

CHAPTER I

INTRODUCTION

This chapter presents the discussion of some problems related to the topic being studied. This chapter discusses background of study, statement of problem, objective of study, significance, scope and limitation of study and definition of key terms.

A. Background of The Study

Language is a communication medium used by human to make conversation with the other. The important thing from language is communication using oral or written that is how human interacts with the other humans to get the information. It means that to master language, students should understand about that language itself. Students should master four things in language to understand the form (how it is constructed). In addition, Markman states that “understanding why we would study the rest of the components of language does not make happen without understanding communication”.¹ Understanding the language should also follow the development of the times, it will not only make students aware of learning situation.

¹Markman,2008,
<http://homepage.psy.utexas.edu/HomePage/Faculty/Markman/PSY305/PDF/Language1.pdf>
accessed:07/05/2014

English in this era is very important because by using English, people can communicate in this interconnected and interdependent world. Moreover, English language has an important role; not only as a medium to communicate, but also as a medium to channel the aspirations by advice or criticism for education. Therefore, understanding English is vital. English is important for students since there are information provided in the internet, and most of them are in English.

English generally has four skills; those four skills are listening, speaking, reading, and writing. Writing is very difficult because it includes grammar correctly. That statement is supported by Langan stating that “Writing is both more complex and more abstract than talk”². Learning writing is also difficult because it does not only share the order correctly. If reader can understand the message or even part of it, writing has succeeded in communicating on paper. Students can suggest teacher to use one of strategies. The strategies are free writing and revised writing.³ Students must not be scared with writing because writing is enjoyable learning. This is teachers’ duty to make the way of learning is more interesting than the previous one. Students should know that writing has many advantages for them. That happens because too often students function as merely passive receivers. Writing also helps students involve themselves in the ideas and

²Langan. J, *College Writing Skill*, (McGraw Hill : New York, 1987)

³Tom Bell , *Improving ESL Students’ Writing Skills*, (National Center for ESL Literacy Education, 1997), p.113

subject matter of the course⁴. Writing is important activity especially for students. The difficulties should not make student scared with writing or English because many strategies can be used to fix it. Writing also has many advantages to increase students' ability in English.

Basically, the purposes of language teaching are including benefits for the student's mind such as manipulating language, for the students' future career and opportunities to advance, and effects on the society whether through the integration of minority groups.⁵ By using writing, students also can advance their language. Writing is so important if it is used often. It is also important because it allows someone to express what students thought. So, it is very important if students learn about writing because writing has many positive effects to students. Learning writing means learning vocabulary indirectly.

For learning writing, there are many problems that hinder the student to learn English. Writing has problems like less attention. Infacts, concentration is very important in writing. A problem with the development in one of these areas is likely to disturb a students' progress as a writer. The other problem should be caused by language problem. Language problem is problem that happens in many countries which use English as second language like Indonesia. Problems in the language are poor vocabulary, difficulty with sentence structure and word

⁴Mary Deane Sorcinelli and Peter Elbow, *Assigning and Responding to Writing in the Disciplines*, (San Francisco: Jossey-Bass, 1997), p.2

⁵ Kementerian Pendidikan Malaysia, *Sukatan Pelajaran Sekolah Menengah: Bahasa Inggeris*, (PPK, Malaysia, 1987).

order, trouble reading back what is written, difficulty with word sounds, spelling, and meanings. There are many way to solve some issues regarding writing in English. The book “Problem Based Learning” mentions that to solve writing problem there are 2 steps. First step are clarifying unfamiliar terms. It means that students must write their difficult words from their listening. Second step are defining the problem. The students should find media which is appropriate to solve and decrease their problem in writing.⁶ Using appropriate media for learner makes the differences in learning process.

Writing will be very interesting if teacher gives appropriate media. Many kinds of media can be used to reduce students’ boredom. These media are divided into visual, audio and textual media. Every media has some special advantages. The important thing to use media is to know the way to use it because if the media is not used as they should be class condition will be very quiet and feel bored. There are many ways to anticipate students’ boredom when learning writing. One way is to change media selection. Media selection is an integral part of the Instructional Systems Design process. In that role, media selection ensures that a specific instructional medium can support the learning objective.⁷ By using appropriate media there have been quite a number of discussions. Many researchers like Snyder and Colon found that audiovisual media is one of the good means to expose students to authentic language use in

⁶ HYMS, *Problem based learning (PBL)*,(The Hull York Medical School Press, 2012), pp.16-29

⁷ Jolly T Holden and Philip JL Westfall, *An instructional media selection guide for distance learning (Second Edition)*, (USDLA: United Stated Distance Learning Association, 2010), p.6.

context, as they state that “*Visual and audio clues in meaning, the learner just hears the language but sees the context in which it is used*”.⁸ And the easy way to know students’ comprehension is giving them test.

Many interesting media can be used to learn. The famous one is by using movie because many people like it. The movie is the media that can be used for learning. Elizabeth states that “*Very funny movie can be used to teach a number of structures to ESL students*”.⁹ However understanding the movie is very difficult. Therefore adding subtitle is good way. Subtitle can help viewer to understand movie because by using subtitle learner can catch lost conversation said in the movie. Understanding movie makes easy ways for teacher to give some kinds of instruction. Mayer and Moreno state that “*the verbal content of a movie would be the best when the verbal information is presented in the soundtrack*”.¹⁰ English movie’s subtitle have role for understanding more about the main idea of movie.

In this case, movies do not be separated from the subtitle. The use of subtitles as a medium of language learning has been much in the research, subtitle influences on the level of students' understanding. It is because the subtitles in the language of the movies indicate which words are being spoken.

Movies’ subtitle is media to understand difficult words in a movie. Therefore,

⁸Wong Po Shan, *The Effectiveness of learning vocabulary through English news subtitle: A case study with Hong Kong ESL Learners*, (University of Hong Kong, 2010), p.8.

⁹Elizabeth Mejia and Maida Kennedy, *102 Very Teachable Movies*, (Prentice-Hall, A Paramount Communications Company, 1994), pp.99-100.

¹⁰ Hinkins. Michael, *Comprehension of multiple channel messages: are subtitles more beneficial than soundtrack*, (B, S Kansas State University, 2005), p.51.

English movie's subtitle is one medium that is widely used by the students at the present time. English movie's subtitle used in learning language this time, will portray the level of effectiveness in helping students to report their observations to a movie or video. This kind of learning generally uses a text as the focus of learning. It depends on the media and learning in syllabus. Essentially the movie using English language subtitle will not decrease the meaning of learning language.

The study is conducted at SMP Wachid Hasyim⁷ Surabaya. This school has implemented the 2013 curriculum in learning and teaching process. There are some reasons why this school is chosen; first because every month every teacher, both English and non English teachers get English training. This means all of the teachers have capability in teaching by English or teaching English and teacher in this school can accept new media as learning. If teacher wants to improve teacher's skill with new media, it should make their students motivated to learn English better. Based on those reasons, the researcher wants to do his research in this school because it discuss the effectiveness of English movies subtitle. In this study, the researcher chooses the second graders because the students at this grade are often to get writing activities.¹¹Based on the descriptive above, the researcher tries to observe the uses of English movie's subtitle in writing skill.

¹¹ Mrs. Muflikha,.....pre-eleminary reseach may 31st 2014

B. Statement of the problem

Referring to the background of study, the research question is:

1. Can English movie's subtitle improve students' writing skill at SMP Wachid Hasyim 7 Surabaya?

C. Objectives of the study

The objective of this study is:

1. To identify the effectiveness of English movie's subtitle to improve students' writing skill at SMP Wachid Hasyim 7 Surabaya.

D. Significance of the study

The researcher hopes that this research gives significant contribution to the next teacher wants to use media in teaching and learning process. This study also uses for teacher as a way for teaching writing. The result of this research hopefully also makes the movies maker can take attention from government to make an educative films for teaching and learning process. The film in indonesia should have criteria such as fun and enjoy films for enjoying all age. By using the film also as writing text for student in secondary level hopefully it makes students' willingness in writing raise up. And by using the media likes movies, it decreases students' boredom in teaching and learning process.

E. Scope and Limit

There are many strategies used by researcher to get the goal. This study focuses on the the effectiveness of English movies' subtitle in writing skill at junior high school and only discussed the differences between classes that implement English movie's subtitle and the other classes which don't use it in teaching and learning writing. This study also explains the value before and after students used this media. The writer limits the study on the second grade of SMP Wachid Hasyim 7 Surabaya.

F. Definition of key terms

To avoid misunderstanding and misinterpretation of the meaning of terms in the study, the researcher defines the key term used in this research. It is expected to give the same understanding and interpretation between the writer and the reader. Those are:

1. Subtitle

Szarkowska states that subtitling as a translation of the spoken source language dialogue into the target language in the form of synchronised captions, usually at the bottom of the screen, in the form that alters the source

text to the least possible extent and enables the target audience to experience the foreign and be aware of its 'foreignness' at all times.¹²

2. Media

Media are all tools (aids) or objects used for teaching and learning activities, with the intent of conveying the message (information) from a source of learning (teacher or other source) to the receiver (in this case students or residents study). Based on expert opinion, we can conclude that the media learning tool to convey a message from the source to the receiver.¹³

3. Writing Skill

Writing is one of English skills beside listening, speaking, and reading. This skill is used as a medium of communication. As media to communicate with the other human, writing also is a media to express idea or humans' thought. Nunan and Brown also states that writing is the written products of thinking, drafting, and revising that require specialized skills on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions coherently into a written text, how to revise text for clearer meaning and how to edit text for appropriate grammar

¹² Szarkowska, Agnieszka. The audiovisual landscape in Poland at the dawn of the 21st century." Angelika Goldstein and Biljana Golubović (eds) *Foreign Language Movies – Dubbing vs. Subtitling*. (Hamburg: Verlag Dr. Kovač. 2009), pp.185-201.

¹³ Salway, Andrew, *A corpus-based analysis of audio description.* " In: Jorge Díaz Cintas, Pilar Orero and Aline Remael (eds) *Media for All. Subtitling for the Deaf, Audio Description and Sign Language*, (Amsterdam and New York: Rodopi, 2007), pp.151-174.

and how to produce a final products.¹⁴ In other hand, writing is one activity to compose the ideas in sentences which must be well organized in order to understand that the readers understand.

¹⁴ Brown H Douglas and Nunan David, *Teaching by Principles: An Interactive Approach to Language Pedagogy*. (Pearson Education, White Plains, New York, 2001), p.35