



**THE EFFECTIVENESS OF ENGLISH MOVIE'S SUBTITLE  
TO IMPROVE STUDENTS' WRITING SKILL  
AT SMPN 1 KRAS**

**THESIS**



**By:  
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**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITY OF NUSANTARA PGRI KEDIRI  
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APPROVAL PAGE

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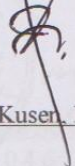
Kediri, August 31<sup>st</sup>, 2015

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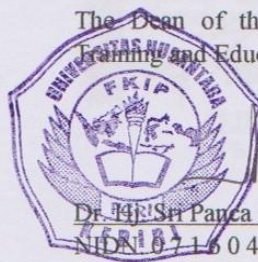
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**ABSTRACT**

The objective of the study was to investigate whether there is a significant effect of English Movie's Subtitle toward the students' writing ability of recount text. Conducted at the eighth grade students of SMPN 1 Kras in academic year 2015/2016, this research used experimental technique with one-group pretest-posttest design. It was conducted in VIII-B class as the research sample consisting of 24 students. The instrument used to collect the data was test. There were two tests; pre-test which was conducted before being given the treatment and post-test which was conducted after being given the treatment. The formula that was used to analyze the data was t-test. From the result, it was found that the obtained t-test was 5.68, whereas t-table was 2.087 at the degree of significance 1%. The t-score was higher than t-table ( $5.68 > 2.087$ ). It meant that  $H_a$  was accepted while  $H_o$  was rejected. So, there was very significant effect of English Movie's Subtitle to improve students' writing skill at SMPN 1 Kras. It is recommended that the teachers use English Movie's Subtitle in writing activities.

Key words: Effectiveness, English Movie's Subtitle, Writing skill

**I. Introduction**

Reading is one of the important skills in learning language because reading can be included into both receptive and productive skill. According to Anderson (2005), reading is classified into receptive skill because people can receive an information by doing it. But the reading complex process also requires the speaking skill, so that people are able to pronounce when they read the words. Beside that, reading is also a basic life skill a person may ever acquire and person's success or failure in reading affects the opportunities for personal fulfillment and job success, and also for student's academic growth. It is strengthened by Teixeira (2012:1), who states:

Reading is a key language skill that has long had a significant place in the teaching and learning of foreign languages. This skill allows students to have access to ideas communicated by people in different locations and eras, giving them the opportunity to broaden their horizons and deepen their knowledge of the world.

Globalization era makes written text even more varying in language, and it can give readers or students some problems in interpreting printed or written verbal symbols. In Gagen's opinion (2007), students have problems in reading because they lack specific skills necessary for proficient reading. These problems are incorrect approach to reading / not processing print phonetically, gaps in foundational skills & knowledge necessary for proficient phonologic processing, difficulty with complex code, and gaps in advanced skills. While Scholten (1997), stated that common causes of reading problems are divided into decoding problems and comprehension problems.

In this case, it should be better if students know the way to help them to master the reading skill. Learning strategies is one of the factors which can influence the students' success in learning something and to be high achiever in reading. Bainbridge (2015) states "High achievers are those who achieve a goal. In school, a high achiever would be a student who gets high marks, good grades". Then, Kingore (2004) also mentions many characteristics of a high achiever, and some of them are interested to learn, attentive, responding with interest and opinions, enjoying school often, and getting A's.

From those criterias mentioned above, the writer found two students who fulfilled it when he did preliminary study. In third grade of English Departement at University of Nusantara PGRI (UNP) Kediri, there are two students who always get good score in reading starting from first semester until fourth semester. They always get score of reading better than the other students. Both of them also had an experience in joinning national debate in Sarangan. For preparing debate, they read many materials related their debate. In campus environment, they also often used English in communicating with their lecturer. They were also attentive, it was proven when I talked to them, they had good respon.

From the background explained above and to make the problem easy to be discussed deeply, the writer limit reading in comprehending problem. It means the problem about how the students comprehend the content of reading. The aspects were focused on vocabularies, context, and sentence structures. While the students that were observed are two of third grade English department students at University of Nusantara PGRI Kediri who had high achievements in reading. They are Tatik Mustikawati and Yuni Kristanti. So, the learning strategies the writer limit were the learning strategies in reading. Oxford (1990) mentions six learning strategies on reading, involve memory strategy, cognitive strategy, compensation strategy, metacognitive strategy, affective strategy, and social strategy. He wanted to know: 1)



the kinds of learning strategies on reading applied by high achievers, 2) the most frequent strategy used by them, and 3) the reason of using the most frequent strategy.

## **II. Method**

This research used experimental research with one-group pretest-posttest design since the researcher intended to examine the cause and effect between two variables, using English Movie's Subtitle as the independent variable and students' writing achievement score as the dependent variable.

This research was carried out at the eighth grade of SMPN 1 Kras in academic year 2015/2016 and it was conducted in first semester. The activities were started from treatment up to collecting the data which were the score of the students' writing test.

The population in this research was all students of grade eighth of SMPN 1 Kras in academic year 2015/2016 consisted of nine classes. The number of the entire students was 270. While the sample of this research was only one class that was class VIII B consisted of 24 students.

The instrument used in this research to collect the data was test in the form of composition which was analyzed by writing rubric presented by Jacob et al (1981) in Weigle (2002: 116). In this research, there were two kinds of test, pre-test and post-test. Pre-test was conducted first to know the students' writing ability before being given the treatment and the second one was post-test which was given after the treatment.

In analyzing the data, t-test was used to prove the hypothesis and to know whether this research was significant or not by looking at the results of pre-test and post-test.

## **III. Findings And Discussion**

Based on the result of students' writing product in pretest, the total pre-test score of class VIII B was 1488, means = 62. The standard score of English subject for eleventh grade students of SMPN 1 Kras is 75. So, the requirement for the students to pass the test is their score has to be 75 or above. From the data of pre-test score, there were only two students who passed the test, the others were failed.

After being given the treatment, the students' writing ability was improved that can be seen from the result of students' writing product in posttest with the total score was 1737, means = 72.4. In this posttest, the total students who could pass the test were 10 students.

Then, the scores from pretest and post-test were compared to get  $\bar{D} = 10.67$  to analyze pre-test and post-test using t-test. From t-test computation,  $t = 5.68$  and the degree of freedom is 23. With  $Df = 23$ , the value of t-table with the degree of significance 1% = 2.807 and the value of t-table with the degree of significance 5% = 2.069. Based on the t-score above, the researcher can conclude that the students' writing ability is increasing and English Movie's Subtitle technique gave very significant effect to the students' writing ability. It can be proven by the table difference degree of significance from t-table and t-score below.

**Table 1. The statistical computation of using t-test**

Df	t-score	1%	5%	Alternative Hypothesis (Ha)	Null Hypothesis (Ho)
23	5.68	2.807	2.069	Accepted	Rejected

Based on the calculation above, if  $t\text{-score} \geq t\text{-table}$ , and the degree of significance 1%, it means that it is very significant, so  $H_0$  is rejected. It can be seen that t-score is 5.68 and the degree of freedom  $(N-1) = (24-1) = 23$ .

Finally, the t-table is 2.807 in the degree of significance 1% and 2.069 in the degree of significance 5%. It means that t-score is higher than t-table or can be concluded that the result of the research is very significant. So, there is very significant effect of English Movie's Subtitle to the eighth grade students' writing ability of recount text at SMPN 1 Kras in academic year 2015/2016.

#### IV. Conclusion And Suggestions

Regarding to the result of the data analysis, the conclusion of this study can be disclosed as follows: (1) English Movie's Subtitle is good to teach writing recount text because it can help the students to understand the material well, so the students can produce better recount texts than before at the end of the lesson and can also solve the students' difficulties as well as build their responsibility by working in a group or pair and enhance their writing ability and raise their self-esteem by working individually; (2) using English Movie's Subtitle can improve the students' ability to write recount text. After analyzing the result of the research,



the researcher got the data about students' writing scores that had been taught using English Movie's Subtitle compared to the scores before being taught using this technique.

It is suggested to English teachers of the eighth grade students of SMPN 1 Kras in academic year 2015/2016 to use various techniques in teaching writing to prevent the students' boredom of doing the same activities in all English instruction. Furthermore, English Movie's Subtitle technique is suggested to be applied since it involves activities that can develop students' achievement of writing. Lastly, the result of this research is expected to be a potential relevant reference for next researchers in conducting the relevant variables studied.

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