INCREASING STUDENTS' VOCABULARY BY USING BIMODAL SUBTITLING IN SHORT MOVIE

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Abstract: This research aims to know whether the use of Bimodal Subtitling in short movie can increase students' vocabulary in learning English. The method that is used to collect the data is Pre-Experimental. The researcher took 8H which consist of 29 students as the sample. Based on the data, the researcher found out that the students' mean score of pre-test is 57.24 while the students' mean score of post-test is 81.90. The students' development in increasing vocabulary during the research showed a good change. It was found from the result of t-test that t-value is higher than t-table (13.05 > 2.048). Based on that, it can be concluded that the use of Bimodal Subtitling media in short movie can increase students' English vocabulary.

Keywords: Bimodal Subtitling, short movie, vocabulary

Abstrak: Penelitian ini bertujuan untuk mengetahui apakah penggunaan media Bimodal Subtitling dalam film pendek dapat menambah kosakata siswa dalam belajar bahasa Inggris. Metode yang digunakan untuk mengumpulkan data adalah Pre-Experimental. Peneliti mengambil kelas 8H yang berjumlah 29 siswa sebagai sampel. Berdasarkan data, nilai rata-rata siswa pada pre-test adalah 57.24 sedangkan nilai rata-rata siswa pada post-test adalah 81.90. Perkembangan siswa dalam menambah kosakata selama penelitian berlangsung menunjukan perubahan yang baik, hal ini dibuktikan dengan menggunakan rumus t-test yang menunjukkan bahwa t-value lebih besar dari t-table (13.05 > 2.048). Berdasarkan hasil dari penelitian ini, dapat disimpulkan bahwa penggunaan media Bimodal Subtitling dalam film pendek mempengaruhi pencapaian siswa dalam menambah kosakata bahasa Inggris.

Kata kunci: Bimodal Subtitling, film pendek, kosakata

In learning English, vocabulary has an important role to bridge the students in communicating through language skills. The students may not have good ability to do the communication when they do not have good enough mastery on vocabulary. Most teachers are familiar with the fact that their students believe, or at least seem to

believe, the direct word-for-word translations are possible. They are words that are well known, familiar, and used frequently. As cited by Schmitt (2000: 19) "One of language elements in learning a foreign language is mastering the vocabulary". Introducing a foreign language to children is challenging and is not as giving a toy to the crying child. It happens because children are unique in their characteristics and have a special way of learning a new thing. They acquire knowledge by asking, listening to people around them and also experiencing things. Through these obtaining children develop their vocabulary. The important thing is to develop in the students an understanding that languages do not consist of words with the similarity from one language to the other.

Vocabulary learning is one of the most important skills in learning a second/foreign language (L2) because it has a determining role in developing L2 skills such as speaking and reading that it should be a great importance to both English as a foreign language (EFL) learners and teachers. Based on Suberviola and Méndez (2002: 237) vocabulary learning refers to "the way words settle in the mind according to particular sets of semantic relations, so forming a mental dictionary". The knowledge of how words are settled in students' mental dictionary significantly help language teachers to organize their teaching. Also, as Suberviola and Méndez has pointed out, the writer can conclude that the strategies language teachers want their students to develop depend greatly on this knowledge of how this new vocabulary is.

Teaching strategy also needs media to support the teacher in applying the strategy. For junior high school, the media should be related to the students' age and/or level of learning the language, mainly on the vocabulary. Therefore, in this case the students should be encouraged to recognize, to spell and to define meaning of words in their vocabulary learning through interesting media.

During the pre-research in SMP Plus Gembala Baik Pontianak, the researcher found out that started from seventh grade to ninth grade and the English teacher were still used KTSP or School Level Based Curriculum syllabus of teaching. However, there is something that is concerned by the writer in her pre-research. Although it is a bilingual school but the researcher still found out that the students seemed not to have high curiosity to learn English words that are presented by the teacher. This problem happens because the students seemed not to learn English words that are not really interested in English lesson and/or the way of the teacher teaches.

Based on those explanations above, the information about students' motivation in learning English especially vocabulary mastery that brings the writer to know whether the students are not interested in learning English or the way of the teacher teaches them should be clear. Therefore, the researcher proposed to do a pre experimental research in order to increase the students' vocabulary mastery.

To accomplish this project of research, the writer used Bimodal Subtitling in Short Movie as the teaching media to increase the students' vocabulary in SMP Plus Gembala Baik Pontianak. Foreign language that the writer used in this case is clearly

English. Subtitle demonstrating pictures and words in auditory and visual form are more likely to activate both coding system upon processing the words and pictures.

There are two previous researches about Bimodal Subtitling that have been conducted by other researcher. Etemadi (2012: 239) proved in his research about *Effects of Bimodal Subtitling of English Movies on Content Comprehension and Vocabulary Recognition*, "This research on watching English movies with bimodal subtitling has shown that films are not only a means of motivation to entertain students, but also could assist learners to comprehend the language as spoken in various accents". Furthermore, Zarei (2008: 82) said in his research *The Effect of Bimodal, Standard, and Reversed Subtitling on L2 Vocabulary Recognition and Recall*, "As to vocabulary recall, it can be concluded that bimodal subtitling is significantly better than the standard subtitling, which, in turn, is significantly better than reversed subtitling". To conclude those two mentioned researchers, they seem to confirm that bimodal subtitles can improve both language learning and vocabulary learning. Bimodal subtitling might help to develop language proficiency through enabling learners to be conscious of new and unfamiliar words that might otherwise be lost in the stream of speech. By having this multimedia teaching support, the writer expected that the students' vocabulary would increase from every meeting of research and even after the research ends.

According to Wang (2012: 217), there are three combinations of audio and caption types, they are (1) Standard subtitle is a combination of L2 (second Language) audio with L1 (first language) caption. (2) Bimodal or Intralingua subtitle is the combination of L2 audio plus L2 caption. (3) Reversed subtitle is a combination of L1 audio and L2 caption. Bimodal Subtitling is foreign language (L2) audio with foreign language (L2) subtitle. Subtitles are used interchangeably with captions and both are defined by Zarei (2009: 86) as "The textual versions of the dialogue in films and television programs, usually displayed at the bottom of the screen". Subtitles might help to develop language proficiency by enabling learners to be conscious of new and unfamiliar language that might otherwise be lost in the stream of speech. In addition to meanings, learners learn the situations in which the words may be used.

Although subtitles have sometimes been considered as distracting or as a source of laziness in students, nowadays teacher should realize as Vanderplank (1988: 272-273) has asserted "Far from being a distraction and a source of laziness, subtitles might have a potential value in helping the learning acquisition process by providing learners with the key to massive quantities of authentic and comprehensible language input". In fact, text in the form of subtitles helps learners keep an eye on a speech that would probably be lost otherwise.

Furthermore, subtitles can motivate learners to study English outside the classroom circumstance by watching English movies, listening to the original dialogues. In fact, while TV programs and films that are not subtitled can create a high level of insecurity and nervousness in students, the use of subtitles provides direct feedback and a positive back up that contributes to create a feeling of

confidence in learners that can help them feel ready and motivated to watch foreign television, films, etc., with or without the support of subtitles in the near future. Moreover, subtitles can reinforce the understanding of English expressions and help learners acquire new vocabulary and/or idioms.

The purpose of this research is to find out whether the use of Bimodal Subtitling can increase students' vocabulary or not. By this research, the researcher hopes that the result of the research will be useful and considered as one of the best media in order to teaching vocabulary to the students especially in a level of junior high school.

METHOD

In accordance with the problems, the appropriate method to be used in this research is Pre Experimental design or single group pretest and post test design.

The writer conducts pre-experimental study in her research. Evelyn, Hatch and Farhady (1982) stated that pre-experimental study is not really considered model experiments because they do not account for big number of variables which can influence the result. The pre-experimental design in this research applies the one-group pre-test post-test. In one-group pre-test post-test design there is no control group and the students are given some experimental instructions or treatments for a period of time.

Meanwhile Cohen (2005: 212) stated "In pre-experimental the focus of the research is only to the students in one class and the treatments". There is no other class to be compared to the class which gets the treatment. Cohen et al (2005: 212) also stated "In one-group pretest postest design there is no control group and the students are given some experimental instructions or treatments for a period of time". At the beginning of the research, the students have pretest and posttest at the end of the research. The table below represents the pre-experimental process with one group pretest and posttest:

Pretest ➝ treatment ➝ posttest

X1 α X2

(Cohen, 2005)

Note:
X1 : Pretest (to know the ability of the students' achievement in this case vocabulary)
α : the treatment that will given three times to the students during the research
X2 : Posttest (to know the ability of students' achievement in this case vocabulary

Cohen et al (2009: 92) defined "Population as all members of any well-defined class of people, events, or objects". In other word, population is the larger group of the object that would take part in this research. According to the definition above, the population of this research was the 8th grade students of SMP Gembala Baik Plus Pontianak in Academic Year 2013/2014. There are three classes of 8th, each of which consists of 29 students and 30 students.

Table 1
Total of Students

Class	Number of Students
8 H	29
8 I	29
8 J	30
Total	**88**

And for the sample, Cohen (2005:93) defined "Sample is a small group that is observed." In this research the writer chose class 8 H with twenty nine students. Sometimes, the number of population is too big, so it is out of the reach. According to Dawson (2002: 47) "Sample is choosing a smaller more manageable number of people to take part in their research". In selecting the sample, the writer used purposive sampling as the English teacher of 8H has recommended to the writer, because class 8 H is the class that has a high interest in learning English than the two 8 classes in SMP Plus Gembala Baik Pontianak.

After applying this sampling procedure, 8 H was selected as the sample of this research. By having this way, the writer applied the purposive sampling technique with 29 students.

Class of 8 H is one of the levels that exist in SMP Plus Gembala Baik. In this class, students do not only learn reading, listening, speaking and writing, but also vocabulary and grammar. Every Friday in each week, they are given "Movie Time" as a special lesson to improve their skills including vocabulary and grammar.

FINDING & DISCUSSION

Finding
The focus of this research is intended to answer the problem about whether the use of Bimodal Subtitling in short movie media can increase students' vocabulary. In this part, the data is calculated to show mean score of pre-test and post-test, interval score of pre-test and post-test, significant test of students' score and the analysis of the effect from the treatment.

The result of students score in pre-test

Pre-test was the first test that the students have been done before the treatment. The table below shows that most of their score is low.

Table 2
The students' score in pre-test

No.	Students Code (s)	Form Test		Correct Answer	Score (X)
		True or False	Matching Words (Antonym)		
1.	s1	5	15	11	55
2.	s2	5	15	11	55
3.	s3	5	15	12	60
4.	s4	5	15	13	65
5.	s5	5	15	13	65
6.	s6	5	15	10	50
7.	s7	5	15	11	55
8.	s8	5	15	12	60
9.	s9	5	15	11	55
10.	s10	5	15	10	50
11.	s11	5	15	10	50
12.	s12	5	15	12	60
13.	s13	5	15	11	55
14.	s14	5	15	12	60
15.	s15	5	15	10	50
16	s16	5	15	14	70
17.	s17	5	15	11	55
18.	s18	5	15	10	50
19	s19	5	15	12	60
20.	s20	5	15	12	60
21.	s21	5	15	12	60
22.	s22	5	15	15	75
23.	s23	5	15	12	60
24.	s24	5	15	10	50
25.	s25	5	15	10	50
26.	s26	5	15	11	55
27.	s27	5	15	10	50
28.	s28	5	15	11	55
29.	s29	5	15	13	65
		Sum		332	1660
	Average right answer				12

		answers
mean Score		57.24
Max Score		75
Min Score		50

The result of students score in post-test

Post-test was the last test that the students have been done after the treatment. The table below shows that students' score is high.

Table 3
The students' score in post-test

No.	Students Code (s)	Form Test		Correct Answer	Score
		True or False	Matching Words (Antonym)		
1.	s1	5	15	16	80
2.	s2	5	15	17	85
3.	s3	5	15	16	80
4.	s4	5	15	16	80
5.	s5	5	15	18	90
6.	s6	5	15	17	85
7.	s7	5	15	18	90
8.	s8	5	15	18	90
9.	s9	5	15	13	65
10.	s10	5	15	16	80
11.	s11	5	15	18	90
12.	s12	5	15	17	85
13.	s13	5	15	18	90
14.	s14	5	15	18	90
15.	s15	5	15	16	80
16	s16	5	15	16	80
17.	s17	5	15	16	80
18.	s18	5	15	16	80
19	s19	5	15	15	75
20.	s20	5	15	18	90
21.	s21	5	15	16	80
22.	s22	5	15	14	70
23.	s23	5	15	16	80
24.	s24	5	15	16	80
25.	s25	5	15	15	75

No.	Students Code				
26.	s26	5	15	18	90
27.	s27	5	15	16	80
28.	s28	5	15	17	85
29.	s29	5	15	14	70
sum				475	2375
Average right answer					16 answer
Mean Score					81.90
Max Score					90
Min Score					65

The analysis of students' score in pre-test and post-test
After calculating students' score in pre-test and post-test, it is important to analyze the result of students' score in pre-test and post-test. The table below shows the interval of students' score in pre-test and post-test.

Table 4
The analysis of students' score in pre-test and post-test

No.	Students Code (n)	Pre-Test (X1)	Post Test (X2)	Interval (d) (X2-X1)	Interval d2
1.	s1	55	80	25	625
2.	s2	55	85	30	900
3.	s3	60	80	20	400
4.	s4	65	80	15	225
5.	s5	65	90	25	625
6.	s6	50	85	35	1225
7.	s7	55	90	35	1225
8.	s8	60	90	30	900
9.	s9	55	65	10	100
10.	s10	50	80	30	900
11.	s11	50	90	40	1600
12.	s12	60	85	25	625
13.	s13	55	90	35	1225
14.	s14	60	90	30	900
15.	s15	50	80	30	900
16	s16	70	80	10	100
17.	s17	55	80	25	625
18.	s18	50	80	30	900
19	s19	60	75	15	225
20.	s20	60	90	30	900
21.	s21	60	80	20	400

No.	Student	X1	X2	d	d²
22.	s22	75	70	5	25
23.	s23	60	80	20	400
24.	s24	50	80	30	900
25.	s25	50	75	25	625
26.	s26	55	90	35	1225
27.	s27	50	80	30	900
28.	s28	55	85	30	900
29.	s29	65	70	5	25
Total	N = 29	$\sum X1 =$ 1660	$\sum X2 =$ 2375	$\sum d =$ 725	$\sum d^2 =$ 20525
Mean		$\overline{X1} =$ 57.24	$\overline{X2} =$ 81,90	$\overline{X}_i =$ 24.66	

The students mean score of pre-test and post-test

1.   The students mean score of pre-test

The pre-test was given before the treatment or the process of teaching. The result of pre-test showed the total score of the students was $\sum X1 =$ 1660 and the mean score is $\overline{X}1 =$ 57.24 and it is qualified was poor.

2.   The students mean score of post-test

The post-test was held after the treatments. The purpose of this test is to know the students achievement in listening skills by using Bimodal Subtitling in Short Movie media. The total score of the students in this test was $\sum X2 =$ 2375 and the mean score was $\overline{X2} =$ 81,90. It is qualified was good to excellent.

The student's different score of pre-test and post-test

The students different score is taken based on students mean score of post-test minus by the students mean score of the pre-test. In this research, the result showed that the students different score of pre-test and post-test is $\overline{X}d =$ 24.66.

$$Xd = X2 - X1$$
$$= 81,90 - 57.24$$
$$= 24.66$$

Table 5
The students' qualification score of pre-test and post-test

Test	Mean	Qualification
Pre-test	49,47	Poor
Post-test	81,05	Good to excellent
Interval	**24.66**	

The significant of the interval score of pre-test and post-test

The significant of the different score of pre-test and post-test was calculated by using SPSS (Statistical Program for Social Science) t-test formula as follow:

Analysis on the students' significant difference of pre-test and post-test by t-test

$$t = \frac{\overline{D}}{\sqrt{\dfrac{\sum D^2 - \left(\dfrac{\sum D}{N}\right)^2}{N(N-1)}}}$$

$$t = \frac{24.66}{\sqrt{\dfrac{2052\frac{(725)^2}{29}}{29(29-1)}}}$$

$$t = \frac{24.66}{\sqrt{\dfrac{20525 - 18125}{812}}}$$

$$t = \frac{24.66}{\sqrt{\dfrac{2400}{812}}}$$

$$t = \frac{24.66}{\sqrt{2.956}}$$

$$t = \frac{24.66}{1.88}$$

$$t = 13.05$$

Based on the result of SPSS application and computation above, it was obtained that the value of t-test observed is bigger than t-table. Thus, it means that the mean score of pre-test and post-test of the experiment group being observed have a significant difference.

The calculation of t-test indicates 13.05. First, the degree of freedom or df = N-1 is determined. There are 29 students who take the test in this research, then df = 28 (13.05 > 2.048).

The analysis of the effect of treatment

After counting the significant score of the pre-test and post-test, the writer describes the finding of the effect of the treatment in order to see how significant is the effect of teaching listening through minimal pair sound dictation technique. The computation of the effect of the treatment can be seen as follows:

$$ES = t \sqrt{\frac{1}{N}}$$

$$= 13.05 \sqrt{\frac{1}{2\ 9}}$$

$$= 13.05 \sqrt{0.03}$$

$$= 13.05 \ (0.17)$$

$$= 2.22$$

Based on the result, the significant score of the effect size is categorized as "Highly Effective" with ES > 0.8 (2.22 > 0.8). It means that Increasing Students' Vocabulary by Using Bimodal Subtitling in Short Movie give a high significant effect to increase the students achievement in vocabulary.

Discussion

When applying this research, there were five meetings being conducted which could be described as follows.

The first meeting of this research was held on April 28th, 2014. In this meeting the researcher greeted and introduced herself and explained the aim of those meeting which were planned in this research. After that, pre-test was given before the teaching was held to know the students precondition in vocabulary mastery. The pre-test was given to the class 8 H students of SMP Plus Gembala Baik as the sample and attended by 29 students. The students were given 40 minutes to do the test items by answering the questions that given to them.

After administering pre-test, from the second to the fourth meeting were conducted as the treatments that was held on May 6th, 7th, and 8th, 2014. Before explaining the materials, the researcher showed the picture related with the topic and asked the question based on the materials to motivate the students in teaching and learning process. After that, the researcher introduced one of the appropriate media that help the students to increase their vocabulary especially in Bimoldal Subtitling. Then, the researcher explained the lessons about bimodal subtitling, the advantage and the strategies to apply bimodal subtitling. In these treatments, researcher explained about the text that students were going to read and from all that text teacher has given students found several new words including antonym and synonym. At the first treatment, the researcher gave example of the text based on the materials and then explained about the characteristic or language uses in the text. The researcher introduced about bimodal subtitling in short movie to help students in vocabulary mastery. Then, the teacher showed one short movie to the students to apply the technique to them. During the activity, the researcher then starts to teach about vocabulary mastery to the students. It is word meaning and use of words. After that, the researcher also gave the students worksheet to do some exercise of vocabulary that has already been explained before to know the students' comprehension of the lesson. In the second and third meeting of the treatments, the researcher did almost

the same like the first treatment and the students were encouraged to find out the synonym and antonym based on the text that has already been held before.

Essentially, from the first until last meeting of the treatment the researcher did not have any difficulties to use this media. As the researcher has told before, SMP Plus Gembala Baik Pontianak has a special feature of the lesson once in every week, it is movie time. It is not only for English lesson but also for other lesson. That is why the students were feeling so much pleasure when the writer introduced this media to them. However, even though they are in a bilingual school level; the very big problem of the students of SMP Plus Gembala Baik Pontianak is the lack of vocabulary. Fortunately, the students were not passive and they showed their enthusiastic while teaching and learning process. It was proven when the explanation was given, the students were stimulated to interact, think, and learn in teaching and learning process.

The researcher found some factors that caused or affected the results. First, Bimodal Subtitling media can help the students to be easier in increasing their vocabulary mastery. When giving the treatments, the students are more interested in learning vocabulary by using bimodal subtitling in short movie not only because they like watching movie or films but also because they feel that they can learn English especially vocabulary that is not boring and fun. Second, after giving the treatments, the students got the knowledge about how to increase their vocabulary mastery by using bimodal subtitling.

In implementing the bimodal subtitling as a technique of increasing students' vocabulary, the writer who also becomes the teacher got some difficulties for example in preparing the material, it was hard for the teacher to find the short movie that appropriate to the junior high school age level. Actually, for the age of junior high school like them, it is not necessary to use such as Disney English Magic to the students of Junior High School age level. The students even felt like a kindergarten that learns English and vocabulary for the first time. That is why after the treatment and the research was held; the teacher gives the students an appropriate short movie based on their age level. Moreover, even though all the facilities of the media that the teacher need is provided, the teacher got difficulties to explain all of the materials because the time limits given to the teacher.

However, the writer also got some advantages when applying this technique to the students in increasing students' vocabulary. First, Bimodal Subtitling helps the students to increase their vocabulary; especially using media like short movie and films that makes their interest in English is higher than before. Second, Bimodal Subtitling is useful for the students to get the knowledge in increasing students' vocabulary because it is easy to make them understand. And the last, the students are more interactive in teaching and learning process because they are encouraged to work in individually and/or in group when they do the test because they have never got this technique before.

Finally, based on the data analysis, the writer found that there was an increasing of the students' achievement in vocabulary mastery. It could be proven by comparing

the mean score of the pre-test and post-test. Based on the score indicated students' performance in post-test was better than in pre-test. This finding showed that there was a difference score of pre-test and post-test after receiving the treatments.

CONCLUSION & SUGGESTION

Conclusion
Referring to the research findings and the analysis of the students test result, the writer draws conclusion as follows:

Using bimodal subtitling is effective to increase students' vocabulary mastery. It is shown by the students' score in post-test which is better that pre-test. The students' means score of pre-test is 57.24 and it is qualified poor while the students' mean score of post-test is 81.90 and it is qualified good to excellent.

The students' achievement has been improved with the interval score of pre-test and post-test is 24.66 (twenty four point sixty six). The obtain t-test should that the value of t-test observed is bigger than t-table. Thus, it means that the mean score of pre-test and post-test of the experiment group being observed have a significant difference. The calculation of t-test indicates 13.05. First, the degree of freedom or df = N-1 is determined. There are 29 students who take the test in this research, then df = 28 (13.05 > 2.048).

Using bimodal subtitling is one of an effective way to teach vocabulary to the students. The students became encouraged to learn English especially vocabulary, actively involved, paid more attention and interested in teaching and learning process. The students' achievement increased; the score of post-test is better than the score of pre-test (81.90 > 57.24) and the effectiveness of Increasing Students' Vocabulary by Using Bimodal Subtitling in short movie is categorized as "Highly Effective" with ES > 0.8 (2.22 > 0.8).

Suggestion
Referring to the result of the research, the researcher provides some suggestions as follows below.

The teachers are suggested to use bimodal subtitling media for their students in order to increase students' vocabulary because this media help the students to be easier and fun and simulate the students' interaction and learning so that it makes the students more interesting in teaching and learning process. Because the method of this research is related to using media, such as laptop, speaker, and LCD; the teachers and readers are suggested to prepare all the tools thoroughly because it might spend much time.

The teachers are also suggested to explain more about the language use especially vocabulary such as new words, antonym, and synonym so the students can

comprehend more in learning English. The students will not understand how to learn the four skills if their vocabularies are still lack.

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