11.59	-9.42	109.17
8.	IBS	84	70	-7.59	12.58	-95.48
9.	IZH	80	92	-3.59	-9.42	33.81
10.	IMDH	68	80	8.41	2.58	21.69
11.	IRN	80	96	-3.59	-13.42	48.17
12.	KF	68	70	8.41	12.58	105.79
13.	LSN	80	90	-3.59	-7.42	26.63
14.	MAA	68	78	8.41	4.58	38.51
15.	MHZ	76	78	0.41	4.58	1.87
16.	MR	96	94	-19.59	-11.42	223.71
17.	MHA	56	50	20.41	32.58	664.95
18.	MIM	42	48	34.41	34.58	1189.89
19.	NN	76	90	0.41	-7.42	-3.04
20.	NZC	84	88	-7.59	-5.42	41.13
21.	NN	76	78	0.41	4.58	1.87
22.	NRU	80	88	-3.41	-5.42	18.48
23.	PY	76	86	0.41	-3.42	-1.40
24.	RTS	74	70	2.41	12.58	30.31
25.	RC	76	86	0.41	-3.42	-1.40
26.	SAA	84	96	-7.59	-13.42	101.85
27.	SYM	84	92	-7.59	-9.42	71.49
28.	SP	76	80	0.41	2.58	1.05
29.	SHK	88	94	-11.59	-11.42	132.35
30.	VRH	72	90	4.41	-7.42	-32.72
31.	YY	76	84	0.41	-1.42	0.58
32.	MDS	60	62	16.41	20.58	337.71
33.	KNI	52	50	24.41	32.58	795.27
34.	SEP	74	78	2.41	4.58	11.03
	34	2598	2808	-0.12	-0.28	4289.12

a. Step I

$$N = 34$$

$$\sum X = 2598$$

$$\sum Y = 2808$$

$$\sum(X - \bar{X}) = -0.12$$

$$\sum(Y - \bar{Y}) = -0.28$$

$$\sum(X - \bar{X}) \cdot (Y - \bar{Y}) = 4289.12$$

b. Step II

$$\begin{aligned} \bar{X} &= \frac{\sum X}{N} \\ &= \frac{2598}{34} \\ &= 76.41 \end{aligned}$$

$$\begin{aligned} \bar{Y} &= \frac{\sum Y}{N} \\ &= \frac{2808}{34} \\ &= 82,58 \end{aligned}$$

c. Step III

$$\begin{aligned} S_x &= \sqrt{\frac{\sum(X - \bar{X})^2}{N}} \\ &= \sqrt{\frac{4172.98}{34}} \\ &= \sqrt{122.73} \\ &= 11.07 \end{aligned}$$

$$S_y = \sqrt{\frac{\sum(Y - \bar{Y})^2}{N}}$$

$$= \sqrt{\frac{6188.238}{34}}$$

$$= \sqrt{182.007}$$

$$= 13.49$$

d. Step IV

$$r_{xy} = \frac{\sum (X - \bar{X})^2 (Y - \bar{Y})^2}{N S_y S_x}$$

$$r_{xy} = \frac{4278.79}{34(11.07)(13.49)}$$

$$= \frac{4278.79}{5077.36}$$

$$r_{xy} = 0.842$$

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.905	.914	2

Inter-Item Correlation Matrix

	raterX	raterY
raterX	1.000	.842
raterY	.842	1.000

The result of the calculation shows the reliability coefficient was 0.842. The ideal reliability coefficient was 1, in this case the calculation was quite to 1 (0.842~ 1). It meant that the test was reliable. (Hughes on Isnawati, 2012: 19).

F. Normality and Homogeneity of the Data

1. Normality

Normality is the vital requirement in parametric analysis. The purpose of normality testing is to know whether the data is normal distribution or not. Normality of the data is important because if the data were in normal distribution, the data are considered to be the representative of the population. In this study the researcher used one of the methods of normality testing that was One Sample Kolmogorov-Smirnov Test. The normality testing was done towards both pre-test and post-test score. The data were presented on the table below:

Table 3.5 Students' Score to Test Normality

No,	Name	Pre Test	Post Test
1.	ASN	76	96
2.	BRF	88	94
3.	DDR	78	94
4.	DPS	86	92
5.	EWS	84	100
6.	FDA	92	90
7.	ILN	88	96
8.	IBS	84	78
9.	IZH	80	96
10.	IMDH	68	80
11.	IRN	80	100
12.	KF	68	72
13.	LSN	80	96
14.	MAA	68	88
15.	MHZ	76	78
16.	MR	96	92
17.	MHA	56	52
18.	MIM	42	52
19.	NN	76	92
20.	NZC	84	96
21.	NN	76	78
22.	NRU	80	96
23.	PY	76	86
24.	RTS	74	72
25.	RC	76	96
26.	SAA	84	94
27.	SYM	84	92
28.	SP	76	88
29.	SHK	88	94
30.	VRH	72	88
31.	YY	76	84
32.	MDS	60	56
33.	KNI	52	50
34.	SEP	74	80
		$\sum X=2598$	$\sum y=2888$

The hypotheses for testing normality were:

- a. H_0 : Data is in normal distribution
- b. H_1 : Data is not in normal distribution

In testing the hypotheses, the data is in normal distribution if H_0 is accepted. In this case, H_0 was rejected if significance value was lower than 0,05 ($\alpha = 5\%$) while H_0 was accepted if the significance value was higher than 0.05. The analysis was as follow:

- a. Testing data of pre-test using SPSS 16.00

		Pretest
N		34
Normal Parameters ^a	Mean	76.41
	Std. Deviation	11.247
Most Extreme Differences	Absolute	.191
	Positive	.093
	Negative	-.191
Kolmogorov-Smirnov Z		1.115
Asymp, Sig, (2-tailed)		.166
a. Test distribution is Normal.		

- b. Testing data of post test using SPSS 16.00

		Posttest
N		34
Normal Parameters ^a	Mean	84.94
	Std. Deviation	14.195
Most Extreme Differences	Absolute	.203
	Positive	.159
	Negative	-.203
Kolmogorov-Smirnov Z		1.183
Asymp, Sig, (2-tailed)		.121
a. Test distribution is Normal.		

This output showed the result of normality testing by using One Sample Kolmogorov Smirnov Test. If the significant value was less than 0.05, it meant the data was not in normal distribution, meanwhile if the significant value was more than 0.05, it means the data was in normal distribution. The significant value of pre test was 0.166. It means that H_0 was accepted and H_1 was rejected and the data was in normal distribution. Meanwhile, the significant value of post test was 0.121. It also meant that H_0 was accepted and H_1 was rejected and the data was in normal distribution. So, it could be interpreted that both of data (pre-test and post-test score) are in normal distribution.

2. Homogeneity

Homogeneity test is intended to know whether the variant of data is homogeneous or not. Procedure used to test variant of homogeneity was by determining F_{\max} value. In homogeneity test F empiric should be lower than F theoretic (table).

Table 3.6 student's score of Homogeneity

No,	Students	Pre Test (X_1)	X_1^2	Post Test (X_2)	X_2^2
1.	ASN	76	5776	96	9216
2.	BRF	88	7744	94	8836
3.	DDR	78	6084	94	8836
4.	DPS	86	7396	92	8464
5.	EWS	84	7056	100	10000
6.	FDA	92	8464	90	8100
7.	ILN	88	7744	96	9216
8.	IBS	84	7056	78	6084
9.	IZH	80	6400	96	9216
10.	IMDH	68	4624	80	6400
11.	IRN	80	6400	100	10000
12.	KF	68	4624	72	5184
13.	LSN	80	6400	96	9216
14.	MAA	68	4624	88	7744
15.	MHZ	76	5776	78	6084
16.	MR	96	9216	92	8464
17.	MHA	56	3136	52	2704
18.	MIM	42	1764	52	2704
19.	NN	76	5774	92	8464
20.	NZC	84	7056	96	9216
21.	NN	76	5776	78	6084
22.	NRU	80	6400	96	9216
23.	PY	76	5774	86	7396
24.	RTS	74	5476	72	5184
25.	RC	76	5776	96	9216
26.	SAA	84	7056	94	8836
27.	SYM	84	7056	92	8464
28.	SP	76	5774	88	7744
29.	SHK	88	7744	94	8836
30.	VRH	72	5184	88	7744
31.	YY	76	5774	84	7056
32.	MDS	60	3600	56	3136
33.	KNI	52	2704	50	2500
34.	SEP	74	5476	80	6400
	34	2598	202684	2888	251960

$$\begin{aligned}
 SD_1^2 &= \frac{\sum X_1^2}{N_1} - (\bar{X}_1)^2 \\
 &= \frac{202684}{34} - (76,41)^2 \\
 &= 5961,29 - 5838,48 \\
 &= 124,81
 \end{aligned}$$

$$\begin{aligned}
 SD_2^2 &= \frac{\sum X_2^2}{N_2} - (\bar{X}_2)^2 \\
 &= \frac{251960}{34} - (84,94)^2 \\
 &= 7410,58 - 7214,80 \\
 &= 195,78
 \end{aligned}$$

$$F_{\max} = \frac{S_{\max}}{S_{\min}}$$

$$SD_1^2 = 124,81$$

$$SD_2^2 = 195,78$$

$$F_{\max} = \frac{124,81}{195,78}$$

$$F_{\max} = 0,637$$

$$df_1 = N_1 - 1 = 34 - 1 = 33$$

$$df_2 = N_2 - 1 = 34 - 1 = 33$$

The calculation showed the result of F_{\max} was 0.637. It was called homogeneous if F_{\max} calculation was lower than F table. The value of F table in 5% level was 1.76. It can be said that the result of F_{\max} calculation was lower than F table $F_{table} > F_{calculation}$ ($1.76 > 0.637$). It meant that the variance value in the class sample was homogeneous.

G. Data Analysis

The two variables were investigated to know whether there were any significance differences of student's scores in vocabulary.

To analyze the data, the researcher used statistical analysis. The result of this researcher was shown by numerical form. To analyze the data, in this research used T-test. T-test is one of statistical test which is used to know whether there are any significance differences or not from the variables. The researcher used Paired sample T Test computed by SPSS 16,0.

H. Hypothesis Testing

The hypothesis of this research were as follows:

- If T-test was bigger than T-table, the null hypothesis (H_0) was rejected. It meant that there was significant different score of the student's vocabulary ability before and after being taught by English subtitled video.
- If T-test was smaller than T-table, the null hypothesis (H_0) is accepted. It meant that there was no significant different score of the student's vocabulary ability before and after being taught by English subtitled video.

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the research finding, hypothesis testing and discussion.

A. Research Finding

By administering pre test and post test to the students, the researcher got scores of students' vocabulary mastery. To know the students' achievement in vocabulary, the researcher gave pre test in order to know their vocabulary mastery before and after being taught by using English subtitled video. As mentioned in Chapter III, the researcher used the test as instrument to collect data. The sample of this research was the first grade students of class B at MTs Al Huda Bandung.

The numbers of questions given by the researcher were 25 questions. The formats of test were: 10 questions for definition completion, 15 for complete the partial passage with correct words then translate. There were 34 students as the sample of this research. Before conducting the treatment, the researcher gave pre test to the students to know how far their vocabulary ability. From the pre test, the result showed that the students' vocabulary ability was not bad. But, they still had difficulties to use vocabulary in certain context of short passage.

After getting the result of pre test, the researcher gave treatment to the students by using English subtitled video. The students were enthusiastic

and they enjoyed watching the video. They paid attention on the video and they took a note of some difficult words. The teaching and learning process was done effectively.

After doing treatment, the researcher gave a post test to the students. This post test was given to know the students' vocabulary achievement after being taught by using English subtitled video. The researcher wanted to know how far the students' achievement of vocabulary when the treatment was done. Apparently, the result of post test showed that students' vocabulary achievement improved significantly.

To describe the data, the researcher showed the criteria of score of the students' test result, mean of the test result, and percentage of the test. To know the students' achievement whether it was good or not, the researcher gave the criteria as follows:

Table 4.1 Criteria of the Score

No.	Interval Class	Criteria
1.	80-100	Very Good
2.	70-79	Good
3.	60-69	Enough/Fair
4.	50-59	Poor
5.	0-49	Bad/Low

As stated earlier, there were 34 students given pre test and post test. Through the different test format in vocabulary test, the students' scores in both pre test and post test were presented in the following tables:

Table 4.2 List of Pre Test Score

No.	Name	Score of Pre Test (x)
35.	ASN	76
36.	BRF	88
37.	DDR	78
38.	DPS	86
39.	EWS	84
40.	FDA	92
41.	ILN	88
42.	IBS	84
43.	IZH	80
44.	IMDH	68
45.	IRN	80
46.	KF	68
47.	LSN	80
48.	MAA	68
49.	MHZ	76
50.	MR	96
51.	MHA	56
52.	MIM	42
53.	NN	76
54.	NZC	84
55.	NN	76
56.	NRU	80
57.	PY	76
58.	RTS	74
59.	RC	76
60.	SAA	84
61.	SYM	84
62.	SP	76
63.	SHK	88
64.	VRH	72
65.	YY	76
66.	MDS	60
67.	KNI	52
68.	SEP	74
		$\sum X=2598$

The criteria were used based on the students' pre test score. The mean score was used to determine levels of the students based on the criteria. To calculate the mean, the following formula was used.

$$X = \frac{\sum X}{N} = \frac{2598}{34} = 76.41$$

From the result of computation, it was found that the mean of the pre test was 76.41 in the interval class 70-79, so it was good.

The scores in pre test were presented in the table of frequency of distribution and percentage as follow:

Table 4.3 The Frequency Distribution and Percentage of the Students' Achievement in Pre Test

Grade	Criteria	Frequency	Percentage
A	80-100	15	44%
B	70-79	12	35%
C	60-69	4	12%
D	50-59	2	6%
E	0-49	1	3%
	Total	$\sum f = 34$	$\sum p = 100\%$

Based on the data on the table 4.3, the result of pre test shows percentage and criteria of the scores. There are 3% of the students got low/bad scores, 6% of the students got poor scores, 12% of the students got fair scores, 35% of the students got good scores and 44% of the students got very good scores.

Meanwhile, the students' scores of pre test were presented in the following table.

Table 4.4 List of Post Test Score

No.	Name	Score of Post Test (x)
1.	ASN	96
2.	BRF	94
3.	DDR	94
4.	DPS	92
5.	EWS	100
6.	FDA	90
7.	ILN	96
8.	IBS	78
9.	IZH	96
10.	IMDH	80
11.	IRN	100
12.	KF	72
13.	LSN	96
14.	MAA	88
15.	MHZ	78
16.	MR	92
17.	MHA	52
18.	MIM	52
19.	NN	92
20.	NZC	96
21.	NN	78
22.	NRU	96
23.	PY	86
24.	RTS	72
25.	RC	96
26.	SAA	94
27.	SYM	92
28.	SP	88
29.	SHK	94
30.	VRH	88
31.	YY	84
32.	MDS	56
33.	KNI	50
34.	SEP	80
		$\Sigma y=2888$

The criteria were used based on the students' post test score. The mean score was used to determine levels of the students based on the criteria. To calculate the mean, the following formula was used.

$$X = \frac{\sum X}{N} = \frac{2888}{34} = 84.94$$

From the result of computation, it was found that the mean of the post test was 84.94 in the interval class 80-100, so it was very good.

The scores in post test were presented in the table of frequency of distribution and percentage as follow:

Table 4.5 the Frequency Distribution and Percentage of the Students' Achievement in Post Test

Grade	Criteria	Frequency	Percentage
A	80-100	25	73%
B	70-79	5	15%
C	60-69	0	0%
D	50-59	4	12%
E	0-49	0	0%
	Total	$\sum f = 34$	$\sum p = 100\%$

Based on the data on the table 4.4, the result of pre test shows percentage and criteria of the scores. There are 0% of the students got low/bad scores, 12% of the students got poor scores, 0% of the

students got fair scores, 15% of the students got good scores and 73% of the students got very good scores.

From the presentation above, the results of pre test and post in the percentage and criteria was different. It indicated that the use of English subtitled video was effective towards students' vocabulary achievement. The significant difference scores in vocabulary achievement before and after being taught by using English subtitled Video could be seen in the table below:

**Table 4.6 Significant Differences Before And After Being Taught
By Using English Subtitled Video.**

No.	Students	Pre Test (X)	Post Test (Y)	D (Y-X)	D (Y-X) ²
1.	ASN	76	96	20	400
2.	BRF	88	94	6	36
3.	DDR	78	94	16	256
4.	DPS	86	92	6	36
5.	EWS	84	100	16	256
6.	FDA	92	90	-2	4
7.	ILN	88	96	8	64
8.	IBS	84	78	-6	36
9.	IZH	80	96	16	256
10.	IMDH	68	80	12	144
11.	IRN	80	100	20	400
12.	KF	68	72	4	16
13.	LSN	80	96	16	256
14.	MAA	68	88	20	400
15.	MHZ	76	78	2	4
16.	MR	96	92	-4	16
17.	MHA	56	52	-4	16
18.	MIM	42	52	10	100
19.	NN	76	92	16	256
20.	NZC	84	96	12	144
21.	NN	76	78	2	4
22.	NRU	80	96	16	256
23.	PY	76	86	10	100
24.	RTS	74	72	-2	4
25.	RC	76	96	20	400
26.	SAA	84	94	10	100
27.	SYM	84	92	8	64
28.	SP	76	88	12	144
29.	SHK	88	94	6	36
30.	VRH	72	88	16	256
31.	YY	76	84	8	64
32.	MDS	60	56	-4	16
33.	KNI	52	50	-2	4
34.	SEP	74	80	6	36
		$\sum X=2598$	$\sum y=2888$	$\sum D=290$	$\sum D^2=4580$

The score above were analyzed by using SPSS program. It was done to know the mean of pre test and post test. The result as follow:

Table 4.7

Paired Samples Statistics					
	Mean	N	Std. Deviation	Std. Error Mean	
Pair 1	pretest	76.41	34	11.247	1.929
	posttest	84.94	34	14.195	2.435

The result of computation above showed the performance scores of the members of the one group given treatment by using English subtitled video. The mean score of pre test was 76.41; meanwhile the mean score of post test was 84.94. Based on those results, it could be seen that the mean scores between pretest and post test was different. The mean score of post test was higher than the mean score of pre test.

After doing the treatment, the researcher recorded the scores from pre test and post test, conducted some statistical calculation for the data analysis and made interpretation and conclusion. The result of pre test and post test will be presented below.

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pai pretest – r 1 posttest	-8.529	7.990	1.370	-11.317	-5.742	-6.225	33	.000

B. Hypothesis Testing

As stated earlier, the null Hypothesis (Ho) and alternate Hypothesis (Ha) of this research were:

- a. Alternative hypothesis (Ha): there is significant difference of the students' vocabulary achievement before and after being taught by using English subtitled video of the first grade students at MTs Al-Huda Bandung.
- b. Null hypothesis (Ho): there is no significant difference of the students' vocabulary achievement before and after being taught by using English subtitled video of the first grade students at MTs Al-Huda Bandung.

The hypothesis testing was concerned on the null hypothesis (Ho). It meant that the treatment was effective if Ho was rejected and it was not effective if Ho was accepted.

From the result of computation, it could be seen that difference of the mean between pre test and post test was 8.529, with standard deviation

7.990. The value of t-count had been found, and then the degrees of freedom or $d.f = N - 1$ is (33). Meanwhile the t-count was 6.255.

To answer the hypothesis testing, the researcher compared the value of t-count and t-table. The value of t-count that was gotten by the researcher was (t-count= 6,255) and the value of t-table was ($t_{0,05}=2,021$). It was known that t-count was bigger than t-table. Since, the t-count was bigger than t-table, the Alternative Hypothesis (H_a) was accepted and the Null Hypothesis (H_0) was rejected. It meant that there was significant different in students' vocabulary achievement of the seventh grade students at MTs AL Huda Bandung.

C. Discussion

In this research, the researcher conducts research in the class through teaching and learning process. The study is conducted within three steps. The first step is preliminary study in which the researcher measures students' achievement by giving them pre test. The second step is main study in which the researcher gives the treatment by using English subtitled video. In this treatment, the researcher tries to give the students fun teaching and learning process. The researcher uses English subtitled video by providing the students a video and asking them to watch it. After watching the video, the teacher asks the students to write down what they got from the video.

The last part of the activity, the researcher administered test again or called post-test. The post test administered to measure students' achievement in vocabulary after getting treatment.

The score of students' vocabulary in pre-test was good. The students' mean scores in the pre test and post test is 76.41. Meanwhile, the score of post-test is 84.49. From those scores, the students' vocabulary ability gets improvement because the mean of students' post test is higher than student's pre test. Then, to know the significance different score between pre-test and post-test, the researcher analyzed the data using t-test, the result of t-count is (6.225).

The value of t-count has been found, and then the researcher considered the degrees of freedom or $d.f = N - 1$ so, the d.f is (33). The researcher consulted to t-table, at the significance level of 0.05 and the researcher got the critic value of t-table at 0.05 significance level that was (2,021).

In answering hypothesis testing, the researcher compared the value of t-count and t-table. The value of t-count was (t-count= 6,255) and the value of t-table was ($t_{0,05}=2,021$). It was known that t-count was bigger than t-table. Since, the t-count was bigger than t-table, the Alternative Hypothesis (H_a) was accepted and the Null Hypothesis (H_o) was rejected. It meant that there was significant different in students' vocabulary achievement of the seventh grade students at MTs AL Huda Bandung.

Based on the research finding, it can be said that English subtitled video is effective used towards students' vocabulary achievement at MTs AL Huda Bandung.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents conclusion and suggestion based on the descriptions of findings presented in the previous chapter.

A. CONCLUSION

Based on the result of data analysis, the researcher draws the conclusion as follows:

1. The student's vocabulary achievement before being taught by using English subtitled movie is good. The data show that there are 3% of the students got low/bad scores, 6% of the students get poor scores, 12% of the students get fair scores, 35% of the students get good scores and 44% of the students get very good scores. The mean of pre test is 76.41.
2. The student's vocabulary achievement after being taught by using English subtitled movie is very good. The data showed that There are 0% of the students get low/bad scores, 12% of the students get poor scores, 0% of the students get fair scores, 15% of the students get good scores and 73% of the students get very good scores. The mean of post test is 84.94.
3. It was found the value of t-count is ($t\text{-count}= 6,255$) and the value of t-table is ($t_{0,05}=2,021$). It is known that t-count is bigger than t-table. Since, the t-count is bigger than t-table, the Alternative Hypothesis (H_a) is accepted and the Null Hypothesis (H_o) is rejected. It means that there is significant

different in students' vocabulary achievement of the seventh grade students at MTs AL Huda Bandung.

Based on the finding, it can be said that English subtitled video is effective used towards students' vocabulary achievement at MTs AL Huda Bandung.

B. SUGGESTION

The result of this study shows that there is significant difference of students' vocabulary achievement before and after being taught by using English subtitled video. Therefore, the writer tries to give some suggestion as follows:

1. For the students

Since vocabulary is one of the most important components in English to be mastered, the students have to motivate themselves in learning vocabulary. The students should not only learn from the teachers but also they could learn themselves. They could learn from their interest, and English subtitled video could be an alternative ways in improving their vocabulary mastery.

2. For the teachers

The teacher should be creative in conducting teaching and learning process. There are many media or techniques which can be used in teaching English, especially vocabulary. The teacher should give an

interesting media to make students enjoyable, enthusiastic and motivated to learn. In giving the students an interesting media, the teacher should consider the appropriateness of the media. This media can be alternative way in teaching vocabulary to the students interestingly and appropriately.

3. For the school

The school should give enough facilities to make teaching and learning run well. The existences of the facilities help the teachers conduct teaching and learning process in the various ways.

4. For other researchers

The researcher knows that this research is far from being perfect. So, it is suggested for the future researchers to conduct further research that is related to English subtitled video in more detail.