

THE INFLUENCE OF SUBTITLES IN SHORT MOVIES ON STUDENTS' LISTENING COMPREHENSION (A Quasi- Experimental Study in One of State Junior High Schools in Garut)

Amalia Audina¹, Anne Ratna Suminar²,
Institut Pendidikan Indonesia
anners@institutpendidikanin.ac.id

Abstract

This quasi-experimental study intended to figure out whether the subtitles in short movies influence students' listening comprehension. To achieve the purpose, the data were collected through listening test. This nonequivalent control group design was conducted with 60 students of second grade in one of Junior High School in Garut. In terms of findings, the study revealed that subtitles in short movies had significant influence on students' listening comprehension. It proves by the t' test value of posttest that is $t_{count} = 2.268 < t_{critical} = 2.0452$. Therefore, it means that H_0 was rejected and H_a was accepted. This study concluded that the subtitles in short movies offer potential benefit and may help on improving students' listening comprehension.

Keywords: Subtitles, Short Movies, Listening Comprehension

INTRODUCTION

Listening is one of language skills in our daily life. Someone can conduct conversation to someone else not only through speaking, reading, writing, but also through listening. According to Rizvi (2005), listening is a process of receiving and interpreting the spoken word. However, many students have problem to comprehend what they listen. Comprehending speech in a foreign language is a quite difficult task for language learners (Hamouda, 2013). In teaching listening, the students just try to learn hearing, not listening comprehension. The distinction between listening and hearing should be made clear. As Rizvi (2005) states "hearing happens automatically as it is involuntary physical acts" (p.60). It is different when people try to listen, the people pay attention consciously. In listening, there are two way interactive processes between listener and speaker. On the other hand, lack of background knowledge can make the students difficult to understand what they listen. According to Saricoban (1999), lack of sociocultural, factual, and contextual knowledge of the target language can present an obstacle to listening comprehension. Numerous techniques are used by teachers in teaching listening. Mostly, the teacher uses a tape recorder, audio/ music, and short film as the media to teach listening. One of teaching techniques that make the students enjoy is film, because film will bring the audience come to real life. As Sommer (2001 in Peng, 2012) points out, learning English through film compensates for many of the shortcomings in the EFL learning experience by bringing language to real life. Short film will help the students to learn listening comprehension. One of the advantages of using the movie is that visual images stimulate student's perceptions directly, while written words can do this indirectly (Mirvan, 2013). Therefore, it will be useful for the students, but the teacher should be able to choose the right film for media of learning. As usually the teacher doesn't given the subtitles in the video. In case, this study tries to give the subtitles in short movie as a media



to teach listening skill. Subtitles deal with what is seen and heard (Bannon, 2009). It means that the subtitles can help the audience to get the point of the story.

Literature

Listening is not same as hearing. Hearing refers to the sounds that people hear, whereas listening requires more than that: it requires focus. Downs (2008) states “Hearing is necessary for listening, but listening is much more than processing sound. Someone may hear very well but be a very poor listener.” (p.1) Listening means paying attention not only to the story, but how it is told, the use of language and voice, and how the other person uses his or her body. In other words, it means being aware of both verbal and non-verbal messages.

Many problems faced by students in listening, but the teacher can help the students through some teaching of strategies and media of teaching. According to Goh cited in Yilmaz and Yavuz (2015), the most common problems faced by students in listening in the order of frequency are quickly forgetting what is heard, not recognising the words they know, understanding the message but not intended the message, neglecting next part while thinking about meaning, unabling to form a mental representation from words heard.

The term of media coming from Latin, it means “medium” which is commonly means communication tool or between. Media can be defined by their technology, their symbol systems, and their processing capabilities. Media can also be described and distinguished by characteristic capabilities that can be used to process or operate on the available symbol systems (Kozma, 1991). Kozma also states that the characteristic that are commonly used to classify a medium as a television, radio, and so on. It means that media is a tool to take information between source and receiver.

Subtitles deal with what is seen and heard (Bannon, 2009). It means that the subtitle is used to help the audience get the main of story with the different language. A subtitled video provides a triple connection between image, sound in one language and text, normally in another, sound and text being typically linked by translation (Zanon, 2006) According to King (2002), the value and benefits from using captioned films for language learner can be summarized as follow :

1. motivate students to learn English, especially to listen to the dialogs in movies
2. bridge the gap between reading skills and listening skills
3. reinforce students' understanding of English context-bound expressions
4. follow a plot easily
5. learn new vocabulary and idioms
6. develop students' concentration in following lines
7. learn how to pronounce certain words

On the other hand, the subtitle has disadvantages. As Peng (2012) stated, lack authenticity and practicality and significance in listening comprehension remains controversial. It is make learners lack to understand the speaker said.

METHODOLOGY

This study aims to investigate the influence of subtitle in short movies on students' listening comprehension. In line with this, this research used a quantitative method by using quasi experimental. Nonequivalent (pre-test and post-test) control group design was used in this study. In this design, a popular approach to quasi experiment, the experimental group A and the control group B are selected without random assignment. Both groups take a pre-test and post-test. Only the experimental group receives the treatment (Creswell, 2009). The research was conducted in one of state Junior High School in Garut. This school



was chosen as the research site because the school has good facilities and becomes a favorite school. Especially, the school has a language laboratory, in which this study needed the laboratory to conduct the research. The population of the research was students at second grade in one of Junior High Schools in Garut in academic year 2015-2016. The sample of the research was 60 students in two classes of second grade. There were 30 students in the experimental group and also 30 students in control group.

The instruments of this study were used to test students' listening comprehension as follows:

a. Listening test Test was chosen as the instrument in this study. The test was used to get the data of students' listening comprehension. The test consisted of pre-test and post-test. Pre-test was administered to the students as measuring tool students' initial in listening lesson. Then post-test was administered after the treatment to get the student's score that was used to know whether there was a change in students' listening comprehension test. Multiple choice forms were used in this study and the total of items were 10 items.

b. Subtitles A short movie is a media which using a motion pictures a hearing sense in application. This study was used short movie as a media in teaching listening. The titles of the movies are Tangled and Frozen Fever. The duration of the movies is about 9-15 minutes. The data was analyzed quantitatively by using Ms. Excel application. The data analysis was divided into two parts. The first is the technique of instrument analysis, and the second is the technique of result analysis.

FINDINGS

In this study, the writer found that there was an influence of subtitles in short movies to the students' listening comprehension. Furthermore, the subtitles in short movies was useful to make teaching-learning listening English more fun.

Table 1 the hypothesis test

Data	T _{count}	T _{critical}	Conclusion
Pretest	1.975	2.0021	H ₀ is accepted/H _a is rejected
Posttest	2.268	2.0452	H ₀ is rejected/H _a is accepted

Pre-test : H₀ was accepted (there are no differences between the experimental and control group scores in pretest.). Both of them have the same achievement of listening comprehension in the first. Post-test : H_a was accepted (there is differences between experimental and control group scores in posttest). Therefore, there is a significant influence of subtitles in short movies on students' listening comprehension.

DISCUSSION

The discussion focuses on the answer the research question in this study. The research question of this study is "is there a significant influence of subtitles in short movies on students' listening comprehension?". In attempt to make the teaching and learning process successful, especially in teaching listening, the teacher should know what type is being used. According to Rizvi (2005), there are six type of listening on basis and purposes,



which are: (1) superficial listening, (2) appreciative listening, (3) focused listening, (4) evaluative listening, (5) attentive listening, and (6) empathetic listening. Based on the theory of Rizvi (2005), the type of listening that was used in this study is focused listening, because in this study the students should get some information to take a conclusion from short movie.

In this study, the subtitles gave advantages in learning and teaching listening. In line with King (2002) believes that the subtitles are benefit in learning listening. Subtitles motivate students to learn English, especially to listen to the dialogs in movies. It was proved by enthusiasm the students to watch the movie with the subtitles. And also King stated that the advantage of subtitles is the learner can follow the plot easily. In the end of teaching and learning the students can retell the plot of the movie accurately. Based on statistical computation result on the research finding, it could be concluded that the subtitles in short movies was influence on students' listening comprehension. It was proved by the result of data analysis in pretest and posttest. The mean score in pretest of experimental group is 61.3, and control group is 56. However, after giving treatment in experimental group, the mean of experimental group is 71.3, and control group is 64.3.

Therefore, it could be said that there was an increase of students' score before giving a treatment and after giving a treatment. The increase of students' score experimental group is higher than students' score control group. In this study, the writer encountered some problems to conduct the research. The problems are as follow: 1. The laboratory which is expected is not in accordance with the source of school. Therefore, the writer decided to use multimedia room to teach listening. 2. The time to conduct the research was limit, because the school gave permission only one month. However, as far as the writer conducted the research, it was running smoothly. From the discussion above, it could be concluded that the subtitles in short movies was useful for teaching and listening process, especially in teaching and learning in listening. This media makes the learner enjoy and fun. Nevertheless, the teacher should be careful for choosing the movie for the students.

CONCLUSION

The aim of this study is to investigate the influence of subtitles in short movies on students' listening comprehension. Through the analysis of the sources in previous chapter of the research, it can be concluded that the subtitles in short movies can influence the students' listening comprehension at second grade in one of Junior High School in Garut in 2015/2016 academic year. Therefore, the subtitles can be used as one of media to teach listening skill.

The subtitles of short movies have some advantages in learning and teaching listening. It can make the students enjoy and fun in learning listening. The subtitles of short movies also can help the students to follow the plot easily. On the other hand, the subtitles of short movies have some disadvantages for the students. If the students are given the subtitles continuously, it can make the students lack to understand what speaker being said. It also makes the students depend on the subtitles in short movies.

REFERENCES

- Bannon, D. (2009). *The Elements of Subtitles*. Retrieved from <https://books.google.co.id/books?isbn=0557355591>
- Creswell, J. W. (2009). *Research Design*. USA: SAGE Publication.
- Downs, L. J. (2008). *Listening Skills Training*. Retrieved Maret 20, 2016, from



- <https://books.google.co.id/books?isbn=1562865021> Hamouda, A. (2013, April). An Investigation of Listening Comprehension Problems Encountered by Saudi Students in the EL Listening Classroom. Retrieved Maret 2, 2016, from HRMars Exploring Intellectual Capital [Online].: <http://www.hrmars.com/>
- Harmer, J. (2007). How To Teach English. England: Pearson Education Limited. King, J. (2002, February). Using DVD feature films in the EFL classroom. Retrieved Maret 20, 2016, from <http://www.eltnewsletter.com/>
- Mirvan, X. (2013). The Advantages of Using Films to Enhance Student's Reading. Retrieved Maret 17, 2016, from <http://www.iiste.org>
- Peng, L. W. (2012, June). The Impacts of DVD Films on EFL Learners' Listening Comprehension. MA Thesis: Ming Chuan University, Taipei.
- Rizvi, M. A. (2005). Effective Teaching Communication. New Delhi : Tata McGraw - Hill Publishing Company Limited .
- Saricoban, A. (1999). The Teaching of Listening. Retrieved Maret 13, 2016, from The Internet TESL Journal: <http://iteslj.org/Articles/SaricobanListening.html>
- Yilmaz, H., & Yavuz, F. (2015). The Problems Young Learners Encounter During Listening Skills. *Procedia Social and Behavioral Sciences*, [Online], 197, 2046-2050. Available : <http://www.sciencedirect.com.html> [April 6,2016].
- Zanon, N. T. (2006). Using subtitles to enhance foreign language. *Porta Linguarium*, 41-52. Available: <http://www.ugr.es/>

