

## The Use of Subtitle Movie To Teach Listening Skill for Students of SMP Muhammadiyah 2 Ponorogo in Academic Year 2021/2022

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### ABSTRACT

Subtitle Movie is the kind of audio-visual media that gives a narrative model composed of emotions and images with text. Movies assist the students to understand the context by observing the story along with the conversation in the subtitle. This research focus on the implementation, the strengths and the weaknesses of using subtitle movie to teach listening skill. The purposes of this research are to describe the implementation and to describe the strengths and the weakness of using subtitle movie to teach listening skill for students of SMP Muhammadiyah 2 Ponorogo. This research uses qualitative method that focus on the describing the implementation the strengths and the weaknesses of teaching listening skills using subtitle movie as a media. The participants of this research are 26 students and 1 English teacher. The techniques of collecting data are observation, interview and documentation. The result of this research are using subtitle movie to teach listening skill includes opening activities, main activities and closing activities. The strengths of using subtitle movie are subtitle movie made the students are more enthusiastic and focus on paying attention in learning also made students' skills and scores increase. The weaknesses of using subtitle movie are the movie that played is not appetizing also the long duration of the movie made the students not interesting in learning.

*Keywords: Subtitle Movie; Teach listening; Listening skill*

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### INTRODUCTION

The four language skills (listening, reading, writing, and speaking) represents the principal factor of overseas language commands, however it is thru receptive skills, specifically listening and reading those human beings analyze language, this means that they are able to expand their language skills. Thus, the significance of listening in teaching and learning is undeniable. Listening skill, one of the abilities to receive, is a communication technique where listeners can understand, interpret and evaluate what they hear. According to Ulum (2015: 72) in other words, listening is an active activity that involves not only good listening skills but also the ability to sort and interpret the information obtained from these activities. The ability to listen actively can increase personal relationships through reducing conflict, strengthening cooperation, developing understanding. Understanding listening is an important part of learning a language, which needs attention.

English is considered very difficult, especially in listening learning. This is because English is not a native language, but is a foreign language. As a foreign language, of course, it is very difficult for us to identify aspects that exist in English. The aspects that need to be studied, especially in learning to listen to English, are the first concentration in words, vocabulary, accents, pronunciation and also the language pattern used. In English. These aspects are certainly very different from the pattern of Indonesian as our native language. This is certainly experienced by English language students in Indonesia, especially students who are required to learn English at school. According to Rintaningrum (2018: 11) listening in English is considered very difficult for students, due to the lack of intense English listening practice. As a foreign language, intense learning and practice is needed to be able to understand all the aspects in English. Many students at SMP Muhammadiyah 2 Ponorogo have some problems in listening skills. According to Anggia et al (2021: 57) low listening skills are divided into some categories. The first is about concentration, the second is about detailed information, the third is vocabulary, and the fourth is accent. Many students end up skipping class because they feel bored and do not feel confident, because their listening skills are bad. Among the factors above, the cause of low ability of students listening is monotonous learning methods, that is the dominant factor.

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Most schools still apply monotonous listening learning. Basic listening learning is done in schools namely listening to native speaker audio that is played repeatedly. In overcoming these problems, teachers must continue to try to find ways to solve these problems. Teachers must be able to use several learning methods, especially in teaching listening to media. So, listening is not only through audio but also uses audio-visual. According to Mayya (2007: 2) teachers tend to adopt a new technology when that technology helps them do what they are currently doing better. One of the interesting audio-visuals listening learning is watching movies. This one. Watching movies can also increase our enthusiasm and mood. If this method is applied in schools, then this will be able to build students' enthusiasm for learning, because students will learn and get entertainment at the same time. The selected movie is also a movie in English accompanied by subtitles. The purpose of including subtitles is to make it easier for students to understand dialogue and any context throughout the plot of the movie. The subtitle of this movie is also a solution to the students' problems that have been mentioned above, namely identifying spoken and understanding language patterns, vocabulary, pronunciation and then detailed information.

Subtitle Movie is the kind of audio-visual media that gives a narrative model composed of emotions and images with text. Movies or films assist the students to understand and recognize context by observing the behavior of the characters along with the conversation in the subtitle. Zanon (2006: 44) argued that subtitled video could encourage the students to learning English to the original dialogues with subtitle. Many schools include more video content in listening learning as technology develops. Subtitle movie is one type of audio-visual media that provides a narrative model consisting of emotions and images with text. Movies or films help students to understand by recognizing the context observed in the characters along with the conversations that are available in subtitles. To support this study, there are some researchers which are related with this study.

There are some related studies by other researcher. The first study by Pamungkas and Susilo (2020: 136), they stated that the results of their research showed that students have positive responses to using English films and they believed that using English films could improve their listening skills. This is supporting this idea and agree that English movies are a profitable tool as a listening media. It can be concluded that students' perception about the use of English movies to improve listening skill is positive. The students' opinion shows that 72% of the respondents think that the teaching media that their teacher used is interesting for learning listening and 28% of the respondent vote that the teaching media is not interesting for students in learning listening. The table 2 also shows that 89% of respondents vote that they like using Movie to learn listening and 11% of the respondents vote that they don't like using English movie to learn Listening. The second study by Kurniawati (2016 : 288) that in general video is an effective teaching media to teach English especially to teach Listening. Video is more effective than audio as teaching media. This may imply that videos were good for helping students enhance listening abilities. Videos contain visual elements that might be the main factor to help students increase listening abilities. With the visual elements, they could easily understand what the information was. Overall findings suggest that students generally enjoy using video, and like to learn listening subjects by using video. The point is, this research be focus on the media of Subtitle Movie itself. The researcher will be bringing this research in the teaching of listening comprehension for student entitle The Use of Subtitle Movie to Teach Listening Skill for Students of SMP Muhammadiyah 2 Ponorogo in Academic Year 2021/2022

## RESEARCH METHOD

The research method used is descriptive qualitative method. The purpose of using descriptive qualitative methods is to be able to describe the using Subtitle Movie to Teach Listening Skill. R.L. Jackson et al (2007: 22) stated that qualitative research is research and fact-finding of various types through a list of questions. This research was conducted at SMP N Muhammadiyah 2 Ponorogo. which is located on Jalan Thamrin, Bangunsari, Ponorogo. It was carried out for 6 months from February until July 2022. Source of data is one thing that is very important in research. The data source in this study was the first participant, social situation, documents. There are two participants used namely teacher and students. In this research, the researcher observed the activities of the teaching learning process of eighth grade students of SMP Muhammadiyah 2 Ponorogo and uses photographs to know the condition of the class during teaching learning process. The researcher chooses students and English teacher of VIII A class as the participants. According to Qualitative research requires several instruments. Based on Creswell (2012: 4) the data taken of this research involves observation report, interview transcripts, and documents such as syllabus, lesson plans and photograph. Data collection is a method used by the researcher to collect data. According to Ary et al (2010: 16) qualitative research also has a toolbox for data collection techniques, which include indepth interviews, participant observation, and document analysis.

The data in the research to know about the procedures of using subtitle movie to teaching teaching listening skill. Techniques of Analyzing Data are the techniques to analyze the data that the researcher gets. The researcher used technique of data analysis based on Miles and Huberman cited Sugiyono (2014: 338) which is involving three steps: data reduction, data display, and conclusion drawing or verification. After analyzing the data, it is also very important to verify the data to continue the research. Triangulation is one of the techniques used to verify data in qualitative research. In this study, to verify the data using the triangulation method. According to Heale & Forbes (2013: 4) Triangulation uses several methods, data sources, and theories of researchers in studying a single

phenomenon. This technique is used to confirm the suggested findings, but it can also be used to determine the completeness of the data.

## RESULTS AND DISCUSSION

### 1. Result

The researcher explained the result of the research entitled *The Use of Subtitle Movie to Teach Listening Skill for Students of SMP Muhammadiyah 2 Ponorogo*. They are defined as follow:

#### 1. The Result of Observation

The researcher did the observation to get the data related to the research. The data collected by observing the activities during the teaching of listening by using subtitle movie for the 8A grade students of SMP Muhammadiyah 2 Ponorogo. By this observation, the researcher knew the process of teaching learning in the class. The result of the observation is explained as follows: a. Preparation

In this step, explain the researcher preparation before doing teaching learning. The researcher made instruments such as syllabus, lesson plan or RPP, observation checklist and students' worksheet. These instruments made the teaching learning process run effectively.

#### a. Teaching and Learning Process

Teaching and learning process that has done by the teacher divided into three steps. They are opening activities, main activities and closing activities. The researcher took the data by observation and interview. The data is explained as follows :

##### 1) Opening activities

Opening activity is an activity conducted by the teacher before started teaching learning. In this activity, the teacher open the lesson by saying "Assalamualaikum wr.wb and Good morning everyone" then answered by the students "Waalaikumsalam wr.wb, Good Morning" (DO1). Then the teacher asks the leader of the class to lead praying together before learning a material (DO2). After that, teacher check the student's attendance list of students and the students said "Yes, Sir" while the teacher calling their name one by one (DO3). Then, the teacher stimulate the students about the narrative text material by saying "Before we start the lesson today, I would like to ask you, do you know what is the narrative text ?", then the students answer "Yes, Sir" (DO4) ,"Okey, can you give the example of narrative text? Then students answer "Danau toba, Telaga Sarangan", "That is alright, today we will discuss about narrative text" (DO5). "Narrative text is a text that tells a story of the past and used to entertain the reader, narrative text also come from foreign stories, such as fairy tales. An example is Beauty and The Beast which we will study today as a material. Later, we will learn listening with a new media called an audio-visual. We will learn while watching a short movie containing subtitles. This movie relates to the narrative text material that we will discuss" (DO6).

##### 2) Main Activities

After the opening activity, the next step is main activities. This step has been carried out by the teacher. All the main activities were explained here. The steps order of running the teaching listening for students of 8A, SMP Muhmmadiyah 2 Ponorogo is explained as follows:

The teacher explained the detail material and the students gave their attention to teacher. The teacher provides detailed explanations about narrative text such as types of narrative text, generic structure, and language elements used in narrative text. Then the teacher ask the students "Everyone, can you tell me what is narrative text?", then the students answer "Narrative text is a text that tells a story of the past and used to entertain the reader" the teacher ask again "What is the purpose of narrative text?" the students answer "To entertained the reader". Then for the last, the teacher asks "Is there any question for the material today?" the students answer "No, Sir". After give the explanation, the teacher directs students to watching short movie related to the narrative text called "Beauty and The Beast" and "The Lion King" as a stimulus of the learning (DO7). Then, the teacher ask student to learn detail information and language elements in the movies they have seen by say "While watching the movie, you can observe and then record detailed information and language elements in the movie, to prepare for working on the worksheet later" (DO8). After that, the teacher shares the worksheet to the students (DO9). After the students got the worksheet, the teacher explains how to do the test. The first test, doing ten multiple choice questions and the second test, doing five essay questions based on the movie (DO10). Then, the teacher play back the movie and tell the students that the movie only played twice. So, the students must be focus on their work. After 40 minutes, the students must have finished their worksheet and collect it (DO11).

##### 3) Close Activities

In this activity, the teaching and learning process are closed. The teacher provides feedback on the learning process by saying "Everyone, what we have learned today?", "What are the generic

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structure and language elements of narrative text?”, Is there any difficulty in this lesson?” then the students respond the question by the teacher (DO12). The teacher provides summarize and conclusion about narrative text. The last, teacher and students closed the meeting by praying saying “Alright everyone, that is all for today. Thank you, Wassalamualaikum wr.wb” (DO13).

## 2. The Result of Interview

Interview was one of the methods that the researcher has to get information from the English teacher and students. The researcher used interview to collected the data. Interview was the method of collecting data by communicating between an interviewer and participants. The researcher prepared the questions and give it to the teacher and students. The result of interview was presented as followed: a. The result of interview between the researcher and the English teacher

After teaching listening using subtitle movie ends, the researcher asks some questions to the English teacher namely Mr. Galih. First question is “How is the condition of students in the listening class at this school?”, then the teacher answered “Because this is a private school, it can be seen that the students are also special, it means that the characteristics of their class is stubborn. During the listening class, they tend to be lazy, often to skip class and difficult to organize and coordinate them in learning” (DI1). Second question is “What are the media used in teaching listening before using subtitle movie?” the teacher answered “At this school, the basic listening still uses audio, like native speakers. For the past few days, I have been trying to use songs to teach. So, I asked the students to listen to the lyrics of the song and then answer questions such as fill in the blank. So far, it's only audio, haven't tried audio-visual media such as subtitle movie like this for learning. But this media was so fun” (DI2). Third question is “Is subtitle movie can be the solution for teaching listening ?” then the teacher answered “I think yes, this subtitle movie can be the solution and innovation as a learning media, subtitle movie can be included as an interesting learning media, especially in listening learning, it would be better if they are told to watch movies with English subtitles like this. They can understand the pronunciation of every word they hear by reading the subtitles. Also can increase their word recognition and vocabulary as well. Maybe in the future this can be applied as a new learning media, so students can learn while having fun too” (DI3). Fourth question is “Do the students ability in listening increase after using this subtitle movie as a media for learning?” the teacher answered “I think yes, they are easier to coordinate when studying, and movie can increase students' focus while learning. The visual of movie makes it easy for students to learn the storyline and detailed information from the movie, and the english subtitles help improve students' vocabulary and word recognition as well” (DI4).

The last question is “What are the advantages and disadvantages of subtitle movie as a listening learning media?” the teacher answered “The advantages of this subtitle movie media, it can be seen from the fact that children are more interested in watching something than just listening. So, audio-visual like this can make them more enthusiastic and focus in learning. The visual appeal of the movie builds the enthusiasm of the students who are initially lazy to learn to become enthusiastic, and the subtitle help students easier to understand pronunciation, word recognition and vocabulary when listening while reading the subtitle. Then the disadvantages from this media, if the students start to get bored with the movie that is playing. This can happen for various reasons, such as the movie is not according to their taste, or the storyline of the movie is not interesting. As you can see in the second meeting before, there is a student commented "why the movie is cartoon, Sir". Maybe they are more likes live action movie. It can make the students lazy again to study, so the choice of movie must also be right” (DI5).

### a. The result of interview between the researcher and the students of 8A.

After listening learning using subtitle movie ends, the researcher asks some question to the students.

The first question is “Are you happy with listening learning?”, most of students answered “Yes” and the other answered “No” (DI6). Second question is “What are your difficulties in listening learning?”, then most students answered “Did not understand what I heard and did not know what the meaning when answering the questions” (DI7). Third question “Was the previous listening learning is boring?”, then most student answered “Yes” (DI8). Fourth question is “What do you think about listening learning with subtitle movie?”, then all students answered “Very fun, become more enthusiastic, and easy to understand and answer the questions” (DI9). Fifth question is “Does your ability in listening increase after using subtitle movie media?”, then most students answered “Yes or slightly increased” (DI10). Sixth question is “What are the advantages of using subtitle movie in listening?”, then most students answered “More excited and focus because there are pictures, easy to understand because there is text or subtitle, very fun” (DI11). The last question is “What are disadvantages of using subtitle movie in listening?”, some student answered “Nothing” and the other answered “The duration of the movie is too long and do not like the movie” (DI12).

## **2. Discussion**

In this part, the researcher discussed about the activities between the teacher and students during the teaching and learning process using subtitle movie. Preparation step means to prepare what was needed by researcher before teaching and learning process. This step is so important, because the instrument that the researcher made could facilitate the research. Researcher prepare learning instrument such as checklist of syllabus, lesson plan or RPP, worksheet, checklist of observation, and interview guidelines. Lesson plan or RPP contains activities of the teacher and students during the teaching and learning process. The researcher prepared the material and steps to implement the teaching and learning process using subtitle movie. The implementation step is divided into three steps, they are opening activities, main activities and closing activities. Those described as follows:

### **1) Opening Activities**

Opening activities is the beginning activity in the teaching and learning process that conducted by the teacher before explain the material to the students. The opening activities consist some activities such as greeting, praying, checking the student's attendance list, giving and explain the purpose of the study.

### **2) Main Activities**

This step has been carried out by the teacher. First, the teacher gives explanation material about narrative text such as types of narrative text, generic structure, and language elements used in narrative text. Second, the teacher asks the students understanding about the material. Third, the teacher directs students to watching short movie related to the narrative text. Fourth, the teacher ask student to learn detail information and language elements in the movie. Fifth, the teacher shares the worksheet to the students then explain how to do the test. The last step, the teacher asks students to collected their worksheet and made assessment from the student's worksheet.

### **3) Closing Activities**

In this activity, the teaching and learning process are closed. The teacher and provides feedback on the learning process. Then the teacher provides summarize and conclusion about narrative text. The last, teacher and students closed the meeting. The researcher discussed about the strengths of using subtitle movie to teach listening skill for students of SMP Muhammadiyah 2 Ponorogo. There are some strengths that found by the researcher from the data observation and interview. The strengths are described as follows:

#### **a) Subtitle movie made the students are more enthusiastic in listening learning.**

Subtitle Movie is the kind of audio-visual media that gives a narrative model composed of emotions and images with text. Movies or films assist the students to understand and recognize context by observing the behavior of the characters along with the conversation in the subtitle. In his previous study, Zanon (2006: 44) argued that subtitled video could encourage the students to learning English to the original dialogues with subtitle. Movies or films help students to understand by recognizing the context observed in the characters along with the conversations that are available in subtitles. It makes the students more enthusiastic in learning listening because subtitle movie is one type of audio-visual media that provides a narrative model consisting of emotions and images with text. This can also be proven by previous observation and interview data. In the interview, the teacher said "The advantages of this subtitle movie media, it can be seen from the fact that children are more interested in watching something than just listening. "Subtitle movie can be included as an interesting learning media, especially in listening learning, it would be better if they are told to watch movies with English subtitles like this". Most of the students also said "Very fun, become more enthusiastic, and easy to answer the questions". This statement is also supported from previous study by Aryuliva (2014: 69) that teaching listening using movie make the students had motivation, interested and pay attention to the teaching and learning process. Based on explanation above, it can be concluded that subtitle movie made the students are more enthusiastic in listening learning.

#### **b) Subtitle movie made the students are more focus on paying attention to learning and can increase their listening skill.**

Subtitle movie made the students are more focus on paying attention to learning while using subtitle movie. It can be supported with the teacher statement from the data interview "It can be seen from the fact that children are more interested in watching something than just listening. So, audio-visual like this can make them more enthusiastic and focus in learning". Then it was also supported by students' statement. Students said "More excited and focus because there are pictures and subtitle text, easy to understand and very fun". This also supported by the previous research from Baidawi (2016: 56) that visual media can attract students' attention more so that it can stimulate learning motivation. Subtitle Movie Made Students' Skills and Scores Increase. Subtitle movie makes students more enthusiastic and focused in learning. This affects their previously low skill and scores for the better. It is proven that it can be a solution of learning problems. This can be proven through interview data. The teacher said "I think yes, it can make students' skills and scores increase. They are easier to coordinate when studying, and movie can increase students' focus while learning. The visual of movie makes it easy for students to learn the storyline and detailed information from

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the movie, and the English subtitles help improve students' vocabulary, word recognition and pronunciation as well". Then most students also said "Yes my listening skills slightly increased".

This statement supported by previous study of Budiana (2014: 6) that score of the tests got higher after the students watched the movie. This statement was also supported by previous study of Pamungkas and Susilo (2020: 136) they stated the results of their research showed that students have positive responses to using English films and using English films could improve their listening skills. Moreover, it also supported by study from Hea Suk Kim (2015: 22) that videos are more useful and effective than traditional lecture-based instruction for developing English listening. From the explanation above, it can be concluded that the use of subtitle movie to teach listening skill can make students' skill and scores increased. The researcher discussed about the weaknesses of using subtitle movie to teach listening skill for students of SMP Muhammadiyah 2 Ponorogo. There are some weaknesses that found by the researcher from the data observation and interview. The weaknesses are described as follows:

- a) The movie that played is not appetizing.

In this study, the researcher has chosen two movies, live action movie and cartoon movie. On the second day of the meeting, the teacher played cartoon movie and some students complained that they are not interested in cartoon movie. This is evidenced by the interview data. The teacher said "The disadvantages from this media, if the students start to get bored with the movie that played. This can happen for various reasons, such as the movie is not according to their taste, or the storyline of the movie is not interesting. As you can see in the second meeting before, there is a student commented "why the movie is cartoon, Sir". Maybe they are more likes live action movies. It can make the students lazy again to study". It means that the selection of movies must also be appropriate to the interests of students.

- b) The long duration of the movie makes the students not interesting.

There are students who also say that the duration of the movie makes it not interesting, some of them tend to only like the visuals for fun, not for learning. This is supported by the results of interview, some students said "The duration of the movie is not long, that is not fun". It means that some students still consider watching movies only as entertainment, and not for learning. They should be more accustomed to learning something in a learning media.

## CONCLUSION

The purpose of this research was to find out about the using, the strengths and the weaknesses of using subtitle movie to teach listening skill for students of SMP Muhammadiyah 2 Ponorogo. This research was conducted at SMP Muhammadiyah 2 Ponorogo and selected the VIII A class to be used in the process of collecting research data. Seeing from the results of observations in the teaching and learning process runs optimally. Based on the result discussion, the use of subtitle movie to teach listening skill is divided into three steps activities such as opening activities, main activities and closing activities. In the opening activities, the teacher greets the students first. Then, the teacher asks the leader of the class to lead the prayer. Then, the teacher does the attendance of students. After that, the teacher gives a short explanation about the material to stimulate the students. The last, the teacher explain about what will carried out today based on the media and the activities in listening learning. Then, in the main activity, there are some steps. First, the teacher gives explanation material about narrative text such as types of narrative text, generic structure, and language elements used in narrative text. Second, the teacher asks the students understanding about the material. Third, the teacher directs students to watching short movie related to the narrative text. Fourth, the teacher ask student to learn detail information and language elements in the movie. Fifth, the teacher shares the worksheet to the students then explain how to do the test. The last step, the teacher asks students to collected their worksheet and made assessment from the student's worksheet. The last activity is closing activity, the teacher provides feedback on the learning process. Then, the teacher provides summarize and conclusion about the material. After that, the teacher asks the students to pray. The last activity, the teacher greets and close the meeting. The researcher also concluded that there are some strengths and weaknesses based on the discussion. The researcher concluded that there are strengths and weaknesses in using subtitle movie for teaching listening. Some strengths are subtitle movie made the students are more enthusiastic in listening learning, subtitle movie made the students are more focus on paying attention in learning, subtitle movie can make students' skills and scores increase. Then, some weaknesses are the movie that played is not appetizing also the long duration of the movie makes the students not interesting. The researcher hopes that the results of this research can be useful for students, teachers, and the future research.



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