

**THE USE OF STANDARD AND BIMODAL
SUBTITLES TO FACILITATE STUDENTS'
VOCABULARY DEVELOPMENT**

THESIS

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of sarjana Pendidikan (S.Pd) in Teaching English



**UIN SUNAN AMPEL
S U R A B A Y A**

By
Habibatul Karimah
NIM D75214035

**ENGLISH TEACHER EDUCATION DEPARTMENT
TARBIYAH AND TEACHER TRAINING FACULTY
UIN SUNAN AMPEL
SURABAYA
2019**

PERNYATAAN KEASLIAN TULISAN

Yang bertanda tangan dibawah ini:

Nama : Habibatul Karimah

NIM : D75214035

Semester : X (Sepuluh)

Jurusan/Prodi : Pendidikan Bahasa Inggris

Fakultas : Tarbiyah dan Keguruan

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Surabaya, 03 July 2019

Pembuat Pernyataan,



Habibatul Karimah
D75214035

APPROVAL SHEET

This undergraduate thesis by Habibatul Karimah entitled "*The Use of Standard and Bimodal Subtitles to Facilitate Students Vocabulary Development*" has been approved by the thesis advisors for further approval by the Board of Examiners.

Surabaya, 03 July 2019

Advisor I,



Fitriah, Ph.D

NIP. 197610042009122001

Advisor II,



Drs. Muhtarom, M.Ed. Grad. Dip.TESOL

NIP. 196512201992031005

EXAMINER APPROVAL SHEET

This undergraduate thesis by Habibatul Karimah entitled "*The Use of Standard and Bimodal Subtitles to Facilitate Students Vocabulary Development*" has been examined on 03 July 2019 and approved by the Board of Examiners.



Dean,

Al Mas'ud M.Ag. M.Pd.I

NIP. 196301231993031002

Examiner I,

Mokhamad Syaifuddin, M.Ed

NIP. 197310131997031002

Examiner II,

Dr. M. Salik, M.A

NIP. 196712121994031002

Examiner III,

Fitriani, PdD

NIP. 19761004120092001

Examiner IV,

Rakhmawati, M.Pd

NIP. 197803172009122002



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SUNAN AMPEL SURABAYA
PERPUSTAKAAN

Jl. Jend. A. Yani 117 Surabaya 60237 Telp. 031-8431972 Fax.031-8413300
E-Mail: perpus@uinsby.ac.id

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KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS

Sebagai sivitas akademika UIN Sunan Ampel Surabaya, yang bertanda tangan di bawah ini, saya:

Nama : Habibatul Karimah
NIM : D75214035
Fakultas/Jurusan : Tarbiyah dan Keguruan / Pendidikan Bahasa Inggris
E-mail address : habibatulkarimah17@gmail.com

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Surabaya, 03 July 2019

Penulis

(Habibatul Karimah)
nama terang dan tanda tangan

ABSTRACT

Karimah, H. (2019). *The Use of Standard and Bimodal subtitles to facilitate Students' Vocabulary Development*. A thesis, English Education Department, Faculty of Education and Teacher Training, Uin Sunan Ampel Surabaya. Advisors: Fitriah, Phd and Drs. Muhtarom, M.Ed, Gred, Dip.Tesol.

Key word: *Implementation, Students Response, Subtitle, Bimodal Subtitle, Standard Subtitle, Vocabulary Development*

Vocabulary is the basis aspect in teaching language. Students will be able to communicate and understand the text when they know the word or meaning. However, most of the students have difficulties in understanding the meaning of the words, as they are lazy to memorize, and have lack of motivation. To overcome this problem the teacher needs suitable media for learning vocabulary such as watching with subtitle namely standard and bimodal. By watching movie with subtitle, the students can understand the contents of the story and enjoy the movie. This study aimed to examine how does the teacher use standard and bimodal subtitles to facilitate students' vocabulary development and the students responses toward the use of standard and bimodal subtitle of movie. The method used in this study was qualitative method. The data were collected through observation and questionnaire. The participant of of this study is the students of IX grade SMP Ta'miriyah Surabaya. The result of the study showed that in implementing standard subtitle, the teacher gave brainstorming such giving some question related to the material, showed the video with the title "Salad", gave exercise, asked the students to arrange the short story based on the video. While in implementing bimodal subtitle, the teacher reviewed the students about the last material, gave pre-reading activity, showed the video entitle "The Lazy Donkey", gave exercise, and also asked students to arrange the short story based on the video. Besides, concerning about the students' response toward the use of standard and bimodal subtitle, the majority of students prefer to use standard subtitle because standard subtitle use indonesian language, increase their vocabulary, and easy to understand the story of the movie.

ABSTRAK

Karimah, H (2019), Penggunaan Subtitle Standar dan Bimodal Untuk Memfasilitasi Perkembangan Kosakata Siswa. Skripsi prodi pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Sunan Ampel Surabaya, pembimbing : Fitriah, Phd and Drs. Muhtarom, M.Ed, Gred, Dip.Tesol.

Kata kunci: Pelaksanaan, Respon Siswa, Subtitle, Subtitle Standar, Subtitle Bimodal, Pengembangan Kosakata.

Kosakata adalah aspek dasar dalam mengajar bahasa. Siswa akan dapat berkomunikasi dan memahami teks ketika mereka tahu kata atau artinya. Namun, sebagian besar siswa kesulitan memahami makna kata-kata, karena mereka malas untuk menghafal, dan kurang motivasi. Untuk mengatasi masalah ini guru membutuhkan media yang cocok untuk belajar kosakata seperti menonton dengan subtitle yaitu standar dan bimodal. Dengan menonton film dengan subtitle, siswa dapat memahami isi cerita dan menikmati filmnya. Penelitian ini bertujuan untuk menguji bagaimana guru menggunakan subtitle standar dan bimodal untuk memfasilitasi pengembangan kosakata siswa dan respon siswa terhadap penggunaan subtitle film standar dan bimodal. Metode yang digunakan dalam penelitian ini adalah metode kualitatif. Data dikumpulkan melalui observasi dan kuesioner. Partisipan penelitian ini adalah siswa kelas IX SMP Ta'miriyah Surabaya. Hasil penelitian menunjukkan bahwa dalam menerapkan subtitle standar, guru memberikan brainstorming seperti memberikan beberapa pertanyaan terkait materi, menunjukkan video dengan judul "Salad", memberikan latihan, meminta siswa untuk menyusun cerita pendek berdasarkan video. Sementara dalam menerapkan subtitle bimodal, guru meninjau siswa tentang materi terakhir, memberikan kegiatan pre-reading, menunjukkan video berjudul "Keledai yang Malas", memberikan latihan, dan juga meminta siswa untuk menyusun cerita pendek berdasarkan video. Selain itu, mengenai tanggapan siswa terhadap penggunaan subtitle standar dan bimodal, mayoritas siswa lebih suka menggunakan subtitle standar karena subtitle standar menggunakan bahasa Indonesia, meningkatkan kosakata mereka, dan mudah untuk memahami kisah film.

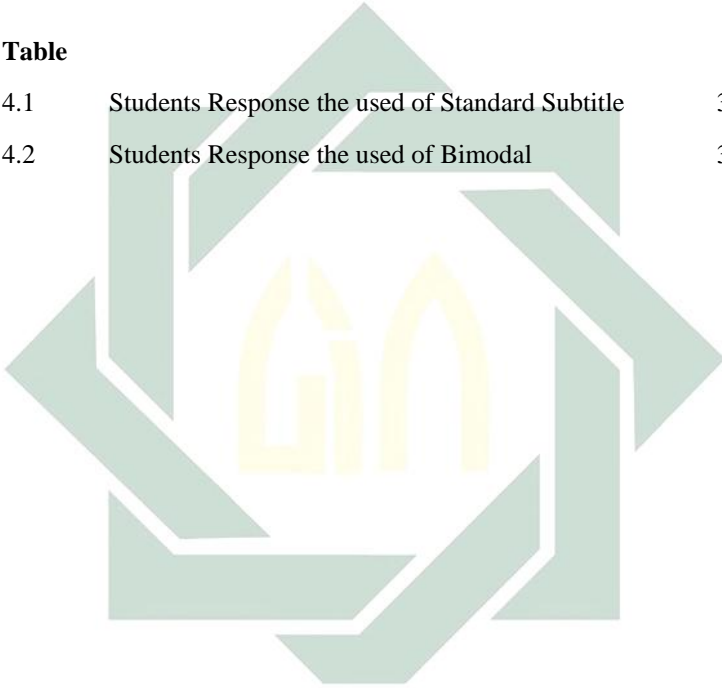
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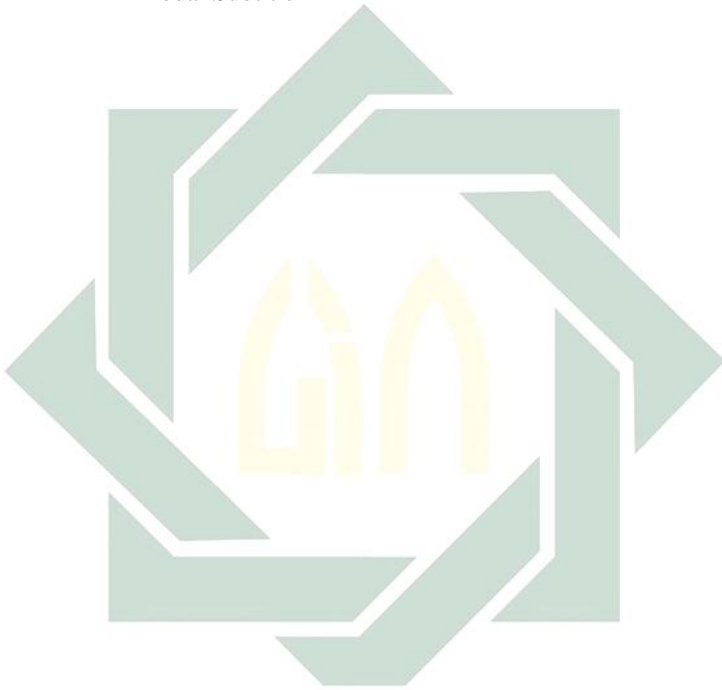
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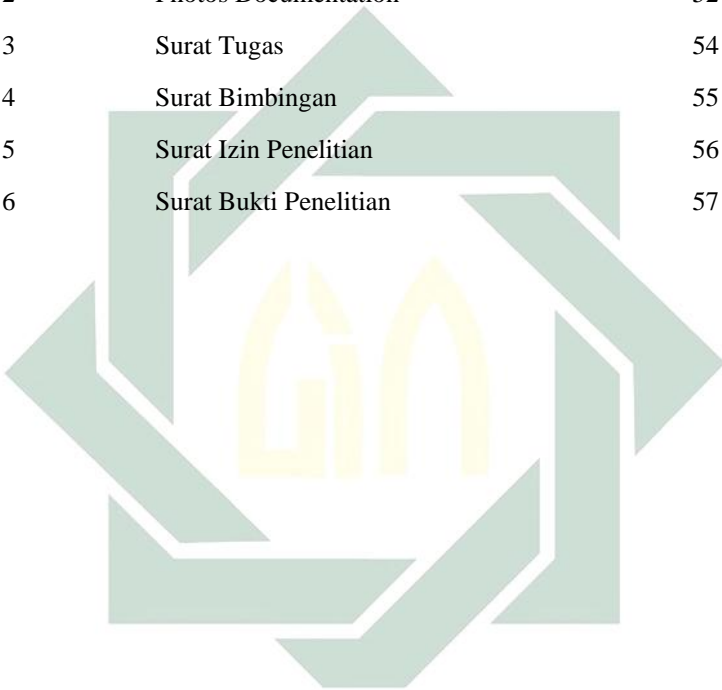
LIST OF ABBREVIATIONS

SMP	Sekolah Menengah Pertama
EFL	English Foreign Language
PET	Preliminary English Test
SPSS	Statistical Package for Social Sciences
SR	Student Response
STD	Standard Deviation



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CHAPTER 1 INTRODUCTION

This chapter focuses on the basic idea related to the study. It presents background of the study, Research question, and objectives of the study, significance of the study, scope and limitation of the study, definition of key terms

A. Background of The Study

Learning new words in foreign language is not always easy. Some studies showed that there are many factors that make students difficult to learn English vocabulary. As Tornbury stated, pronunciation, spelling, length and complicity, grammar, meaning, range, connotation and idiomaticity are the factors that cause the difficulties in learning of vocabulary.¹ In addition, other factors in the difficulties of learning vocabulary are that the students had difficulties in understanding or comprehending the meaning of unfamiliar words, students are lazy to memorize all unfamiliar words in text, and students were bored and unmotivated to learn.² It is supported by the evidence of learning process in SMP Ta'miriyah that the students had low motivation in learning English. So when they found unfamiliar words, they were difficult to know the meaning of those words. In addition, they felt bored in learning English.

By seeing this case, teacher needs something which can boost the interest of students during English lesson. One way to make it is by using movie as learning media. Movie is great for students to teach vocabulary.³ Movies motivate students not only to learn the target vocabulary but also to understand the target language better.⁴ It means that the students are not easy getting bored when the students are exposed to a movie. By watching an

¹Scott Tornbury, *How to Teach Vocabulary* (Longman: Cambridge University Press, 2002),27.

² Dian Ayuningtyas, Thesis: "Improving students Vocabulary Mastery Trough Extensive Reading Activity at Grade XI IPA 2 of SMAN 1 Pleret Bantul in The Academy Year 2011/2012" (Yogyakarta: Universitas of Yogyakarta, 2011), 2.

³Virve Ruusunen, Thesis: "*Using movie in EFL Teaching: the point of view of teachers*". (University of Jyväskylä,2011), 9.

⁴Adem Iscan, "Using Films in Vocabulary Teaching of Turkish as a Foreign Language". *Journal of education and Training studies*. Vol. 5 No. 5, May 2017, 28.

English movie as the audio-visual aid in the teaching-learning process; it helps students to improve their limited vocabulary, poor grammar, and listening skill.⁵

Although movie is appropriate for learning vocabulary, movie also can make students sometimes confused. For instance, if the students do not understand what the movie is talking about, it will make the students confused and bored. It is clear that the students need some help to understand the movie, and that is the function of subtitle. As Pertusa stated that vocabulary can be gaining by students by viewing a movie with subtitle.⁶ Through subtitle, the students learn some new words and phrases which help them to understand the context of the movie.

Subtitle is as a translation practice by showing a written text of the soundtrack in the movie. It is generally put on the lower part of the screen.⁷ The study of “Using Subtitled to Enliven Reading” also defined subtitle as the translation of the spoken language to the written with identical language.⁸ The subtitle usually appears at the bottom of the screen. Vanderplank states “for from being destruction 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”.⁹ A subtitle is an input to help students in developing language proficiency. By reading the subtitles, the students recognize the new and unfamiliar words. They learn how to pronounce the words. It can be seen that subtitle is useful to help students to improve their English vocabulary.

⁵Chiaye Khorsheed Faqe, “The Effectiveness of English Movie Subtitles in Vocabulary Learning Among Iraqi Kurdistan EFL Learners: Soran University EFL Learners As an Example”. *International Journal of Current Advanced Research*. Vol. 6 Issue 3, March 2017, 2590.

⁶Melisa A. Sterwart and Inmaculada Pertusa, “Gains to Language Learners from Viewing Target language Closed-Captioned Films”. *Foreign language Annals*. Vol. 37 No. 3. Fall 2004, 438.

⁷Jorge Diaz-Aline Remael, *Audio Translation:Subtitle* (New York: Routledge, 2014), 8.

⁸Yanlin Hwang, “Using Subtitles to Enliven Reading”. *English Language and Literature Studies*. Vol. 1 No. 1, June 2011, 2.

⁹Robert Vanderpalank, “ The Value Teletext Sub-titling in Language Learning” *ELT journal*. Vol. 42 Issue 4, October 1988, 272.

Zanon divides the types of subtitle into three types, those are bimodal subtitling, standard subtitling, and reversed subtitling. First, bimodal subtitling is translation from English dialogues to English subtitles. Secondly, standard subtitling is translation from English dialogues to subtitles in the learners' mother tongue'. The last, reversed subtitling is translation from the learners' mother tongue dialogues to English subtitles.¹⁰ Based on preliminary research, English teachers at SMP Ta'miriyah used standard and bimodal subtitles in teaching-learning process. Therefore, the researcher only focuses on standard and bimodal subtitles in this research.

As stated before, a subtitle has benefit for the students. There are many advantages of subtitle which has not been mentioned, such as motivating students to learn English. The students can listen to the dialogues in the movie, learn how to pronounce some words, develop word recognition, reinforce students' understanding of English context-bound expressions, and follow a plot of the story easily.¹¹ In addition, presenting audio with the written text at the same time is good for recording spoken words and increasing language memory.

There have been some studies who already studied about subtitle in movie as the tools to improve students' vocabulary development. Seyed Jalal Abdol Manafi Rokni has conducted the research entitled "The Effect of Movie Subtitles on EFL Learners' Oral Performance". The objective of the study is to examine whether English movies with and without subtitles can help to improve Iranian intermediate learners' speaking ability. The research focuses on speaking, and the method that the researcher used is experimental research. The participants were 38 intermediate Iranian learners of English randomly selected from Novin institute in Gorgan, Iran. To collect the data, this researcher use questionnaire, and interview as the instrument.

Another research has been conducted by Yanling Hwang, the title is "Using Subtitled to enliven Reading". Yanling Hwang has investigated whether video English captions improve or

¹⁰N. T. Zanon, "Using Subtitles to Enhance Foreign Language Learning". *Porta Linguarum*. Vol. 6, 48.

¹¹Jane King, "Using DVD feature films in the EFL classroom". *Computer Assisted Language Learning*. Vol. 15 Issue. 5, February 2002, 515.

impede EFL students' reading comprehension. This research focused on the improvement of students' reading comprehension. The subject of the research is freshmen at the university in Taiwan. The method that the researcher used is experimental. The instrument of the research is testing. Another one is a research entitled "The Effect of BBC World Clips With and Without Subtitles on Intermediate EFL Learners' Vocabulary Development" which was conducted by Effat Heidari Sirman. This study was aimed to investigate the influence of subtitled video clips on learners' vocabulary learning. The researcher used an experimental method. Intermediate learners in Pardis Memar Institute in Bandar Abbas, Iran, participated in this study. There are three instruments used for gathering data, those are a standard proficiency test and vocabulary tests as pre and posttest.

The last, "Effects of Bimodal Subtitling of English Movies on Content Comprehension and Vocabulary Recognition" by Aida Etemadi. The object of the research is to investigate the effect of bimodal subtitling on content comprehension of English movies and vocabulary recognition of Iranian EFL students. The research uses experimental method. Two different tests were used for each movie to collect the data. A set of ten multiple choice comprehension questions and another ten multiple choice vocabulary questions were developed by the researcher for each movie. Forty four senior undergraduate students studying at Shiraz Islamic Azad University were selected from two intact classes of Tapes and Films Translation course. The result shows that bimodal subtitling had positive impact on content comprehension of English movie.

Referring to the previous studies, this research focuses on the use of subtitle on students' vocabulary development. While the previous studies focus on the different aspect, those are the use of subtitle on speaking and reading skill. Generally, the previous research investigates the effect of the use of subtitle while the present researcher investigates the implementation of standard and bimodal subtitles of movie in facilitating students' vocabulary development and the response of students about the subtitles. In addition, most of the participants of the previous research are university students, while the participants of this research are students of junior high school.

B. Research Questions

1. How is the implementation of "standard and bimodal" subtitles to facilitate students' vocabulary development?
2. How are the students' responses toward the use of "standard and bimodal" subtitle in facilitating students' vocabulary development?

C. Objectives of The Study

1. To know the implementation of standard and bimodal subtitle to facilitate students' vocabulary development.
2. To know the students' responses toward the use of standard and bimodal subtitle in building students vocabulary in facilitating students' vocabulary development.

D. Significance of The Study

1. For the teacher
The teacher will know the students' responses toward the implementation of standard and bimodal subtitle. Then, teacher can use appropriate subtitle according to students' responses.
2. For the students
This study will give information about the implementation of standard and bimodal subtitle in facilitating students' vocabulary development.
3. For the researcher
The information of the study may become references and ideas for the next researcher who conducted the study about the use of subtitle in movie.

E. Scope and Limitation of The Study

The scope of the study is focus on describing the implementation of standard and bimodal subtitles to facilitate students' vocabulary development. In this case, the researcher focuses on two kinds of subtitle because the school only implements two kinds of subtitles. Those are standard and bimodal subtitle used in teaching and learning process. In implementing two kinds of subtitle, the first is opening that include brainstorming and reviewing. The next is while-activity such as showing the movie, exercising, and summarizing. The

last is closing. In addition, this study identifies the students' response of using standard and bimodal subtitles in teaching learning process. The limitation of this study is the students of IX-C grade in SMP Ta'miriyah Surabaya 2018/2019.

F. Definition of Key Terms

1. **Implementation**
Implementation is act of putting a plan into action or of starting to use something.¹² Implementation refers to procedure how to use standard and bimodal subtitle.
2. **Students' response**
Response is a reaction to a question, experience, or some other types of stimulus.¹³ Students' response refers to students' reaction to the use of standard and bimodal subtitle of movie to facilitate students' vocabulary development.
3. **Subtitle**
Subtitle is a translation practice that consists of presenting a written text.¹⁴ In this study subtitle refers to translation of English movie used as learning media.
4. **Bimodal subtitle**
Bimodal subtitle is a translation from English dialogues to English subtitles.¹⁵ In this research, the term bimodal subtitle refers to English translation of English audio of movie.
5. **Standard subtitle**
Standard subtitle is a translation from English dialogues to subtitles in the learners' mother tongue.¹⁶ In this research, the term standard subtitle refers to Indonesia translation to English audio of Movie.

¹² <https://dictionary.cambridge.org/dictionary/english/implementation>

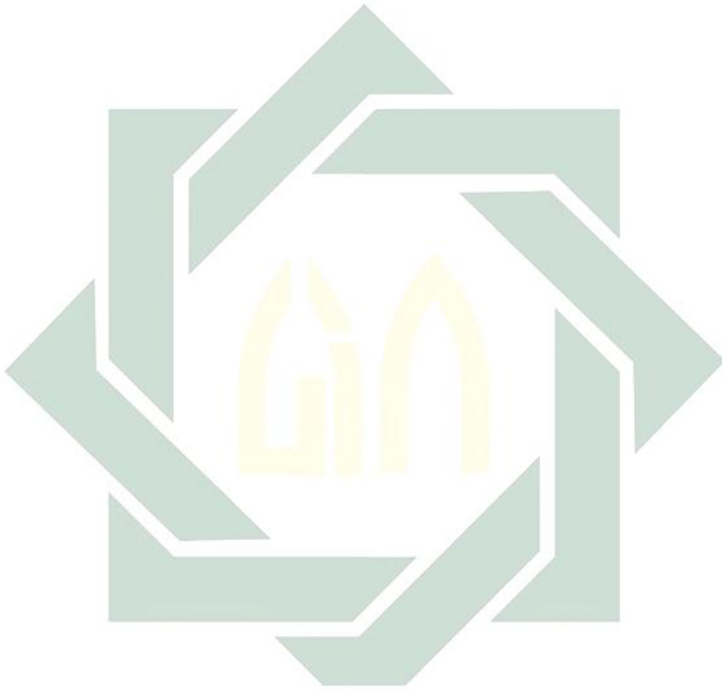
¹³ <https://www.vocabulary.com/dictionary/response>

¹⁴ Jorge Diaz and Aline Remael, *Audio Translation: Subtitle* (New York: Routledge, 2014), 8.

¹⁵ N. T. Zanon, "Using Subtitles to Enhance Foreign Language Learning". *Porta Linguarum*. Vol. 6, 48.

¹⁶ *Ibid*, 49.

6. Vocabulary development
Vocabulary Development is learning more about words.¹⁷
In this research, vocabulary Development refers to the amount of English words that are learnt more by ninth students at SMP Ta'miriyah.



¹⁷Lynne Cameron, *Teaching Languages Young Learners* (Cambridge University Press, 2001), 73.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter explains about theoretical frameworks that support this research. The theories are related to vocabulary, subtitle, types of subtitle, the advantages of subtitle, and some previous studies related to this research.

A. Vocabulary

1. Definition of Vocabulary

There are some definitions of vocabulary. According to Richard and Renandya, vocabulary is a main component of language proficiency. It is also the basis of the learners' ability in speaking, listening, reading and writing.¹⁸ It means that, to master four skills in learning English we must have a lot of vocabularies, but if we are lack of vocabulary we will get difficulties to master those skills. Hence, in order to be able to communicate well in a foreign language, the learners must obtain adequate amount of words.

In addition, Penny Ur stated that vocabulary is the words which are taught in the foreign language.¹⁹ It refers to all words in the foreign language that have been taught by teachers for the students. In order to make the students can use the words to make a correct sentence and communicate well the native speakers of the target language learned. Without vocabulary, no one can speak or understand the foreign language that is learned.

Cameron states that building up a useful vocabulary is the important thing in learning a foreign language at primary level.²⁰ It is a fact that teaching vocabulary is a significant factor in the language teaching. By mastering the words correctly, students can avoid misunderstanding among others. Mastering vocabulary also can increase students' confidence in a community. Vocabulary is the most important thing in getting a new language that makes communication possible.

¹⁸J.C Richard, and RenAndya, W.A. *Methodology in Language Teaching: And Anthology of Current Practice* (New York: Cambridge University Press, 2002), 255.

¹⁹Penny Ur, *A course in Language Teaching* (Cambridge University Press, 1991), 60.

²⁰Cameron Lynne, *Teaching Language to Young Learners* (New York:Cambridge, 2001), 72.

2. The Importance of Vocabulary

Vocabulary is the important factor in the language teaching and learning especially in English because words are essential for communications. The students can express their ideas and understand the other people's idea if they have enough vocabulary. Therefore, vocabulary becomes the most important thing that must be improved by students when they want to be success to improve their skill. Pasty stated that the importance of vocabulary seems very clear. As it has often been remarked, we can communicate using words that are not placed in the correct order, pronounced perfectly, or marked with the appropriate grammatical morphemes, but communication often breaks down if we do not use the correct words. Although circumlocution and gestures can sometimes compensate, the importance of vocabulary can hardly be over-estimated.²¹

David Wilkins states that without grammar, very little can be conveyed in communication, and without vocabulary, nothing can be conveyed well.²² It means that, without grammar listener will not be able to understand what the speaker means, without vocabulary speaker cannot express their idea and listener cannot understand what speaker means. So, vocabulary is the main element in communication.

3. Kinds of Vocabulary

According to Nations, there are two kinds of vocabulary. They are receptive vocabulary and productive vocabulary.²³ First, receptive vocabulary is an idea that received language input from others through listening or reading and tries to comprehend it. Here, receptive vocabulary is called Passive vocabulary. Second, productive carries is an idea that produced language forms by speaking and writing to convey messages to others. It is also called an active vocabulary.

²¹Pasty M.Lightbown - Nina Spada, *How Language Are Learned Third Edition* (New York:Oxford University Press, 2006), 96.

²²Scott Thornbury, *How to Teach Vocabulary* (Longman, 2002), 13.

²³I. S. P. Nation, *Learning Vocabulary in Another Language* (Cambridge Applied Linguistics, 2000), 37.

Furthermore, Johnson classified four different classes of vocabulary. They are listening vocabulary, speaking vocabulary, reading vocabulary and writing vocabulary.²⁴

Listening vocabulary are the words we hear and understand. This part is the main important to build a new vocabulary. Next, speaking vocabulary are the words we use in conversation. Then, reading vocabulary are the words that we are able to read. Most of students enter school with very few words in their reading vocabulary. As stated earlier in this book, learning to read is much easier if students are reading words in their listening and speaking vocabularies. Thus, increasing the number of words in students' listening vocabularies makes learning to read easier. Last, writing vocabulary are the words we use to express ourselves in written form. This is usually the smallest of the four vocabularies. We write using only those words we can read and understand. Just like listening and speaking vocabularies, our reading vocabulary is larger than our writing vocabulary.

In addition, students must know the types of vocabulary. They fall into one of eight different word classes:²⁵

- a. Noun is a word that refers to a person, a place or a thing. For example; bits, pieces, record, player.
- b. Pronoun is defined as a word used instead of a noun. For example; I, you, they, me, you, them
- c. Verb is a word or a phrase that expresses an action. For example; like, looking, doing, to look.
- d. Adjective is a word that describes a noun. For example; old, second-hand, new.
- e. Adverb is word that adds information to a verb. For example; up, quickly, at home.
- f. Preposition is a word used before a noun or pronoun to show place, position, time or method. For example; for, like.

²⁴Andrew P. Johnson, *Teaching Reading and Writing: A guide Book for Tutoring and Remediating Students. Maryland* (Maryland:Rowman and Littlefield Education, 2008), 93.

²⁵ Scott Thornbury, *How to Teach Vocabulary* (England: Longman, 2002), 3.

- g. Conjunction is a word which connect the word. For example; and, or, but.
- h. Determiner is definite article, indefinite article, possessives, demonstrate and quantifiers. For example; this, those, my, which.²⁶

4. An aspect of learning vocabulary

According to Penny Ur, some aspects of vocabulary should be taught or mastered by students in learning the foreign language, such as:²⁷

- a. Form “pronunciation and spelling”
The learner has to know what a word sounds like (its pronunciation) and what it looks like (it’s spelling).
- b. Grammar
The grammar of a new item will be necessary to be taught if this is not obviously covered by general grammatical rules.
- c. Collocation
The collocation typical of particular items is another factor that makes a particular combination of sound “right” and “wrong” in a given context.
- d. Aspect of Meaning
The meaning of a word is primarily what it refers to in the real world, its denotation; this is often the sort of definition that is given in a dictionary. A less obvious component of the meaning of an item is its connotation: the association, or positive or negative feeling it evokes, which may or may not be indicated in a dictionary definition. A more subtle aspect of meaning that often needs to be taught is whether a particular item is the appropriate one to use in a certain context or not.
- e. An aspect of meaning; meaning relationship
How the meaning of one item relates to the meaning of others can also be useful in teaching. There are various such relationships. Here are some of the main ones.

²⁶Anne Seaton, *Basic English Grammar foe English Language Learners Book 1* (United State saddle back education, 2007), 71.

²⁷Penny Ur, *A course in Language Teaching* (Cambridge University Press, 1991), 60-62.

- 1) Synonyms: item that mean the same, or nearly the same; for example, bright, clever, smart may serve as synonym of intelligent.
- 2) Antonym: items that mean the opposite; rich is an antonym of poor.
- 3) Hyponyms: items that serve as specific examples of general concept; dog, lion, mouse are hyponyms of an animal.
- 4) Co-hyponym or co-ordinates: other items that are the same kind of thing red, blue, green and brown are co-ordinates.
- 5) Super ordinate: general concepts that cover specific items; an animal is the super ordinate of dog, lion, mouse.
- 6) Translation: word or expression in the learners' mother tongue that is more or less equivalent meaning to the item being taught. In this research, the researcher focuses on the aspect of meaning.
- 7) Word formation
The last aspect is word formation defined as how one-word or multi-word can often be broken down into their component. Exactly how these bits are put together is another piece of useful information- perhaps mainly for 15 more advanced learners.

B. Subtitle

1. Definition of Subtitle

Subtitle is as a translation practice that consists of presenting a written text, generally on the lower part of the screen, that discursive elements that appear in the image (letters, inserts, graffiti, inscriptions, placards, and the like), and the information that is contained on the soundtrack, such as; songs and voices off. Jan Pedersen stated that “Subtitled is lines at the bottom of the screen that display a translation of the dialogue”.²⁸

Although subtitles are often utilized as a pedagogic tool in second and foreign language classrooms, these are

²⁸Jan Pedersen, *Subtitle Norms for Televison* (Banjamins Translation Library, 2012), 8.

usually employed for helping students to understand a film they are watching. According to Harji, subtitles video is a video that represents words and pictures in oral and visual form are more probable to activate both coding systems in the processing than words or pictures alone.²⁹

2. Types of Subtitle

Zanon distinguishes three types of subtitling as follows:³⁰

- a. Bimodal subtitling: from English dialogues to English subtitles.
- b. Standard subtitling: from English dialogues to subtitles in the learners' mother tongue'.
- c. Reversed subtitling: from dialogues in the learners' mother tongue to English subtitles.

Another opinions from Cordella stated that subtitles are divided into intralingual and interlingual types.³¹ Intralingual can called as bimodal subtitling and interlingual can calles as standard subtitling. In this case, the researcher can calles as standard and bimodal subtitles.

3. Advantages of Using Subtitle

- a. Subtitles can reinforce the understanding of English context-bound expressions, and allow learners to acquire new vocabulary and idioms.
- b. They offer students the possibility of learning to pronounce certain words, consciously or unconsciously.
- c. Learners can develop word recognition.
- d. Students can learn to process text rapidly and improve rapid reading so that they can keep up with the subtitles that accompany the dialogues. Students

²⁹Madhubala Bava Harji, et.al., "The Effect of Viewing Subtitled Videos on Vocabulary Learning". *Journal of College Teaching and Learning*. Vol. 7 No. 9, September 2010, 38

³⁰N. T.Zanon, "Using subtitles to enhance foreign language learning". *Porta Linguarum*. Vol. 6, 48.

³¹ Marisa Cordella, "Discourse Analysis and The Subtitles of Documentaries: the case of The Children of Russia". *ODISEA*. Vol. 7, 2006, 78.

- immediately understand the movie by reading the subtitle.
- e. Captions allow learners to follow the plot easily.
 - f. They can motivate students to study English outside the classroom context, especially by trying to listen to the dialogues in original version films.
 - g. Students can understand jokes that would be hard to get without the help of the captions and enjoy the experience.³²

In addition, Koolstra and Beentjes claimed that students had to watch a subtitled movie with high frequency for learning vocabulary from it.³³ If the learners often watching the movie, students can build a new vocabulary easily. Not only recognizing new vocabulary, but they may also learn new idioms and expressions included in the movie. Moreover, it might also develop other skills of the students, such as reading or listening comprehension, and even pronunciation. Therefore, watching English movies with subtitles is actually an effective method to improve the English vocabulary.

4. The Use of Movie as Media in Language Teaching Process

Even though movie is one of media that commonly used by the teacher to entertain and motivate the students in teaching-learning process, the use of this media is not easy.

The teacher should consider some aspects when using movies in language teaching.³⁴ First, the teacher should choose movies that suitable for students' proficiency level, students' needs, and instructional and curricular objectives. The teacher should preview and select the movie carefully. It is important to choose topics that are relevant to the learning.

³² Jane King, "Using DVD Feature Films in the EFL Classroom". *Computer Assisted Language Learning*. February 2002,515-516.

³³Cees M. Koolstra and Johannes W. J. Beentjes, "Children's Vocabulary Acquisition in Foreign Language through Watching Subtitled Television Programs at Home". *Journal of Psycholinguistic Research*. Vol.47 No.1, 1999, 51.

³⁴ Virve Ruusunen, Master's Thesis: "*Using Movies in EFL Teaching*" (University of Jyväskylä, 2011), 34.

In this study, the teacher chooses short cartoon movie with the theme of narrative story.

The second aspect that should be considered is classroom activities. The activities should consist of pre viewing, during viewing, and post viewing. In pre viewing activities, the teacher can prepare the students for actual viewing of the movie. The examples of this activity are brainstorming, problem solving discussion of the title, recognizing vocabulary, and so on. While during viewing activities facilitate viewing of the movie. The examples of during viewing activities are directed listening, information gathering, and film interruption. Film interruption helps the teacher to control the students' understanding of the movie. Last, the teacher gives post viewing activities to stimulate both written and oral use of the target language using information from the movie, for instance, summarizing the movie, discussion, using notes for writing practices, role play or debates.

Meanwhile, in the study of Moskovich and Sharf, it is stated that before screening the movie, students get worksheet to prepare them for attentive viewing. The work sheet is used three stages of pre viewing, during viewing, and post viewing.³⁵ In pre viewing stage, it gives introduction to the students about new vocabulary in the movie, clarify cinematic terminology, and discuss what is required during the viewing. Then, in the next stage that is during viewing, the students listen and focus on the movie to gather the information. Last, post viewing activity is about students' evaluation of the film such as class discussion and debate.

The last aspect that teacher should consider is making full use of the movie. It is important to try to exploit all the positive sides that a film can offer on language teaching.³⁶ For instance visuality is obviously a great part of films, and it can help also the weaker students to follow the film and understand what is happening. There are non-verbal signals in

³⁵Yaffa Moskovich and Simha Sharf "Using Films as a Tool fo Active Learning in Teaching Sociology". Vol. 12 No. 1, 2012, 56.

³⁶Margaret Allan, *Teaching English with video* (London: Longman, 1985), 66.

a film, for instance gestures, facial expressions, eye contact, posture, proximity, appearance and setting.

C. Media as Language Learning

1. Definition of Media

Media is any kind of format, things used to convey information from the sender to the receiver.³⁷ It means that media is anything used by teacher to deliver the material to the students. Similarly, Wanda defines media as a creative tool used in providing learning material to students so that the teaching and learning process is more effective, efficient and fun.³⁸

Media is beneficial for both teacher and learner because it supports the process of teaching-learning in the classroom and it helps the teacher to transfer the knowledge to the students. Media can motivate students to be more interested to the learning. The students are able to understand the message better as the materials are presented and easier to get the materials. In addition, Harmer states that as a language teacher, variety of teaching aids are needed to explain language meaning and construction, engage students in a topic or as the basis of a whole activity.³⁹ More simply, it can be concluded that media is a tool that helps a teacher in delivering material and engaging the students in the activity in the teaching and learning process.

2. Kinds of Media

Media is divided into three kinds such as audio media, visual media and audiovisual media.⁴⁰

³⁷ Nuhung Ruis, et.al., *Instructional Media* (Jakarta: Ministry of National Education, 2009), 2.

³⁸Wanda Wibawan, *Desain dan Pemrograman Multimedia Pembelajaran Interaktif*. (Jember :Penerbit Cerdas Ulet Kreatif, 2017), 6.

³⁹J. Harmer, *The practice of English Language Teaching* (Harlow,England: Pearson Education, 2001), 134.

⁴⁰Wai Meng Chan, et.al., *Media in Foreign Language Teaching and Learning* (Boston: De Gruyter Mouton, 2011), 3.

a. Audio media

Audio media is media for teaching which involves the sense of sound, such as radio and tape recording.

b. Visual media

Visual media is teaching media which is related to the sense of view, such as picture, chart, timeline, and image.

c. Audiovisual

Audiovisual media is teaching media which is related to the sense of view and sound, such as television, movie, and video. Audio visual involves two elements that are mutually united namely audio and visual. From audio element, the students are able to receive learning messages through listening, while the visual element allows students to learn the message through seeing or reading. In this study, the researcher focuses on the use of the audio visual media. The researcher uses movie as media to learn vocabulary that accompanied by subtitle.

According to Danan, there are several reasons for using audiovisual material in learning the second language. The first, this media can enhance students' learners' foreign language comprehension skills. Secondly, they learn language learning by helping students visualize what they hear. Thirdly, they improve language comprehension, such as greater processing depth.⁴¹

3. Advantages of media in Teaching learning process

In Teaching and learning process, Media can create good communication between teacher and students. Using media in learning process can make the students become interest and can create good atmosphere in the classroom. According to Celce Murcia, there are some advantages of using media.⁴²

⁴¹ Martine Danan, "Captioning Subtitling : Under Valued Language Learning strategies" Vol. 29 No.1 , April 2004, 67.

⁴²Marianne Celce-Murcia, *Teaching English as a Second or Foreign Language Third edition* (Thomson Learning:Heinle&Heinle, 2001), 461.

1. Media is the best motivator in the language teaching process. It makes the language teaching process more entertaining and enjoyable.
2. Audiovisual material provides students with content, meaning, and guidance. They thus create contextualized situation within which language items are presented and practiced. Audiovisual media such as movie assists the learners' comprehension by enabling them to listen to language exchanges and see such visual supports as facial expressions and gestures simultaneously. Moreover, this present study supports the visual element such as subtitle to make students understand what the conversation talk.
3. Media can lend authenticity to the classroom situation, for students the direct relation between the language classroom and the outside World. It provides the examples of English used in real situations outside the classroom, particularly the language of real-life conversation.
4. Media provide a way of addressing the needs of both visual and auditory learners.
5. By bringing media into the classroom, teacher can expose their students to multiple input source.
6. Media helps students Call up existing schemata and therefore maximizes their use of prior background knowledge in the language learning process.
7. Media provides a means of presenting material in a time-efficient and compact manner, and of stimulating students' sense, thereby helping them to process information more readily.

Furthermore, Reiser and Dick explain some advantages or importance of the media.⁴³ One of the advantages of using media is that media can motivate students in learning activity. Some media can be used to invite students' attention to focus on the material and to arouse their curiosity by presenting

⁴³ Robert A. Reiser and Walter Dick, *Instructional Planning 2nd Ed* (USA: Allyn and Bacon, 1996), 70.

various images and sounds. Media can be used to present information that is needed to deliver the message to the students.

4. Previous Study

There are several Researches related to this research. Amin Saed, Arash Yazdani, Mohsen Askary have conducted the research entitled “Film Subtitles and Listening Comprehension Ability of Intermediate EFL Learners”. The purpose of the research is to determine the effectiveness of an intralingually subtitled film in improving learners’ listening comprehension. The design of this study is quasi-experimental. In the research, the researcher used two types of test as instrument, such as; English Language Proficiency Test which contains 70 multiple choice items to select a homogeneous group, and comprehension test which contains six sets of multiple choice tests to test participants’ comprehension. Based on the result, the research showed that subtitles in the English language helped student with a better listening comprehension and gave the students the opportunity to receive visual as well as auditory messages.

Another similar research has been conducted by Fatemeh Khos Ayand entitled “Effects of English and Persian Subtitles on Oral Fluency and Accuracy of Intermediate Iranian EFL Learners”. The research explored the effects of employing English and Persian subtitles on the Iranian EFL learners’ oral fluency and accuracy. The instruments of the research are PET (Preliminary English Test) to select the participants, pre-test of fluency and accuracy and post-test. Then, the researcher analyzes the obtained data via SPSS. This study focused on learners’ speaking skill. The film which was used in this study was *Museums of the World 2* intended for intermediate learners and had both English and Persian subtitles. The findings of this research study displayed the substantial positive effects of English and Persian subtitles on improvement of Iranian EFL learners’ oral fluency and accuracy, but failed to show significant differences between the experimental groups.

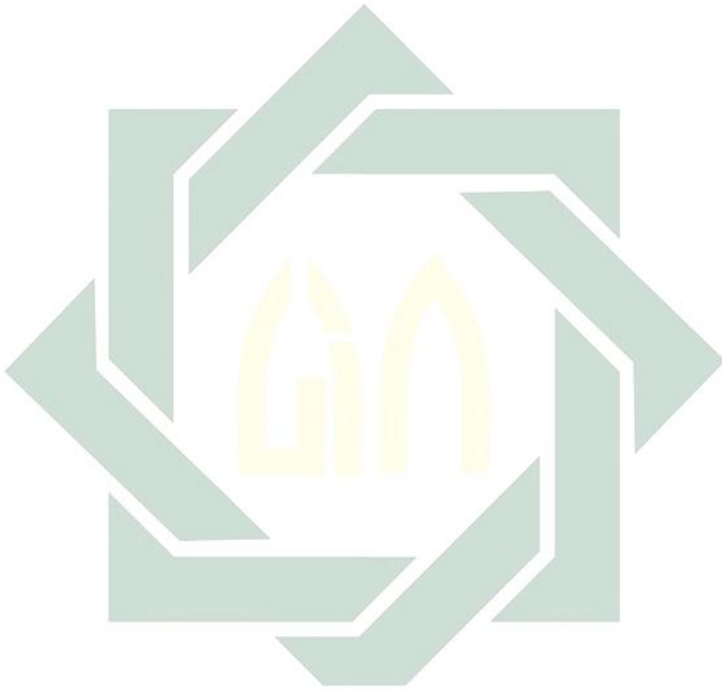
The Third research has been done by Khabibollah Ahmad entitled “The Effectiveness of English Movie’s Subtitle to improve Students’ Writing Skill at SMP Wachid Hasyim 7 Surabaya. The objective of the study is to find out the effectiveness of using English subtitles in writing skill for secondary students’ level. The subject of the study is eight grade students at SMP Wachid Hasyim 7 Surabaya. The study used observations’ checklist and documents as the instruments. The study used Quantitative experimental research. Based on the result, the researcher stated that effectiveness English movies subtitle to improve students writing skill at SMPWachidHasyim7 Surabaya is good.

The next research is done by Anugrah Febrian Syam in Bulukumba entitled “Subtitled Films and Learning Listening Comprehension”. The aim of the research is to find out the possible effect of subtitled and non-subtitled movies on students’ listening achievement, and the difference between using subtitled and non-subtitled movies in students’ listening comprehension. The data were collected using the IELTS listening test. The study took place in the second year English class at a teacher’s college, Sekolah Tinggi Keguruan dan Ilmu Pendidikan in Bulukumba, Indonesia. The study used experimental design. The result showed that subtitled group exercised a better performance than non-subtitled group.

The last study comes from Soledad Zarate and Joseph Eliahoo entitled “Word recognition and content comprehension of subtitles for television by deaf Children”. The study explores how deaf children read subtitles on television. The participants recruited from years 3 to 6 of a mainstream school with a hearing impairment unit – were exposed to both broadcast and enhanced subtitles and their performances were compared. The result showed that the median of word recognition total score for enhanced subtitles is 6.5 against 5.5 for broadcast subtitles.

In general, most of the researches used experimental design to know the effectiveness of subtitle. However, the previous study focus on different skill such as writing, reading, listening, and speaking. While this current study focus on vocabulary aspect. Then, the previous study only

explores the effect of subtitle. This current study will investigate the use of subtitle and also the responses from students toward the use of subtitle in teaching-learning process.



CHAPTER III RESEARCH METHODOLOGY

This chapter explains the method that used in this study. It consists of research approach and design, research setting, participant, data and source of data, data collection techniques, research instruments, data analysis technique, and research stages.

A. Research Approach and Design

The study used qualitative method. Qualitative method is exploring and understanding the meaning individuals or groups refer to a social or human problem.⁴⁴ In qualitative method, there are four design such as narrative research, phenomenology, grounded theory, ethnographies, and case study. Here the researcher used case study as the design of this study. case study is a design of research found in many fields, especially evaluation. In which the researcher develops an in-depth analysis of a case, often a program, event, activity process, or one or more individuals.⁴⁵ In this study, the researcher try to understand the process of implementation of standard and bimodal subtitles of movie by teacher and the students' response toward the use of standard and bimodal subtitles of movie. Therefore, qualitative descriptive design is suitable for this study.

B. Research Setting

This study was conducted at SMP Ta'miriyah which located on Jln. Indrapura 2 Surabaya, Jawa Timur.

C. Research Subject

This research involved ninth grade students of SMP Ta'miriyah Surabaya. The researcher only used one class of ninth grade, which is 9C class because the number of the students are more than other classes. The researcher took the data from 30 students in the class. The researcher took data by observing the process of teaching-learning of narrative text using standard and bimodal subtitle, and giving questionnaire to the students of 9C class.

⁴⁴ John W. Creswell, *Research design: qualitative, quantitative, and mixed method approaches* (London: Sage Publications, 2014),13.

⁴⁵ *Ibid*, 14.

D. Data and Source of Data

1. Types of Data

a. Primary Data

Primary data is data which collected by the researcher directly to get the original data.⁴⁶ The primary data of this study is the process of teacher implementing standard and bimodal subtitles of movie in English classroom.

b. Secondary Data

Secondary data is supporting data which already collected from some sources.⁴⁷ The secondary data is the response of students using standard and bimodal subtitles of movie in English classroom.

2. Source of Data

The source of the data is the teaching-learning process using standard and bimodal subtitles of movie and the responses of students using standard and bimodal subtitles of movie.

E. Data Collection Technique

In this study, data was collected by doing observation and giving questionnaire. First, the researcher observed the teachers' procedure in implementing standard and bimodal subtitles of movie using observation. Then, the researcher administered questionnaires to the students after teaching-learning process. The questionnaire is used to know the students' responses toward standard and bimodal subtitles of movie.

F. Research Instruments

The research instruments of this study which is applied by the researcher are observation and questionnaire.

1. Observation

Observation is needed to answer the first research question. The researcher observed the teaching and learning

⁴⁶ C.R. Kothari, *Research Methodology Method and Techniques* Second Revised Edition (India: New Age International Publiiser, 2004), 95.

⁴⁷ *Ibid*, 111.

process of using standard and bimodal subtitles of movie in building students' vocabulary done by teacher.

2. Questionnaire

In this research, the researcher used questionnaire to answer the second research question that is about students' response after the teacher implemented standard and bimodal subtitles of movie in building students' vocabulary. Questionnaire was administered to students directly after teaching-learning process. Questionnaire that used in this study is close-ended questions. There are 10 questions in the questionnaire. The questionnaire uses a rating scale of Likert scale that consist on five point such as *strongly agree, agree, neutral, disagree, and strongly disagree*. Questionnaire is the appropriate instrument to obtain the data from many participants. It is better than doing interview to students one by one.

G. Data Analysis Technique

Data analysis technique is what the researcher do after collecting the data. After collecting the data, the data was analyzed. There were some stages analyzing the data:

1. First, the researcher observation during the teacher implement by using standard and bimodal subtitle. In the observation the reseracher recorded the video to make sure the result of data.
2. For the data of questionnaire, the researcher calculated the data using SPSS 18 to measure the response of students in the developing vocabulary using standard and bimodal subtitle. The researcher used descriptive statistical analysis by searching for data average (mean).
3. The last, the researcher describe the result of calculation.

H. Research Stages

The process of research stages such as preliminary research, planning, implementing, analyzing and concluding.

1. Preliminary research

Before conducting the research, the researcher did preliminary research. The researcher went to the school and asked the English teacher what media that facilitate the

students' vocabulary development. The subtitle that used in this school is standard and bimodal subtitles

2. Planning

The researcher started to make the research. The researcher prepared the instruments that used in this research.

3. Implementing

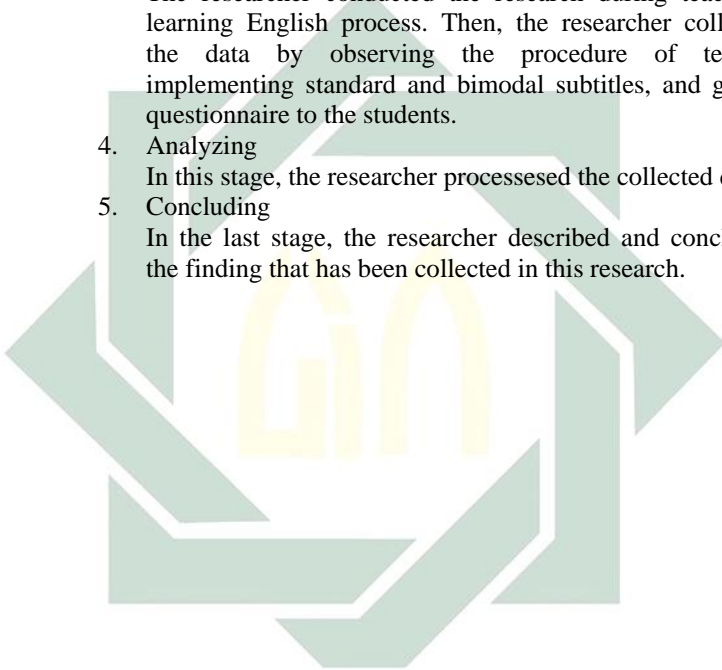
The researcher conducted the research during teaching-learning English process. Then, the researcher collected the data by observing the procedure of teacher implementing standard and bimodal subtitles, and giving questionnaire to the students.

4. Analyzing

In this stage, the researcher processed the collected data.

5. Concluding

In the last stage, the researcher described and concluded the finding that has been collected in this research.



CHAPTER 4 FINDINGS AND DISCUSSION

This chapter presents research finding and discussion. The researcher describes the data result that has been obtained during the research. The finding and discussion of the data were used to answer the research question.

A. Research Findings

The researcher was conducted through fourth time observation on 4th, 5th, 11th and 18 January 2019. The researcher presents the data of implementation in standard and bimodal subtitles and students' response after the teacher applied standard and bimodal subtitles. The data of the research were obtained by doing observation.

The structure of this chapter follow research question. The First research problem is to know the implementation of standard and bimodal subtitles to facilitate students' vocabulary development. The Second question analyzed the student's response of using standard and bimodal subtitles. Here, to answer those two question this study use observation to identify the implementation of standard and bimodal subtitles and the questionnaire to know the students responses on two types standard and bimodal subtitles.

1. The implementation of using standard and bimodal subtitles.

The researcher did observation toward teaching learning process using two different subtitle in video for four meeting. The observation was conducted in SMP Ta'miriyah XI-C that consist 30 students. Based on the observation, there are some steps in implementing standard and bimodal subtitles. The steps are described in the figure.

Figure 4.1
Step implementatinng
standard subtitle

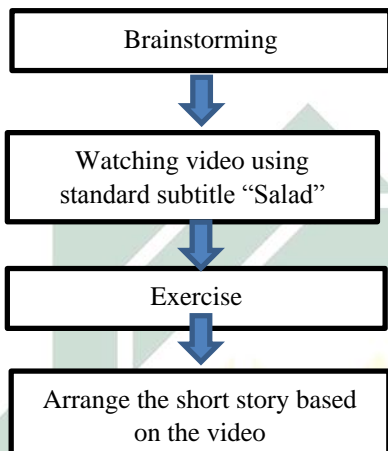
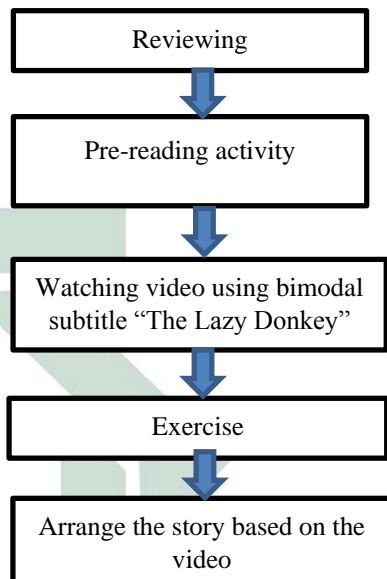


Figure 4.2
Step implementing
bimodal subtitle



The First step of the use of standard subtitled video is called as brainstorming. Before teaching learning process starting, the teacher introduced the material and stimulated the students using some question that are related to the material. The teacher involves the students by asking question about narrative text. However, many students didn't response the teachers' questions because they were not confident to answer. Some of them just kept silent. Finally, the teacher pointed out some students to speak up. After answering the teachers' questions, the teacher gave feedback for the students.

While the First step that teacher do when implementing bimodal subtitled video is reviewing. It is caused by the topic of the material is similar, that is narrative. Therefore, the teacher only continued the material before by asking what they learnt in

the last meeting to the students. In this time, the students respond and answer the teachers' questions well.

After that, the teacher explained the material using power point. The teacher showed the slides that contain the explanation of narrative such as the definition of narrative, the purpose of narrative, the generic structure of narrative, and the example of narrative. The students gave a big attention when the teacher explains the material. So the class is very conducive. After the students understand about narrative well, the teacher showed the video using standard and bimodal subtitled. The result of observation indicated that English teacher makes the students less engaged in answering the question.

The Second step in implementation standard and bimodal is also different. In bimodal subtitle the teacher gave worksheet before playing the movie and asked the students to read aloud. This activity is called as pre-reading activity. Here, the teacher gave pre-reading activity to help the students recognizing the vocabularies in the movie. It will make them easier to do the worksheet. Meanwhile, when implementing standard subtitle, the teacher didn't give pre-reading activity. The teacher directly played the movie.

The third step is watching video which entitled "Salad" using standard subtitle. Here, the researcher found that English teacher had a problem when playing the video. The sound of the video is not clear. It makes the students did not understand the story well. After that, English teacher tried to find other Solutions in order to the video could ran as well. Because of this, the learning process was stuck in few minutes. After finding the Solutions, the teacher played the movie again. Then, the students pay attention to the movie. The students listened directly to the movie and collect the information of the movie. When the teacher showed the video, the students' activities are various. Some students focused on the video, some students made a note of the video. Besides that, there are also students who didn't pay attention to the video. There are many students who still talked with their friends. Moreover, there is student who sleeps in the class.

In implementing video using bimodal subtitle, the teacher played the movie of “The lazy donkey”. The response of students is very excited to watch it. It looks from the students’ expression. Based on the observation, the students were more focused when the teacher implement the movie using bimodal subtitle than standard subtitle. The students focused on the gestures of characters. It helped the students to understand the movie. At that time, the teacher played the movie twice. In the Second video playback, some students wrote vocabularies that they don’t know. After playing the movie, students discussed with their friends.

In the fourth step, the activity of both implementations of standard and bimodal subtitles is similar. In this step, the teacher gave exercise to the students to know the students understanding of the movie. The worksheet is essay which consists of 5 questions. Here, the teacher gave the questions that showed in power point. Then, the teacher distributed blank paper to the students. After that, the students are asked to copy the questions and answer the questions below. Some students focused to answer the questions. But there are some students who has low understanding about the story. So they could not answer the question correctly. After finishing the exercise, the teacher asked the students to discuss together.

The last, there is a similarity between the fifth step in standard and bimodal subtitles. In this step, the teacher asked students to arrange the short story based on the video using their own language. After that, the students are asked to come forward to read the result of their writing. In writing the summary of the story, the students needed dictionary.

When the students were summarizing the story which use standard subtitle, the researcher found the class is not conducive. Many students walked around to borrow the dictionary and some students shouted to the teacher to ask vocabularies that they don’t know. Most of them stated that they are difficult to make sentence.

According to the observation of summarizing the story which use bimodal subtitle, the researcher found that the teacher monitored the students when they write a summary. The teacher goes around helping students who ask the vocabularies. Here, there are only four students that could summarize the story from the beginning until the end. Most of students summarized the story only five sentences. There are also students who didn't summarize the story.

After finishing the summary, the teacher asked students to retell the story based on their own language. As usual, there was no students who are ready to come forward. Most of them stated that they have not finished yet their summary. There were also students who are not confident to read the story in front of the class. Finally, the teacher called the students' name one by one. Then, the students who are pointed out come forward and retell the story.

2. The Students' Response Toward The Use of Standard Subtitle and Bimodal of Movie

In this section, the researcher describes the student's response toward the use of standard and bimodal subtitles. The researcher used close-ended questionnaire to know the students response toward using standard and bimodal subtitle. The question includes the comparison of the use standard and bimodal subtitle which is divided into 10 items.

Here, the researcher divided the explanation in to two parts. The first section presents the students response of using Standard subtitle in movie. The second one presents the students response of using bimodal subtitle in movie. The researcher calculated the mean of the data using SPSS to know the students concurrence of the statement in the questionnaire. According to al Nouh, there are three rank of average value (mean) used to divide the level of the concurrence. First is low mean rank, the Second is medium mean rank and the last is high mean rank. The low mean rank consists of 1.00 until 2.33 mean, the medium mean

rank consists of 2.34 until 3.66 and the high mean rank consists of 3.67 until 5.00 mean.⁴⁸

There are 10 statements that cover the use of standard and bimodal subtitles. The 10 statements of the questionnaire are coded into term RS (Response of students).

Table 4.1 students' response of standard subtitle used in movie

Item	Statement	Mean	STD	RANK
SR2	I think it is easier to understand the story of the movie by using standard subtitle	4.167	.950	High
SR4	My vocabulary is increased when i watch movie with standard subtitle	4.000	.910	High
SR6	I believe that standard subtitle is better than bimodal subtitle to develop vocabulary	3.867	.973	High
SR8	I prefer to use standard subtitle because it help me to understanding the meaning of difficult word	4.233	.900	High
SR10	I improve the number of my vocabulary after watching movie using standard subtitle	3.933	.944	High

It is found from the table 4.3, all items of which show students response of standard subtitle of movie are all categorized as high mean value. The second statement (SR2) which is "I think it is easier to understand the story of the movie by using standard subtitle" has a mean of 4.167. It is supported by the data that shows 46.7% respondent

⁴⁸Nowreyah A. Al-Nouh, et.al., "EFL College Student's Perception of Difficulties in Oral Presentation as a Form of Assessment". *International Journal of Higher Education*. Vol. 4 No. 1, 2015.

answer strongly agree and 30% respondents answer agree with the second statement. The mean value of the fourth statement (SR4) which is “My vocabulary is increasing when I watch movie with standard subtitle” is 4.00 which is categorized as high mean value. It is supported by the data of 40.0% respondents who answer agrees and 33.3% students answer strongly agrees with the fourth statement. The mean value of the sixth statement (SR6) I believed that standard subtitle is better than bimodal subtitle to develop vocabulary” which is 3.867, categorized as high. This is supported by 33.3% students answer strongly agree and 26.7% students answer agree. The mean value of the eighth statement (SR8) “I prefer to use standard subtitle because it help me to understand the meaning of difficult word” which is 4.233, categorized is a high mean value. This is supported by 46.7% students answers strongly agree and 36.7% students answers agree. The last statement (SR10) “I improve the number of my vocabulary after watching movie using standard statement.” got the mean value of 3.99 which is categorized as high mean. It is supported by 43.3% of the students answer strongly agree and 30.0% of students answer agree.

Table 4.2 Students response the used of bimodal subtitled

Item	Statement	Mean	STD	RANK
SR1	I think it is easier to understand the story of the movie by using bimodal subtitle	3.200	.961	Medium
SR3	My vocabulary is increased when i watch movie with bimodal subtitle	3.567	1.104	Medium
SR5	I believe that bimodal subtitle is better than standard subtitle to develop vocabulary	3.333	1.093	Medium

SR7	I prefer to use bimodal subtitle because it help me to to understand the spelling and pronouncing the words	3.600	1.037	Medium
SR9	I improve the number of my vocabulary after watching movie using bimodal subtitle	3.633	.999	Medium

From the table 4.4. This table showed the students response of the bimodal subtitle of movie. All items are categorized as medium mean value. The mean value of the first statement (SR1) which states “I think it is easier to understanding the story of the movie by using bimodal subtitled” is 3.200. It is categorized as medium value with evidence of 16.7% students answer agree and 13.3% students answers strongly agree. The third statement (SR3) which states “My vocabulary is increasing when I watch movie with bimodal subtitle” gained the mean value of 3.567. It is supported by the data of 26.7% students answer strongly agree and 23.3% students answers agree.

The mean value of fifth statement (SR5) “I believe that bimodal subtitled is better than standard subtitle to develop vocabulary” is 3.333 and categorized as medium. This is supported by the evidence 20.0% of the students answer strongly agree and 16.7% students answer agree. The seventh statement (SR7) “I prefer to use bimodal subtitle because it help me to understand the spelling and pronouncing the words” got the mean of 3.600. The evidence of this finding is 40.0% students answer agree and 20.0% students answer agree.

The last statement (SR9) the mean value of “I improve the number of my vocabulary after watching movie using

bimodal subtitle “which is 3.633. 30.0% the students answer agree. 23.3% the students answer strongly agree.

After the researcher compares the result from students ‘response questionnaire, it can be said that students agree that standard subtitled is better than bimodal subtitled. It is evidenced by the findings described on table 4.3 and 4.4 which shows that statements about standard subtitle gained high mean value. While the statements about bimodal subtitle gained medium mean value.

Chart 4.1

The Students’ Response in Using Standard and Bimodal Subtitle

Students' Responses

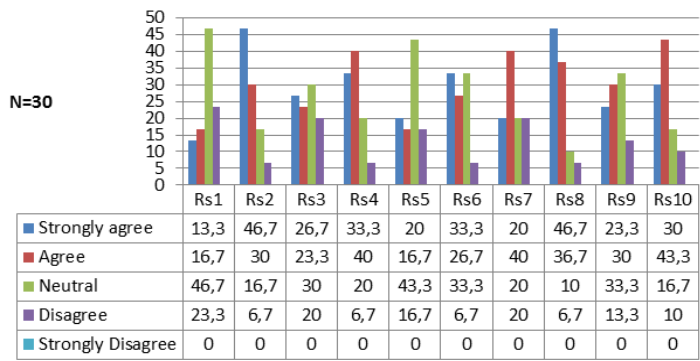


Chart 4 showed the response of students after the teacher implement standard and bimodal subtitle in four meeting. The chart explain that the response of students which are coded into SR1, SR3, SR5, SR7, SR9 focus on response of using bimodal. Meanwhile, response of students which are coded into SR2, SR4, SR6, SR8, SR10 focus on response of using standard subtitle. So that, it indicated that students response of using Standard was higher than using

bimodal subtitle. It means that most of students agree that standard subtitle is better than bimodal subtitle.

B. Discussion

In this section, the researcher presents the main findings at this study and discusses them with previous studies and theories related the use of standard subtitle and bimodal subtitle to facilitated students vocabulary development.

1. The Implementation Using Standard and Bimodal Subtitles.

To conduct attractive English teaching and learning process for junior high school students. The teacher can use English movie with both standard and bimodal subtitle to develop vocabulary. As described in study, movie is one of media that entertain and motivate students in teaching-learning process so the students not bore about the lesson.⁴⁹ There are some steps in implementing movie with standard and bimodal subtitle. The detail explanation of the steps is described as following:

The first step in implementating standard subtitle is Brainstorming. This technique is usually applied in the beginning of learning and used to lead students to the material that teacher will explain. It is supported by the statement of Al-Khatib, brainstorming technique involves oral and pre-writing exercises for helping the learner and for expressing ideas by the teacher.⁵⁰ In addition, Jarwan states that brainstorming aims to develop creative thinking to look for the problem solutions.⁵¹ In this study, the teacher gave the questions orally to express the students' ideas about the material. Therefore, this may have positive effect on the learning. In line with the study entitle "*The effect of the*

⁴⁹Lydia Amalia, Thesis: "*Teaching Vocabulary Through Movie to Improve Vocabulary master of The First Grade Students At SMPN 26 Bandar Lampung*" (Universitas Lampung, 2017), 31.

⁵⁰ Dr. Bilal Adel Al-Khatib, "The Effect of Using Brainstorming Strategy in Developing Creative Problem Solving Skills among Female Stuentns in Princess Alia University College". *American International Journal of Contemporary Reserach*. Vol.2 N0. 10, October 2012, 31.

⁵¹ Fathi Jarwan, *Teaching thinking:Definition and applications* (Amman: Dar Al-fkir. Jordan, 2005)

using the brainstorming method on the academic achievement of students in grade five in Tehran elementary school”⁵² which reveal that using brainstorming method had a positive effect on the students educational achievement.

The second step in implementing standard subtitle and the third step in implementing subtitle have similarity, that is showing the movie. The finding of the study entitled “*The Implementation of Animated Film as Media to Teach Writing Narrative Text to the Eighth Grade Students of Junior High School*”. In the previous study, the teacher played the animated film and repeated the film twice. According Koolstra and Beentjes state that for learning vocabulary from subtitled movie students have to watch them with high frequency. It can be assumed that subtitled movie could have an effect on vocabulary comprehension if learners watch the movie more than once.⁵³ It is in line with the implementation of bimodal subtitle in which the teacher played the movie twice. So, viewing movie with bimodal subtitle may have effect on recognizing vocabulary and learning new experience and idiom. On the contrary, the teacher only played the movie once when implementing standard subtitle. It may be caused by the language that used in standard subtitle is Indonesia as the students’ first language. Without repetition, the students will understand the movie. Besides, the teacher did not ask the students to make notes about the main point such characters, setting, and conflict of the movie.

The second step in implementing bimodal subtitle is pre-reading activity. In this step, the teacher show the questions related to the movie before showing the movie. This activity may help students to have background knowledge about the movie that will be played. It also makes the students recognize new vocabulary on the text of

⁵²Cobra Emami Rizi, “The Effect of The Using The Brainstorming Method on The Academic Achievement of Students in Grade Five in Tehran Elementary School”. *Social and Behavior sciences*. July 2013, 233.

⁵³Cees M. Koolstra and Johannes W. J. Beentjes, “Children’s Vocabulary Acquisition in Foreign Language through Watching Subtitled Television Programs at Home”. *Journal of Psycholinguistic Research*. Vol.47 No.1, 1999, 51-60.

movie. So, the students can understand the movie easily. As stated by Ur, pre-reading tasks make the activity more interesting, let the students have a purpose in reading, and give the teacher a chance too see how well the text can be understood with the help of the tasks given before/after reading.⁵⁴ In line with the result of the study “*The Effects of Pre-reading Activities on ESP Reading Comprehension*”⁵⁵ reveals that giving prior information through pre-reading activity become a useful tool for teachers of ESP to facilitate the learner’s reading comprehension ability.

Then, the third and the fourth step that the teacher used in implementing standard subtitle and bimodal subtitle is giving exercises. The teacher gives five open-ended questions about the movie with the title “Salad” to the students. Open-ended question is good for students to develop their thinking. Usually, the questions are answered freely based on the students’ opinion. It is supported by Lee, et.al, they believed that open-ended questions are useful for developing students’ cognitive skills, as these questions encourage them to express and elaborate upon their thinking, and provide rationales for their thoughts.⁵⁶ Similarly the study “*Open Ended Question as an Alternative to Multiple Choice Dilemma in Turkish Examination System.*” also revealed that open-ended questions allows the students to use their cognitive strategy and self-checking metacognitive skills more often than multiple choice. It also indicated that open-ended questions need more effort but it does not create more worry like multiple choice.

The last step in implementing standard and bimodal subtitle is arranging story based on the movie. In this case,

⁵⁴ Penny Ur, *A course in Language Teaching* (Cambridge: Cambridge University Press, 1996).

⁵⁵ Mino Alemi and Saman Ebadi, “The Effect of Pre-Reading Activities on ESP Reading Comprehension”. *Journal of Language Teaching And Research*. Vol. 1 No.5, September 2010, 569

⁵⁶ Youngju Lee, et.al., “Impact of Online Support for Teachers’ Open –Ended Questioning in Pre-K Science Activities”. *An International Journal of Research and Studies*. Vol.28 No.4, May 2012, 568

the teacher asked the students to make a short story using their own words. This step can be called as summarizing the story. Dole, et.al, state that summarizing requires readers to filter the whole text from important to unimportant ideas, synthesize these ideas to create a new text which includes the basic information from the original material.⁵⁷ In this study, the students are asked to re-write the story which include the important point in the story.

2. Student's Responses Toward The Use of Standard and Bimodal Subtitle

Based on the table 4.3, all statements of standard subtitle obtained high mean rank. (See page 41) It indicated that the students prefer to watch the movie with standard subtitle. It is supported by Gorjian who also found that standard subtitle is more effective than bimodal subtitle.⁵⁸ In line with the study entitled "*The Role of Subtitled Movie on Students' Vocabulary Development*" which found that interlingual subtitles facilitate better vocabulary acquisition for short and long term memory.⁵⁹

They prefer to use standard subtitle for some reasons. The first reason is standard subtitle help them to understand the meaning of difficult word. The finding was also consistent with the research of Jane entitled "*Using DVD feature films in the EFL classroom*" which found that the students could understand the content jokes through the use of subtitle. Eventhough jokes are usually hard to get without help of captions, but using standard subtitle, it may happen. It is caused by the language that used by standard subtitle is the first language, that is Indonesia. When the students understanding the meaning of the sentences they could understand the jokes so they laugh.

⁵⁷ Janice A. Dole, et.al., "Moving From the Old to the New: Research on Reading Comprehension Instruction". *Review of Educational Research*. Vol. 61 No 2, Summer 1991, 239

⁵⁸ Bahman Gorjian, "The Effect of Movie subtitle on Incidental Vocabulary Learning among EFL Learners". *International Journal of Asian Social Science*. Vol. 4 Issue 9, 2014, 1013

⁵⁹ Alisa Sadiku, "The Role of Subtitled Movie on Students Vocabulary Development". *International Journal of Sciences Basic and Applied Research*. Vol. 42 No 1, 2018. 212

Another reason why the student prefer standard subtitle because using standard subtitle is easier to understand the story of the movie. This make sense the standard subtitle presents first language subtitle to students. It may not make them think twice the meaning of the dialogue in the story. So the students can learn to process text rapidly and improve rapid reading so that they can keep up with the subtitles that accompany the dialogues. Students immediately understand the movie by reading the subtitle. This confirmed Saensangs' research which revealed that the first language will help the students to understand and remember the story.

The last, the students believed that the implementation of standard subtitle can increase their vocabulary. This is evidenced by the students' activity during the implementation of standard subtitle. The students were more active in answering teachers' questions and the students were easy to tell the story of movie with standard subtitle. It is supported by the research of Mansoureh, that using standard subtitle can help the participant to increase their vocabulary knowledge.⁶⁰ Simiarly, Fouzi also found that using subtitle movie clearly enhances the learning of new vocabulary .⁶¹ Generally, the students in junior high school have unlimited vocabulary. So, by presenting the subtitle in movie, the students may acquire new vocabulary. Not only new vocabulary, but they also get new idioms.

⁶⁰Mansoureh Hashemi and Behzad porgharib, "The Effect of Watching Standard Subtitled Audiovisual Materials on Improving Vocabulary knowledge of Iranian EFL Learners" *International journal of Basic Science &Applied reserach*. Vol. 3, 2014, 76.

⁶¹ Fouzi Bellaem, et.al., " The Use of Subtitled Movie for Vocabulary Acquisition In ESP Settings: Insights from an Experimental Study in Algeria" *Arab World English Journal*. Vol.9 No 3, September 2018, 3.

CHAPTER V CONCLUSION & SUGGESTION

This chapter explains the conclusion of the research which is about the use of standard and bimodal subtitles to facilitate students vocabulary development. Moreover, it explains the students' responses toward the use of standard and bimodal subtitles, as well as the suggestions are described below in this chapter.

A. Conclusion

The results of the study about the implementation of standard and bimodal subtitles and students response toward the implementation of both subtitles indicated that:

1. This research examined the implementation of standard and bimodal subtitles. In implementing standard subtitle, the teacher gave brainstorming by asking questions related to the material. Second, the teacher showed the video the title "Salad". Then, the teacher showed the video with the title "Salad". The next was giving exercise. Last, the teacher asked the students to arrange the short story based on the video. While in implementing bimodal subtitle, the teacher reviewed the students about the last material. Then, gave pre-reading activity. Third, showing the video entitle "The Lazy Donkey". Forth, the teacher gave exercise. Last, the teacher asked students to make the short story based on the video.
2. The student's response toward the use of standard and bimodal subtitles of movie. The questionnaire result indicated that the students prefer to use standard subtitle because it help the students to understand the meaning of difficult word in the video, increase and improve their vocabulary well, understand the story of the movie easily. The students also believed that standard subtitle is better than bimodal to develop vocabulary. It can be seen from the students' activity during the implementation of standard subtitle. The students were more active in answering teachers' questions and the students were easy to tell the story of movie with standard subtitle. So, in this case, the standard subtitle has more benefit than bimodal subtitle. The students can develop vocabulary through

watching movie using standard subtitle because the students can understand the meaning of the difficult word easily. So, it is impact in understanding of the whole story. .

B. Suggestion

Based on the conclusions explained above, some suggestions are compiled by the researcher as follows.

1. Suggestion for teacher

The use of movie with standard and bimodal subtitles during the class can be an alternative strategy for teachers to introduce new vocabularies to students in the class. However, the teacher needs to consider the average ability of his/her students in order to choose the suitable movie subtitle which will be used to improve the students' vocabulary. The standard subtitle movie can be chosen as teaching and learning media for students with basic ability in English, because they still have less knowledge about vocabularies in English. The standard subtitle may help them to recognize the words they heard during movie watching and discover its meaning. For students with higher level of English, teacher may give them the activity of watching movie with bimodal subtitle, because they already have more proper knowledge than the lower level students. This bimodal subtitle movie can enhance the students' vocabulary bank and deepen their understanding about the use of the words and the idioms for certain context.

2. Suggestion for further research

This study only investigates the implementation of the use of standard and bimodal subtitles movie as teaching and learning media to improve students' vocabulary. Thus, it is needed for other researchers who are interested to do research in this field to gain more details in the term of the effectiveness of these two kinds of movie subtitle which is to be used for learning media. Besides, the further researchers may try to discover more evidence relating to the students' responses and the factors behind those responses.

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