

CHAPTER I

INTRODUCTION

A. Background of Study

Understanding a foreign language like English in modern times and globalization is important. English is one of the international languages recognized by the world as an inter-national language, so it is important to introduce it to the younger generation especially to students¹. Students are expected to have a good knowledge of the English language due to the need for information technology development 5.0 that enables the role of English in accessing information and its increasing usage². This is one of the reasons why the knowledge of English, both verbal and written, is an inescapable thing, in addition to the fact that English is an international language whose usage is worldwide, so it is not a difficult thing to find it in the day-to-day human activity today, such as the abundant use of English vocabulary in educational applications, in news on television, in music entertainment channels, in film entertainment, in school information boards or in other

¹ Pertiwi, A. B., Rahmawati, A., & Hafidah, R. (2021). Metode pembelajaran kosakata bahasa Inggris pada anak usia dini. *Kumara Cendekia*, 9(2), 95-105.

² Megawati, M., Harimurti, E. R., Nurwiati, N., & Nurhasanah, N. (2021). Hubungan Antara Kebiasaan Menonton Film Berbahasa Inggris Menggunakan English Subtitle Dan Kemampuan Berbicara Bahasa Inggris. *Research and Development Journal of Education*, 7(2), 363-372.

public places³. In addition to its written usage, the language in the vocabulary is also used orally in certain situations by some students. With a consistency of good English skills and advances in technology and information, it will make it easier for the younger generation, especially the educated generation or students, to get a better learning, so that they will not be lagging behind in the future⁴.

Reading is one of the important English language skills. Christian and Marry said that reading is the most skill of all for the most students of English through the world⁵. In the reading activity, the reader should interpret the meaning of written texts. Clark and Sibelstein defined that reading is an active cognitive process of interacting with print and monitoring comprehension to establish meaning. One method to improve reading ability is skimming and scanning⁶. Skimming is reading selectively to get a general idea of what an article is about. That shows that skimming can be defined as a technique to read fast in order to know the general information of the reading material. Scanning is involves reading something

³ Putri, D. A., & Sya, M. F. (2022). Kemampuan pengucapan bahasa Inggris di tingkat sekolah dasar. *Karimah Tauhid*, 1(3), 357-364.

⁴ Fauzi, I., & Raya, F. (2018). The effectiveness of skimming and scanning strategies in improving comprehension and reading speed rates for the students of English study program. *Register Journal*, 11(1), 101-120.

⁵ Christian & Marry. (1976). *Progress in Understanding Reading*. New York: Guilford

⁶ Clark, M. A. & Silberstein. S. (1987). *Toward a Realization of Psycholinguistic Principles in The ESL Reading Class*. New York: New Barry House Publisher.

quickly to find a particular piece of information, and ignoring everything else Leane⁷.

In the Kurikulum 2013, English is one of the compulsory subjects in the national secondary education levels, namely Junior High School (SMP) and Senior High School (SMA), while English is only a local content subject at the primary school level. Based on Peraturan Menteri regarding Kurikulum 2013⁸, there are several basic English language competencies for class VIII students:

1. Understand the purpose, text structure, and elements linguistics of special spoken and written texts.
2. Understand the purpose, text structure, and elements linguistics from spoken and written descriptive texts about people/animals/objects.
3. Understand the purpose, text structure, and elements linguistics of oral and written recount texts about experiences/activities/events/incident
4. Understand the message in the song/film

Students can take advantage of technological advances by using easy and frequently used media in learning especially in learning English so that it is more fun and not boring. Currently there are many media that can be used

⁷ Leane, S. (2010). The Basic of Teaching Reading Skills. Available at <http://www.Aacc.edu/tutoring/file/skimming/pdf>. Retrieved on : April 11,2010.

⁸ Pendidikan, K., & Kurikulum, K. (2013). Kompetensi Dasar Sekolah Menengah Pertama (SMP)/Madrasah Tsanawiyah (MTs). 2013. Jakarta: Mendikbud.

to improve English speaking skills such as media music, video, movies and so on, as Wright said⁹. The use of technology in learning has been one of the most discussed subjects in language teaching since the 1920s. Wright also explained that visual audio media such as movies, videos or DVDs were the most widely used media as a source of learning since the 1970s and many researchers have confirmed the influence of such media on learning.

Movies are one of the visual audio media that can be easily found in everyday life. Malley is defined, film as a complete medium of communication and a very powerful transmitter of information¹⁰. Watching movies has become a habit or a favorite and it can be used by language teachers by presenting authentic learning materials. Koshinsky mentions several reasons why teachers can use films in language learning classes because films present entertainment and learning with a story that can capture the hearts of its audience and films are also supported with visual elements that make it easier for students to understand dialogue and story path¹¹. In addition, films typically feature audio and visual texts that can help students understand the meaning and spelling of new words so that it is

⁹ Wright, W. E. (2005). English language learners left behind in Arizona: The nullification of accommodations in the intersection of federal and state policies. *Bilingual Research Journal*, 29(1), 1-29.

¹⁰ O'Malley, J. M., & Pierce, L. V. (1991). Portfolio assessment: Using portfolio and alternative assessment with LEP students. In *Forum* (Vol. 15, No. 1, pp. 1-2).

¹¹ Koshinsky, E. (2008). How to teach speaking. *Computer Assisted Language Learning*, retrieved April, 24.

expected through the activities of watching movies can enrich the vocabulary and improve students' English language skills, especially speaking and reading skills. (reading).

There are several issues identified at the location where this research was conducted. Based on the experiences at MTs Arrasyadiyyah Serang in Banten, students face challenges with their reading skills. First, students often read books without fully understanding their meaning. Second, teachers do not incorporate audiovisual media (such as films) into the instructional process; instead, they primarily rely on textbooks, which affects children's interest in learning English. Third, students require additional time to thoroughly read and comprehend texts. Teachers should motivate students to engage more with the text. To support students, teachers should employ effective strategies that encourage them to understand English texts better. Additionally, some children struggle with learning other languages, particularly with pronunciation. When they miss a word, they struggle to grasp its full meaning. This leads to feelings of failure, worry, and confusion. While they can understand slow and clear speech, they may not fully comprehend the meaning. Some individuals need multiple repetitions to understand information.

Based on the above problems, this study will try to measure the level of effectiveness of media that uses English-language subtitles with the ability

to read students in MTs Arrasyadiyyah Serang Banten. With the existence of this research is expected to know the reading ability of students in the High Schools of Arrasyaadiyah Banten and also know the degree of efficiency of the use of such media in learning to read English.

B. The Statement of Problem

Based on the problems and explanations above, the research questions in this study are as follows:

1. How is the implementation of reading skills using film subtitles at MTs Arrasyadiyyah Serang Banten?
2. How do the student's achievement reading skill using film subtitles?

C. Identification of The Problem

Depending on the research context, students' grammar problems, especially understanding of the comparative level, can be identified as follows:

1. Students less understand the meaning of English.
2. Students look bored because the teacher always uses textbooks.
3. Students need extra time to read English text.

D. Limitation of The Problem

There are some limitations of this research among them are as follows:

1. The media used in this research is a biographical film.
2. The objects used in this research are VIII grade students at MTs Arrasyadiyyah Serang Banten.
3. The methodology used in this research is action research.

E. The Objective of Research

Based on the research questions above, the research objective in this study are as follows:

1. To evaluate the implementation of reading skills using film subtitles.
2. To measure students' achievement in reading skills through the use of film subtitles

F. Significant of Study

There are some limitations of this research among them are as follows:

1. Implication for Student
 - a. Using engaging classroom resources can improve pupils' vocabularies.
 - b. Help children improve their vocabulary and reading skills.
 - c. Students will like learning English, particularly reading vocabulary.

2. Implication for Teacher

- a. Using engaging classroom resources can improve pupils' vocabularies.
- b. Help children improve their vocabulary and reading skills.
- c. Students will like learning English, particularly reading vocabulary.

3. Implication for Reseacher

- a. Using engaging classroom resources can improve pupils' vocabularies.
- b. Help children improve their vocabulary and reading skills.
- c. Students will like learning English, particularly reading vocabulary.

G. Previous Study

1. The first previous study was conducted by Widya Kartika Putri entitle **“The Effectiveness Of Using Subtitled Vidio in Improving Students Reading Skill At SMA Negeri 9 Luwu Utara”**¹². The study aims to determine if using subtitled videos improves reading skills among students at SMA Negeri 9 Luwu Utara. In this study, the researcher conducted quasi-experimental research. In this study, the researchThe researcher administered a pre-test to assess the student's reading ability. The school provided online learning through a Whatsapp group. In the

¹² Widya Kartika Putri, P. K. W. (2021). Effectiveness of Using Subtitled Video in Improving Students Reading Skill at Sma Negeri 9 Luwu Utara, The (Doctoral Dissertation, Institut Agama Islam Negeri Palopo).

second period, the researcher administered therapy to both the experimental and control classes. The experimental group learns through subtitled video, while the control class receives traditional education. The final phase was administering a post-test to students in both the experimental and control classes. The post-test results indicate improved reading skills in both the experimental and control groups. The reading pre-test before treatment indicates that both the experimental and control classes had the same level of reading skill. The experimental group's mean pre-test score was 33.75, while the control group's was 33.12. The study's findings support the following interpretations, adding to its value. The post-test revealed a substantial difference in reading skills between students who used subtitled videos and those who did not.

Gaps: Students struggled with reading. Students may experience fatigue and tedium due to lengthy reading assignments. Students struggled to comprehend readings due to limited vocabulary. As a result, they provide a brief response to the question.

2. The second previous study was conducted by Dea Permata Sari Utami entitled **“The Effectiveness Of Movie Subtitle To Improve Reading Comprehension”**¹³. The study aimed to determine whether movie subtitles can increase students' reading comprehension. The study's

¹³ Permatasari, D. U. (2018). The effectiveness of movie subtitle to improve reading comprehension (Doctoral dissertation, UIN Ar-Raniry Banda Aceh).

subjects were tenth-grade students from SMAN 7 Banda Aceh, namely class X MIPA 4. This study used an experimental quantitative research approach as a reason, with an experiment specifically designed to generate certain required data. She offered two sets: pre-test and post-test. The tests were administered at the beginning and end of the investigation. First, pupils had to complete the pre-test questions. Following that, the researcher conducted experimental training with movie subtitles to teach reading comprehension. Then, at the last meeting, the researcher administered a post-test to track development. The researcher administered a 10-question questionnaire to gather data on students' perceptions of movie subtitles. It was delivered at the fourth meeting, following the post-test. Through this questionnaire, the students selected one of three options based on their impression. The questionnaire was then evaluated and interpreted using charts. The results indicate that the use of movie subtitles on reading comprehension was successful. Researchers found that employing movie subtitles to teach reading can improve pupils' reading abilities. The success of the strategy can be observed in the test results obtained by students. According to the data from the pre-test and post-test, the pre-test had a higher score of 80, while the post-test scored 100. This study provides English teachers with significant insights into the possible benefits of employing subtitle films

as a teaching tool to boost students' language competency and learning motivation.

Gaps: Some students struggle with reading. First, the learner read a text without grasping its meaning. Second, students do not pay attention while the teacher explains the information in front of them. Third, kids with limited vocabulary struggle to comprehend the content.

3. The third was conducted by Lail Rifna entitled **“The Effectiveness Of Using English Movie With English Subtitle In Teaching Vocabulary At The Eight Year Student's Of MTSN 1 Selong In The Academic Year Of 2018/2019”**¹⁴. The goal of this study is to determine the effectiveness of using a movie with English subtitles to increase vocabulary mastery among eighth-year students at MTSN 1 Selong Lombok Timur during the 2018/2019 academic year. The study employed a quasi-experimental design, with experimental research done in MTSN 1 Selong Lombok Timur during the 2018/2019 academic year. The study was divided into two classes, with the first serving as an experiment and the second as a control. In this study, the experimental class was treated using a media movie with English subtitles/audio-visual approach in the learning process, whereas the control class was treated

¹⁴ Lail, H. (2019). The Effectiveness of Using English Movie with English Subtitles in Teaching Vocabulary at The Eighth Year Students of SMPN 1 Selong in The Academic Year Of 2018/2019. *Journal Of Languages and Language Teaching*, 6(2), 100-107.

using traditional methods (lecture and Q&A). Initially, the researcher administered a pre-test to the two classes with the purpose. Finally, the study included a post-test period. This research demonstrated that movies with subtitles were effective and had a substantial influence on vocabulary mastering among eighth-grade students at MTSN 1 Selong Lombok Timur in the 2018/2019 academic year.

Gaps : They don't comprehend word pronunciations or meanings well. This results in their ability to expand their vocabulary effectively.