

ARTICLE

**THE EFFECT OF VIDEO SUBTITLE TO
THE ELEVENTH GRADE STUDENTS' SPEAKING SKILL
AT SMK MUHAMMADIYAH 1 KEDIRI IN THE ACADEMIC YEAR 2016/2017**



By:

ANGKA YULIANTI

12.1.01.08.0068

Advised by:

- 1. Suhartono, M.Pd**
- 2. Agung Wicaksono, M.Pd**

**ENGLISH EDUCATION DEPARTMENT FACULTY OF TEACHER
TRAINING AND EDUCATION UNIVERSITY OF NUSANTARA
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Yang bertanda tangan di bawah ini:


Nama Lengkap : Angka Yulianti
NPM : 12.1.01.08.0068
Telepon/HP : 085655111653
Alamat Surel (Email) : angkayulianti@gmail.com
Judul Artikel : The Effect of Video Subtitle to the Eleventh Grade Students' Speaking Skill at SMK Muhammadiyah 1 Kediri in the Academic Year 2016/2017

Fakultas – Program Studi : FKIP – Pendidikan Bahasa Inggris
Nama Perguruan Tinggi : Universitas Nusantara PGRI Kediri
Alamat Perguruan Tinggi : Jl. K.H. Ahmad Dahlan No. 76, Mojoroto, Kediri, Jawa Timur 64112, Indonesia

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<p>Pembimbing I</p>  <p>Suhartono, M.Pd NIDN. 0714026901</p>	<p>Pembimbing II</p>  <p>Agung Wicaksono, M.Pd NIDN. 0711076802</p>	<p>Penulis,</p>  <p>Angka Yulianti NPM. 12.1.01.08.0068</p>

THE EFFECT OF VIDEO SUBTITLE TO THE ELEVENTH GRADE STUDENTS' SPEAKING SKILL AT SMK MUHAMMADIYAH 1 KEDIRI IN ACADEMIC YEAR 2016/2017

Angka Yulianti

12.1.01.08.0068

English Education Department

angkayulianti@gmail.com

Suhartono, M.Pd and Drs. Agung Wicaksono, M.Pd

UNIVERSITY OF NUSANTARA PGRI KEDIRI

ABSTRACT

The present research aims at investigating the effect of Video Subtitle to the eleventh grade students' speaking skill. The method used in this research was quantitative research. Experiment design was carried out in the implementation of the method. This research took place at SMK Muhammadiyah 1 Kediri. The subject of this research was the eleventh grade students of SMK Muhammadiyah 1 Kediri especially at XI class which consists of 14 students. For proposing the effect of Video Subtitle on the eleventh grade students, the study adopted pre and post-test design to measure students' speaking skill. The technique of data analysis which used was using T-test. The findings show that students' speaking skill statistically significant increase. In addition, the students enjoyed when they were learn using Video Subtitle. On the basis of the results obtained, it is recommended that Video Subtitle can be used in improving students' speaking skill.

Keywords: Speaking, Speaking Skill, Video Subtitle

I. BACKGROUND

Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information (Brown, 1994; Burns & Joyce, 1997). By speaking, students can express their idea, opinion, and information the skill orally. In speaking, students do not only practice alone but also build interaction with other. It means that speaking is a media to express idea, feeling, emotions and so forth. In addition, speaking in not only to communicated with other people but by speaking we can

get information or we can share our idea with other people. Language just possessed by human being to interact each other. Communication can be done at least by two people, there are speaker and hearer. The hearer must listen and understand what speaker says, and then gives a response. Speaking is a crucial means of presenting communication among individuals, and people usually judge individuals in the way they maintain the communication effectively. Therefore, people should be able to communicate

successfully and acceptably as well as intelligibly. Furthermore, speaking relates to successful life, since it occupies an important position both individually and socially. According to Nunan (1991:39) to most people, mastering the art of speaking is an important aspect of learning a second or foreign language, and success is measured in terms of the ability to perform a conversation in a language.

Good speaking is characterized by some factors of the most prominent one is fluency, but many students are hesitant and often make long pauses when they are speaking. In addition, students are demanded to speak accurately but many students make mistakes whenever they use the language. Students are also expected to speak appropriately but many students may use inappropriate language expressions, registers, implicatures, and other sociolinguistic features in certain contexts when they are expressing their ideas. Pronunciation including stress patterns, intonation, and articulation is also an important aspect of speaking. As Lindsay and Knight (2006:57) said that speaking is a complex task since it involves putting the message together, communicating, and interacting with other people, and learners need a lot of practice to develop this skill.

According to Huda (1999: 72) the oral communication is an important skill

required for the English language teachers, but it is the most difficult skill to develop.

Audiovisual material is becoming an increasingly popular tool in foreign language learning. It is a convenient way to supplement the learning done in the classroom, and it enables learners to be exposed to native-speaker input in meaningful and communicative situations. When it comes to language learning, there has been a growing emphasis on teaching English through multimedia technology in Indonesia.

Video allows us to introduce any aspect of real life into the language learning environment, contextualizing the learning process (Sherman, 2003:1). Besides, it can be used in many different instructional settings, from the classroom to online distance learning campuses. The great value of video lies in its combination of sounds, images, and sometimes text (in the form of subtitles), together with the socio-cultural information about habits, traditions, culture, etc.

A subtitled video clip provides a triple connection between image, sound and text, sound and text being linked by translation (Danan, 1992) when standard subtitles are used. The use of Video Subtitle in the teaching and learning process has important roles to improve the four language skill, especially speaking.

Video with subtitle can attract students' attention through the sounds and moving pictures so that they can be more motivated in learning English. In addition, it can help the teacher transfer the knowledge and materials and make the students understand the materials easily. It also adds variety in the classroom learning so that the students can be more motivated and the teaching and learning process can be more interesting and communicative. Video Subtitle enables the students to learn the use of English in real context and develop their listening, speaking and pronunciation skill through exposures to the native speakers' talk. Therefore, it is likely reasonable that Video Subtitle can be utilized as one of learning media to improve students' speaking skill.

SMK Muhammadiyah 1 Kediri is one of developing vocational high schools in Kediri. English is taught as a compulsory subject in this school. Improvement of students' language skill and competence becomes one of the priorities in SMK Muhammadiyah 1 Kediri. The facilities in this school are quite good. A computer laboratory with internet connection is available, LCD projectors are provided, but they are not used optimally in the teaching and learning process of English. Therefore, this study explored how Video Subtitle can improve students' speaking skill by utilizing

available media in this school. The study is hoped to contribute to further understanding of improving students' speaking skill through Video Subtitle in some specific places in Indonesia.

Dealing with the problem above, the researcher concerned in formulation of the research: "How far is the effect of using Video Subtitle in students' speaking skill to the eleventh grade students at *SMK Muhammadiyah 1 Kediri* in the academic year 2016/2017?"

II. METHOD

The method used in this research was quantitative research. Experiment design was carried out in the implementation of the method. Experiment was an approach to conduct quantitative research. Ary (2010: 265) defines an experiment as a scientific investigation in which the researcher manipulates one or more independent variables, controls any other relevant variables, and observes the effect of the manipulations on the dependent variable(s). While the technique of the research, the research used one-group pre-test-post-test design.

In the one-group pre-test and post-test design, a single group was observed not only after being exposed by a treatment, but also before. The pre-test and post-test were given to take the score of the student's achievement before and after

being taught by using Video Subtitle.

The writer decided to use a random sampling to choose the sample of the study. In this research the sample that used was XI class which consists of 14 students of SMK Muhammadiyah 1 Kediri.

The research instrument used to collect data because the variable that will be measured is speaking skill so we need to measure it accurately. Two Video Subtitles, one pre-test, one post-test were employed in this study. In order to gain qualified data, the data were collected by using speaking rubric. The rubric focused on five aspects of speaking. They were fluency, accuracy, pronunciation and comprehension.

The data will collected by test. Quantitative data will be taken from the students' score in pre-test, treatment, and post-test. The data in pre-test will be taken to know the students' speaking skill before treatment. In treatment, the data will collected twice; in action 1 and 2. The data was to know students' development during treatment. Then, post-test was taken to know students' ability in speaking skill after giving the treatment.

The first treatment of this research was done on Monday, August 8th 2016. The researcher taught speaking using video subtitle which took 90 minutes in every meeting. The researcher used KTSP curriculum which is covered by pre-

teaching, whilst teaching (exploration, elaboration, confirmation), and post teaching.

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In pre-teaching, the researcher greeted and checked students' attendance. After that the researcher and students prayed before teaching and learning process. Then, the researcher built the students' background knowledge about guest handling and explained it briefly. The last was the researcher asked the students to discuss about guest handling.

In whilst-teaching, there were three steps. They were exploration, elaboration, and confirmation. In the step of exploration, the researcher explained about the guest handling material and expressions used in guest handling. The next step was elaboration. In this step, the researcher made conducive situation and let the students to watch a video subtitle about guest handling spoken by local speaker. Researcher explains about the material, and then plays video subtitle about guest handling. Then students asked to identify

the video that shows by the researcher. In the middle, researcher stopped the video and asked students to repeat the difficult words in the video in order to improve their pronunciation. Researcher also stopped the video when find some strange words for students and explain about that words while also asked students to repeat those words in order to increase their vocabulary. Beside, researcher sometimes stopped the video and explains about grammar used in the video and asked them to repeat some sentences; this step can improve their fluency, pronunciation, grammar, comprehension and also vocabulary. After students watched the whole of the video, the researcher and students together discussed the video about new vocabulary their get, how to pronounce some difficult words in the video, and grammar used in the video.

In the post-teaching the researcher gave some times to the students to ask about the lesson today. Then the researcher gave confirmation and conclusion about the lesson that had learnt at that day.

The second treatment of this research was done on Tuesday, August 9th 2016. The step of the lesson also same with the first meeting, the difference is only in the video that students observed. In this meeting researcher played the video about guest handling spoken by native speaker. This is used in order to deepen

their understanding about guest handling by using many videos.

After getting the data from the score of pre-test and post-test, the data were computed by using t-test to find out if there is effect of teaching speaking by using Video Subtitle.

III. FINDING AND DISCUSSION

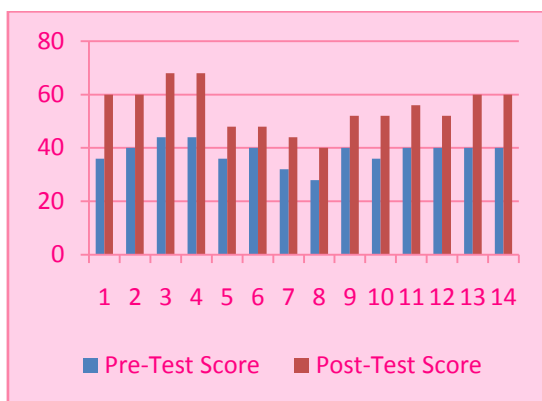
A. Finding

The findings show that students' speaking skill statically significant increase. It can be seen by comparing the result of pre-test and post-test. The total score of pre-test score was 536 and the mean of it was 38.28. It can be said that students' speaking skill of Eleventh Grade students in *SMK Muhammadiyah 1 Kediri* before being taught by using Video Subtitle are less. While the result of this research shows that the total of post-test score was 768. The mean score of post-test was 54.85. It means that the students' speaking score is increase after they taught by using Video Subtitle. The researcher takes conclusion that the process of treatment was successful. So, speaking skill at the eleventh grade students of *SMK Muhammadiyah 1 Kediri* after being taught using Video Subtitle was higher than before giving the treatment.

Based on the scores of pre-test and post-test above, it means that the students' score was increase after they were taught

by using Video Subtitle. There are some students who still got unsatisfying score. The total scores of D (difference score between pre-test and post-test) is 232. While the total scores of D^2 is 4224. The differentiation of the result of pre-test and post-test can be seen from this following chart.

Pre-Test and Post-Test Score



Based on the diagram above, it can be concluded that the result of post-test is higher than the result of pre-test. Mostly, the students got an increasing score. However, there are some students who got same score than they had in post-test. After it was analyzed, it is important to know the level of significance of the score. It is used to measure how far Video Subtitle can affect the students' speaking skill of *SMK Muhammadiyah 1 Kediri*. The scores above had showed the increasing score, but it has to measure by using the formula. According to Ary, Jacobs, Sorensen, and Razavieh (2010: 177) the result of the pre-test and post-test which were presented to the students could be analyzed by using T-test.

In testing hypotheses, the computation of t-score was compared to t-table. From the result of the data analyzes, the researcher found that t-score was 11.51 at the degree of freedom of 13, t-table was 3.012 at the level of significance 5% and 2.650 at the level of significance 1%.

Table of t-test based on level of significance 5% and 1%

Db	t-score	t-table		Ha
		1%	5%	
13	11.51	2.650	3.012	Accepted

Based on the table above, the result of this research shows that t-score is 11.51 at degree of freedom 13 and t-table is 2.650 at the level significant of 1%. It mean that t-score (11.51) > t-table at the level of significant 1% (2.650).

The data shows that t-score is higher than t-table in significant 1%. Therefore, the alternative hypothesis (Ha) is accepted and null hypothesis (Ho) is rejected. It can be concluded that Video Subtitle has very significant effect to eleventh grade students' speaking skill at *SMK Muhammadiyah 1 Kediri* in the academic year 2016/2017.

B. Discussion

The purpose of the researcher conducting this research was to find out the significant effect of Video Subtitle to the students' speaking skill to the eleventh

grade of *SMK Muhammadiyah 1 Kediri*.

Based on the research finding as explained before, the result shows that there is very significant effect of Video Subtitle to the students' speaking skill.

This research giving evidence that subtitle in the video give a lot helps to the students to improve their speaking skill, it supported by Vanderplank's statement, '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' (Vanderplank, 1988: 272-273).

By this study, researcher knows that video subtitle can improving students' speaking skill on fluency, pronunciation, vocabulary, grammar and comprehension. Students' pronunciation is better after taught by video subtitle. It supported by King (2002) by using subtitles in language learning activity students can learn how to pronounce many words, consciously and unconsciously.

In the other words, Video Subtitle is effective to be used in teaching speaking. It is proved by the difference score of pre-test and post-test. Before the students are taught using Video Subtitle, their total score of speaking test is 536 and the mean of the pre-test is 38.28. After they are taught by Video Subtitle, their total score

of speaking test is 768 and the mean of mean of the post-test 54.85. It can be said that the students' score is increasing after they are taught by Video Subtitle. Moreover, the result of t-score (11.51) is higher than t-table in the level of significance 1% (2.650). The difference means that there is very significant effect of Video Subtitle to the students' speaking skill.

In summary, Video Subtitle gave contribution to the students' speaking skill because Video Subtitle add variety in the classroom learning and able to attract students' attention through the sounds and moving pictures so that they can be more motivated in learning English and learning process can be more interesting and communicative. Also, it enables the students to learn the use of English in real context and develop their speaking and pronunciation skill through exposures to the native speakers' talk. It can be said that there is very significant effect of Video Subtitle to the eleventh grade students' speaking skill of *SMK Muhammadiyah 1 Kediri* in academic year 2016/2017.

IV. CONCLUSION AND SUGGESTION

A. Conclusion

Based on the explanation in the previous chapter, the researcher takes some conclusion of this research. It shows that

speaking is one of the skills that must be mastered by the students because by people usually judge individuals in the way they maintain the communication effectively. Video Subtitle is enjoyable media to stimulate their speaking skill so the students interested and motivated to speak in English.

After implementing, it can be concluded that there were some effective ways to improve the students speaking skill in class XI of *SMK Muhammadiyah 1 Kediri* in the academic year 2016/2017. It is proved by the result of t-score (11.51) is higher than t-table in the level of significance 1% (2.650). Besides, the students' speaking skill after being taught using Video Subtitle is increased. It is proved by the mean of post-test (54.85) that is higher than the mean of pre-test (38.28). It means that there is any effect of Video Subtitle to the students' speaking skill. Thus, this strategy should be applied in teaching speaking.

Using Video Subtitles as the teaching media could attract the students' attention during the teaching and learning process and could lift their motivation to follow the lesson. The use of Video Subtitles could give the students appropriate and authentic models of English so they could learn how to use the target language in real context of social situation. It also helped them to understand

the materials easily. It was effective to make the students familiar with English words and to speak in English in daily conversations. Moreover, the feedbacks on the students' works also completely lifted their motivation to speak in English fluently, accurately, and appropriately.

B. Suggestion

Based on the conclusion above, the researcher offers some suggestions for the teachers, students, and other researchers, they are as follows:

1. For the teacher

In conducting this research, the researcher found technical problems dealing with the teaching aids i.e. projector and speakers. Therefore, the researcher suggests to the teacher to prepare and make sure that the teaching aids can work well. Besides, it is important for the English teacher to be communicative so it can draw the students' attention. so the students' can concentration and give all of their attention in learning process.

2. For the students

The students should maintain their attitudes which can also motivate themselves to learn. They should participate actively in every task and activity which includes practices inside and outside the classroom in order to learn the language maximally.

3. Other researchers

Researcher suggest to next researcher to try this media in other grade for example in junior high school or senior high school. Researcher also suggests applying this media in different skill for example listening or writing. The Video Subtitles used in the teaching and learning also should be clear, attractive and set as a continuum so that the students do not feel confused when they get involved in video watching activities.

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