CHAPTER I
INTRODUCTION

A. Background of the Study

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 are not good enough in 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. “One of language elements in learning a foreign language is mastering the vocabulary“, as cited by Schmitt (2000:19). (Hoogendyk, Arifin & Novita, 2014: 1-14)

Vocabulary learning is one of the most important skills in learning a second/foreign language (L2) because it has a 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. Suberviola and Méndez (2002: 237) stated that 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 will help language teachers to organize their teaching. (Hoogendyk, Arifin & Novita, 2014:1-14)
Teaching strategy also needs some media to support the teacher in applying the strategy. The teacher needs to find the suitable media for the strategy he/she wants to use. The media should be related to the students’ level of language learning. In this case we focus mainly in vocabulary. Therefore, in this case the students should be encouraged to recognize, to spell and to define the meaning of words in their vocabulary learning through an interesting media such as English movies. (Hoogendyk, Arifin & Novita, 2014: 1-14)

English movies are available in many countries around the world and are a popular form of entertainment with many students learning English as a foreign language (EFL). Using films to teach a foreign language can help motivate students and remove some of the anxiety of not knowing the language. However, they are not just for entertainment; they are also a valuable tool to teach language. The use of movies as a teaching tool is not new in the field of foreign language teaching and learning. (Etemadi, 2012: 239-248)

Movies not only allow the teacher to introduce variety and reality into the classroom, but also discussions based on the movie content allow students to bring their own background knowledge and experiences into the discussion. Furthermore, almost everyone finds watching films pleasurable and enjoys talking about them. From a motivational perspective, it seems that movies are a perfect choice for use in a language learning classroom. This medium provides not only rich aural input, but also, the use of subtitles
can expose learners to visual input as well. It is the latter type of input which this study will address. (Etemadi, 2012: 239-248)

Subtitles in any language are wonderful tools that let people enjoy films from other cultures and countries, but for language learners. Subtitles might offer a new path to language comprehension. The National Center for Technology Innovative and Center for Implementing Technology in Education (2010) asserts that for students who are learning English (or another language), subtitled movies can have benefits. The use of subtitled movies has been proved to be more effective at improving overall listening comprehension than non-subtitled movies. Students who watch subtitled movies to learn a foreign language have shown improvement in reading and listening comprehension, word recognition, decoding skills, motivation and vocabulary acquisition. (Etemadi, 2012: 239-248)

The reading of subtitles must be separated from the "normal" reading of words and sentences printed on a page. Seeing subtitles is perhaps closer to the act of listening than the act of reading. The words are shown once, then gone away. The viewer has no chance to go back and refer to an earlier part in the text. Not only do students need to rely on their ability to take in printed material, but also they need to do it very quickly. The addition of subtitled movies to classroom instruction has a further benefit of shifting watching typical classroom movies from a picture-viewing activity to a reading activity, supplying struggling readers with additional reading practice. (Etemadi, 2012: 239-248)
In the EFL classroom, the use of foreign language subtitles projected on the screen during viewings of English-spoken movies is common. Quoted in Etemadi (2012), Katchen, Lin, Fox and Chun (2002) characterized six combinations of subtitles as presented in the following sections: 239-248)

1. Standard Subtitling (L2 audio with L1 subtitles)
2. Bimodal Subtitling (L2 audio with L2 subtitles)
3. Reversed Subtitling (L1 audio with L2 subtitles)
4. Bilingual Subtitling (L2 audio with L2 and L1 subtitles simultaneously)
5. Bilingual Reversed Subtitling (L1 audio with L1 and L2 subtitles simultaneously)
6. No Subtitling (L2 audio with no subtitles at all). (Etemadi, 2012: 239-248)

From the observation and interview, the writer found that the students in MAN Salatiga had a problem in mastering vocabularies. In fact, they only know simple vocabularies that used on daily basic. They only know the vocabularies meaning word by word without understanding its meaning in a context. Therefore, they need to learn how to mastering vocabularies not only by word but also by context.

Based on the explanation above, the researcher wants to hold scientific research about “THE USE OF BIMODAL SUBTITLE ON ENGLISH MOVIE TO IMPROVE THE STUDENTS’ VOCABULARY MASTERY”
B. **Statement of the Problem**

To clarify the matters that will be analyzed, the researcher will make the statement of the problem as follows:

1. How is the use of bimodal subtitle on English movie to improve the students’ vocabulary mastery for the second grade students of MAN Salatiga in the academic year of 2018/2019)?

2. What is the significant improvement of the use of bimodal subtitle on English movie to improve the students’ vocabulary mastery for the second grade students of MAN Salatiga in the academic year of 2018/2019)?

C. **Objective of the Study**

The objectiveness of this study are:

1. To know the use of bimodal subtitle on English movie to improve the students’ vocabulary mastery for the second grade students of MAN Salatiga in the academic year of 2018/2019).

2. To know the significant improvement of the use of bimodal subtitle on English movie to improve the students’ vocabulary mastery for the second grade students of MAN Salatiga in the academic year of 2018/2019).
D. Significance of the Study

The result of the study is expected to be able to give the following benefits for:

1. Theoretically
   a. This research would be helpful to know more about bimodal subtitle.
   b. The result of the study can be used to develop technique in teaching learning process.

2. Practically
   a. English Teacher
      This research can give additional contribution to English teacher to develop language teaching method theoretically and practically especially in vocabulary learning. English teacher are able to improve the quality of teaching on learning process.
   b. Students
      This research can add students’ interests and they can explore their English ability in English learning. The students would feel enjoyable when they in the learning process and they also can get the emotions from the movie.

E. Hypothesis and Indicator Of Achievement

1. Hypothesis

   According to Bailey (1978), cited in Perumal (2014:81-85) defined hypothesis as a proposition in testable form and predicts a particular relationship between two or more variables. If a researcher thinks that a
relationship exists, he should first state it as a hypothesis and then test the hypothesis in the field. While according to Grinnell (1988), cited in Perumal (2014:81-85) defined hypothesis as written in such a way that it can be proven or disproven by valid and reliable data. (Perumal, 2014:81-85)

Based on Perumal (2014:81-85), hypothesis has several functions stated as follow:

a. Enhance the objectivity and purpose of a research work;

b. Provide a research with focus and tells a researcher the specific scope of a research problem to investigate;

c. Help a researcher in prioritizing data collection, hence providing focus on the study

d. Enable the formulation of theory for a researcher to specifically conclude what is true and what is not (Perumal, 2014:81-85)

Then based on the problem of the study, the writer would like to draws the hypothesis that stated as follows:

“By using the bimodal subtitle on English video in teaching-learning process, it will improve the students’ vocabulary mastery for the second grade students of MAN Salatiga in the academic year of 2018/2019).”
2. Indicator of Achievement

The Implementation of Bimodal subtitle on English Movie in learning process can be said successful if the result can reach the indicator. According to Daryanto (2011: 83) succeed Indicator said as a benchmarks of the level of achievement from the action that was given. (Daryanto, 2011: 83)

Based on the KKM of curriculum 2013, MAN Salatiga has stated that the standardized of passing grade is about 7,50. The teachers need to at least have about 50% of the students to pass the standardized grade in daily test.

F. Research Methodology

1. Type of the Research

The method used in this study is action research or to be exact Classroom Action Research (CAR). There are some definitions of CAR proposed by some experts as follow:

Cited in Hopkins (1993: 44), Stephen Kemmis said that action research is a form of self-reflective enquiry undertaken by participants in social (including educational) situations in order to improve the rationality and justice of their own social or educational practices, understanding of these practices, and the situations in which the practices are carried out. (Hopkins, 1993: 44)

According to Dave Ebbut (1985) in Hopkins, (1993: 45), action research is about the systematically study of attempts to improve
educational practice by groups of participants by means of their own practical actions and by means of their own reflection upon the effects of those actions. (Hopkins, 1993: 45)

In addition, Arikunto et all (2015:124) said that classroom action research is a research done by teachers with the aim of improving the quality of classroom learning practices. CAR is focused on teaching and learning processes that occur in the classroom in a natural situation.

Based on the three definitions above, the writer concludes that class action research (CAR) is a form of a reflective study done by the teacher as a way to improve the students’ educational or social ability that focused in the systematically of the teaching and learning process.

2. Setting of the Research

The research was conducted at MAN Salatiga. The further explanation about this school described as follows:

a. General Situation of MAN Salatiga

Name of School: MAN Salatiga

NPSN: 20363035

Address: Jl. KH. Wahid Hasyim No. 12, Sidorejo Lor, Sidorejo, Kota Salatiga, Jawa Tengah 50714, Indonesia.

Phone: (0298) 323031

Website: http://www.mansalatiga.sch.id

Email: puskom_man@yahoo.co.id
b. Vision and Mission of MAN Salatiga

1) Vision

“To be excellent in performance, have praiseworthy morals and skilled“

The indicators are described as follow:

a) To be excellent in performance

- Upgrade level 100% normatively
- Pass the school exam and final 100 % with improvement of the average mark about 7,50.
- Pass the National exam 100 %, with the average mark about 7,50.
- All the graduates students can continue to higher education or working according to their skill with 30% minimal are accepted in their favorite university.
- To be excellent education subjects contest / science Olympiad until National level.
- To be excellent in kind of religious contests until National level.
- To be excellent in kind of sports contests until National level.
- To be excellent in kind of arts contests until National level.
• To be excellent in kind of KIR, debate and speech contests until National level.

• Actualize of a clean, pretty, neat, mild, comfortable and healthy school environment.

• Able to read the holy Qur’an fluently and write the Arab alphabet correctly.

• Memorize some of the holy Qur’an sections, at least able to memorize Juz ‘ama and the daily prayers.

b) Have praiseworthy morals

• To be excellent in faith and godly belief

• Run the obligatory observance correctly.

• Run the five times prayer together.

• Embedded the habit of praiseworthy morals among the school member.

• Greet and shake hand among fellows.

• Honor, respect, cherish and help each other.

• Democratic, honest, discipline, sportive, responsible and confident.

• Maintain the manners and honorable characters.

• Obey the valid rule.

c) Skilled

• Skilled in Arabian, English, Japanese and Javanese.
• To be excellent and skilled in computer and internet.
• Skilled in repairing automotive machine especially motorbike.
• Skilled in sewing and fashion design.
• High spirited in entrepreneurship in the field of fashion, automotive or information technology.
• Skilled in the field of scouting, sport, art and religion according to talent and interest.

2) Mission
   a) Perform a quality education, so that each of the students can develop optimally according to their potential in achieving the best result academically or non-academically.
   b) Actualize learning and habit in learning Theology, education knowledge and technology by create an Islamic environment in the school.
   c) Develop the praiseworthy morals on all the school members.
   d) Perform self development coaching and skill training to improve interest, talent and skill of the students.

3. Subject of the Research

The subject of the study is the XI IPS 1 class of MAN Salatiga academic year 2018/2019. This class consists of 38 students, but
unfortunately four students weren’t able to follow all the research
progress due to fever.

**Table 1.1**

**Subject of the Research**

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4. Procedures of the Research

In this study, the researcher used some steps as Kemmis stated. This research used two cycles consists of one meeting for one cycle. According to Aqib et al., (2008:7) the procedure of each cycles are:

1) Planning
   a. Preparing the materials, making a lesson plan and designing the steps in doing the action
   b. Preparing the list of the students’ name and scoring
   c. Preparing the teaching aids
   d. Preparing sheets for classroom observation (to know the situation of the teaching learning process when the method or technique or mode is applied)
   e. Preparing a test (to know whether the students comprehend the vocabulary or not)
2) Action

Action is implementation of planning content that will applied by the teacher in the class (Arikunto: 18). The activities are as follow.

a. Giving a pre test
b. Teaching the vocabulary using bimodal subtitle on English movie
c. Giving chance to the students to ask any difficulties or problems
d. Asking the students some questions orally and students have to answer orally about the theme
e. Giving post test

3) Observation

Observation is one of the instruments used in collecting the data. Observation can be systematically used to observe and note the phenomena investigated like the students’ feelings, thinking and something they do in teaching learning process. Plan this observation fixable and writes something that happened in the classroom.

Observation is the activity for monitoring teaching-learning process during class is going on. In this phase collaborator notes some of activities for collecting accurate data which can be used to repairing the next cycle. For collecting data, it can be done by
quantitative data through the result of test and qualitative data through observe students’ activity and students’ enthusiasm. (Arikunto, 2006: 78).

While Aqib et al., (2008: 9) said that observation focus on action repairing and the process is based on utilization and collecting the objective data. In this phase should be professionalism cooperation between researcher and collaborator.

4) Reflection

The result of the observation is analyzed to remember what happened that has been written in observation. Reflection seeks to make sense of process, problems and real issues in strategic action. It took account of the comprehension of the issues and the circumstances in which they arose. Reflection has an evaluative aspect, it asks the writer to weight the experience, to judge whether effects were desirable, and suggest ways of proceeding. The researcher’s reflection is done by discussing with her collaborator. Then the next cycle can decided or designed.

According to Supardi (2006: 111) said that reflection is an evaluating action of what the researcher do to get progress or regress of the research result in the classroom. In this phase the researcher evaluate initial action plans with the practice in the learning-teaching process after the learning strategy applied. It would be done by making discussion with her collaborator in
order to know the condition among students, classroom atmosphere, and teacher. The researcher would analyze the observation sheets and identify the problems to find the alternative ways to solve the problem in the next cycle.

The procedures are briefly described in the following scheme

![Diagram](image-url)

5. Technique of Collecting Data

In this study, several procedures would be used in order to get the empirical data required. The research would be conducted in two ways are as follows:

1) Observation

This method would be used to observe the teaching-learning process and the students’ activities.

2) Test

This study would be carried out through four activities. The two activities were the teaching-learning process. The researcher used pre-test and post-test. Pre-test is given to students before teaching and learning process, and post test is given after students receiving the method from teacher. The purposes of giving pre-test and post-test are to know the differences of the students’ ability before and after the teacher uses the method.

3) Documentation

Documentation is taken from activity during the process research is going on.

4) Interview

Interview is to find out the data by providing list of questions to be asked, it contains analyzing of classroom’s problems.
6. Research Instrument

The instrument that used in this research was tests made by the researcher to gather the needed data for the research. The tests made according to the media that used in the research and it relevance to the study that conducted in the teaching-learning process. The researcher conducted the test three times, one pre test and two post test. Considering that the students do not really like taken many tests. The first and second test consists of multiple choices and answering underlined words while the last test only consists of answering the underlined words.

7. Data Collection

Data collection is a process of collecting information from all the relevant sources to find answers to the research problem, test the hypothesis and evaluate the outcomes. Data collection can be defined as the procedure of collecting, measuring and analyzing accurate insights for research using standard validated techniques. A researcher can evaluate their hypothesis on the basis of collected data.

In this research, the researcher collected the data from the test result of the research subject from the pre test and post test that were conducted by the researcher.

8. Data Analysis

After collecting the data, the next step of study is analyzing the data. There are two ways to analyze the data, they are:
1) Descriptive technique

A descriptive technique is used to know the students’ behavior during the teaching learning process. In descriptive technique, the researcher analyzes the observation sheet which has been made by her partner.

2) Statistical technique

A statistical technique is used to know the extent of using bimodal subtitle toward the students’ vocabulary mastery on the result of pre test and post test. This mean calculating (Hartono, 2004: 167) this calculating is to know the average of the students’ scores.

The formula is:

\[ M = \frac{\sum F_x}{N} \]

Where,

\( M \) : Mean of the students’ scores

\( \sum F_x \) : The sum of students’ scores

\( N \) : The total number of students

a) SD (Deviation Standard)

The formula used for calculating standard deviation is as follow:

\[ SD = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2} \]

Where,
**S_D**: Deviation Standard for one sample t-test

**D**: Different between pre-test and post-test

**N**: Number of observation in sample

b) T-test

After collecting the SD, the writer would calculate t-test to know is there any significant differences or no between pre-test and post-test by the following formula:

\[ t_o = \frac{\left( \frac{\sum D}{N} \right)}{\left( \frac{SD_D}{\sqrt{N-1}} \right)} \]

Where,

\( t_o \): T-test for the differences of pre-test and post-test

**SD**: Deviation Standard for one sample t-test

**D**: Different between pre-test and post-test

**N**: Number of observation in sample

G. Graduating Paper Outline

This graduating paper is consists of five chapters. Each chapter are discusses as follow:

Chapter I is Introduction. This chapter contains Background of the Study, Statement of the Problem, Objective of the Study, Significance of the Study, Hypothesis and Indicator of Achievement, Research Methodology, and Graduating Paper Outline.
Chapter II is Theoretical Framework. This chapter contains Literature Review, Theoretical Foundation, Vocabulary learning strategies, Bimodal subtitle, Vocabulary, Media and Previous studies.

Chapter III is Research Implementation. This chapter contains of the implementation of Cycle 1 and Cycle 2.

Chapter IV is Result and Discussion of the Research. This chapter contains the Result of Cycle 1, Result of Cycle 2 and Discussion.

Chapter V is Closure. This chapter contains the conclusion and suggestion.
CHAPTER II

THEORETICAL FRAMEWORK

A. Literature Study

1. Subtitle

a. Definition of Subtitle

According to Reich (2006), subtitling is a branch of translation called audiovisual translation in which viewers can read statements of dialogues on the screen as well as watch the images and listen to the dialogues.

Neves (2008) stated that captioning and subtitling have exactly the same definitions although some make a distinction and said that captioning is considered to be for both deaf and hearing-impaired viewers while subtitling is special to hearers.

In addition, Gerzymisch-Arbogast (2008) cited in Gorjian (2014) said that subtitles are the written translation of film dialogues appearing synchronously with the corresponding dialogues produced on the screen. He adds that the process of subtitling involves 3 steps: 1) from one 'language' to another 2) from verbal speech to a written text 3) from a non-condensed (verbatim) to a condensed (non-verbatim) form of text.

Moreover, Cintas (2005) stated that subtitled films were marketed in the second half of 1970s. While Reich (2006) said that
although there were voiceless films in cinemas at the beginning of the film-making history, the producers tried to find a solution to convey the dialogues to the viewers. They finally decided to write short statements on a paper and insert them between the film sequences. The written statements were called inter-titles. Subtitle is a new form of inter-titles.

b. Kinds of Subtitle

Cited in Etemadi (2012), Katchen, Lin, Fox and Chun (2002) characterized six combinations of subtitles as presented below:

1) Standard Subtitling (L2 audio with L1 subtitles)
2) Bimodal Subtitling (L2 audio with L2 subtitles)
3) Reversed Subtitling (L1 audio with L2 subtitles)
4) Bilingual Subtitling (L2 audio with L2 and L1 subtitles simultaneously)
5) Bilingual Reversed Subtitling (L1 audio with L1 and L2 subtitles simultaneously)
6) No Subtitling (L2 audio with no subtitles at all)

While Zanon (2006: 47) distinguishes three types of subtitling as follows:

1) Bimodal subtitling: from English dialogues to English subtitles.
2) Standard subtitling: from English dialogues to subtitles in the learners' mother tongue.
3) Reversed subtitling: from dialogues in the learners' mother tongue to English subtitles.

c. Basic Theory of Using Subtitle in Language Learning

There is some theoretical support for the inclusion of subtitled films in language learning. Yan-dong & Cai-fen (2007, cited in Zarei: 2009) summarize the relevant theories, some of which are briefly reviewed below. Krashen's second language acquisition theory

According to Krashen, language learners should be provided with optimal input, and it needs four conditions to achieve optimal input: comprehensible, interesting and relevant, not form-focused, and quantitative. All these conditions can be found in subtitled films.

1) Cognitive theory of multimedia learning

The essence of the cognitive theory is to activate prior knowledge and the meaningful connection of new information to the previously-learnt information. Subtitled films can help learners activate their existing schemata and reduce the cognitive load of learning.

2) Information processing theory

Based on this theory, elaboration and distributed practice are the two processes that move information into
long-term memory. The use of subtitled films during instruction can help learners to encode information.

3) Dual coding theory

According to the bilingual dual coding theory of Paivio, the verbal system and the imagery system are functionally independent and encoded by separate subsystems. In addition, bilingual situations rely on two separate verbal systems related by associative connections. In subtitled films, these three independent systems are interconnected and presented simultaneously. This may lead to better processing and recall because of the additive effects of both image and translation.

d. The Role of Subtitles

Vanderplank, (1988: 272-273) as cited in Zanon (2007:2) stated that depending on the video clip used and the goal of the lesson, authentic input of this kind can still be very demanding on students. In fact, badly handled video activities can be just as demotivating. Here is where the use of subtitles can play a key role in the foreign language class, to help overcome this problem.

Although subtitles may be considered as nothing but a tool for the people to understand some foreign movies, in fact we need to understand that subtitle is not that shallow. Nowadays, we should realize that far from being a mere tool, 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.

For examples, a person who likes to watch Japanese cartoon, tend to acquire some Japanese words. It happens because when we listen to those Japanese words, we look up the subtitles in the film. Unconsciously we get to know the meaning of the Japanese words in other movie without even looking at the subtitle.

e. Advantages and Disadvantages of Subtitle in Learning

Subtitle has many benefits in language learning. It can be used in many aspect of English learning as in reading, writing, speaking and listening. Therefore the writer would like to show some benefits of the subtitle that were proposed by the experts as presented below.

King (2002) mentioned some of the major benefits of using subtitles in language learning activities as follows:

1) Subtitles can bridges the gap between reading and listening skills. It means that it can connect both skills.

2) Students can learn to process text in the foreign language rapidly and improve rapid reading, by trying to keep up with the subtitles that accompany the dialogues.
3) Consciously and unconsciously, students can learn how to pronounce many words.

4) Subtitles allow learners to follow the plot and story line easily.

5) Learners can develop word recognition skills.

6) It helps learners to acquire new vocabulary and idioms, because captions can enhance the understanding of English-bound expressions.

7) Subtitles can enhance students’ concentration in following lines.

8) Finally, subtitles can motivate students to study English outside the classroom context, especially by watching TV and cinema, listening to the original dialogues.

Based Rokni and Azzam (2014), movies with English subtitled had a significantly positive effect on the learners’ listening skill compared to the movies with no subtitle. Learners can listen to English being used in a very natural way. Some actors and actress may speak too fast. It makes learners difficult to understand what they are talking about, but it will be a perfect way for learners to listen to native speakers. Learners can also listen to informal English and slang words and phrases that they often do not find in books or dictionaries.

Moreover, movie with English subtitled can help learners to see how the words are written. By viewing English subtitled
movies, learners listen to many new words and phrases, especially idioms and colloquial expressions. Learners can keep a note book with them and writing down any new words or phrases they listen. They can look up the meaning later or ask their English teachers.

Despite of having many benefits, there is also some disadvantage of subtitle that was proposed by some experts as presented below.

Champoux and Robert (2007) mentioned the disadvantage of subtitling videos is that some learners might resist viewing English film with English subtitle since it takes more time and effort to follow because they should read the subtitled and watch at the scenes at the same time.

2. Bimodal Subtitle

a. Definition of Bimodal Subtitle

Zanon, (2006) stated as quoted in Raine (2012), Intra-lingual subtitles, also known as bimodal subtitles or L2 subtitles defined as a transcription of the audio track of a video into captions of the same language. Intra-lingual subtitles are known as closed captions when provided for the benefit of hearing-impaired viewers. Intra-lingual subtitles are reductive or non-verbatim in the sense that hedges, hesitations, false starts, and repetitions are not usually transcribed. (Raine, 2012)
3. Movie

a. Definition of Movie

Based on Merriam-Webster dictionary the definition of movie is a recording of moving images or a motion picture that tells a story and that people watch on a screen or television. (Merriam-Webster, 2018)

Another has define movie as an electronic signal of moving graphics, pictures, or text used to combine a steady stream of images that were used for entertainment, education, or any other uses. This term is often used to describe content that is longer than ten minutes or something you would watch on your TV, or theater. (Computer hope, 2018)

In addition, Arsyad (2003:31) cited in Nurjanah (2013) stated that movie is one of the audiovisual technologies that used as aids of teaching and learning and has material that presented by a mechanic tool. By linear characteristic it has. It present dynamic visual and develops based on principle of behaviorism psychology and cognitive.

b. Advantages and Disadvantages of Movie in English Learning

There are some benefits using movie in language learning that are proposed by some experts. These benefits are showed as follow.

As King (2002) stated that films provide more pedagogical options and are a rich resource of intrinsically motivating materials
for learners. When learners watching films, they can learn some words and phrases used in the films and ultimately improve their target language. Various types of films, such as fiction, science-fiction, romance, horror and historical movies can catch individuals' interests and arouse learners' motivation. Watching films can be said as one of learners' favorite activities.

English Movie clips and films offer effective opportunities of audio activities for the progress of fluency. The important matter in using films and movies effectively depends on the teacher's ability to persuade students to receive the films' message. The teachers need to be able to attract the students' interest to understand and comprehend the content of the movie.

Some benefits for the use of films in English language teaching as cited in Izadpanah & Alavi (2017) (Askildson, 2005; Hoffler & Leutner, 2007; Izadpanah & Alavi, 2016; Schnotz, 2005) as follow:

1) Movies are give motivation and they help ease the cognitive load whereby learners can form mental images of the presented materials more comfortably.

2) They enable learners to perform parallel cognitive processing by providing additional information that cannot be displayed through static pictures.
3) They help learners build a dynamic mental representation by providing through external support for simulating the behavior of the system depicted. Iranian students and pupils from many other developing countries who study English as a foreign language do not have sufficient exposure to authentic materials in their schools.

According to Mirvan (2013) using English movies in the EFL classroom was new and very pleasant experience for the learners.

According to Pratiwi (2010) English movies really affect students to comprehend pronunciation. Before students watched English movies, the students had some difficulties in English stress patterns. After they watched English movies they were so good in English stress patterns.

Although movies have many benefits in English learning, there are also some disadvantages of using movies that was proposed by some experts. Those disadvantages are discussed below.

According to Mirvan (2013) a movie generally reduced active time into more than an hour so that it would be a boring time for learners to finish the movie till the end.
Based on Ying and Zhang (2012) the learners may be attracted by the actors and actress of the movie and forgot the purpose and aim of watching the movie. While they are watching the movie, they cannot pay attention to their tasks.

In addition, Bottomley and Richard (2013) said that after watching English movies students sometimes imagine if they were in a fairy tale world. They build their own fantasy and act like a prince, a princess, a witch, or an angel later on movies can make students imitate bad scenes from the actors or actress.

Moreover, Sargent (2005) reported that most of Hollywood movies had a scene that showed the actors and actresses were consuming cigarette. This can make a bad impact on learners.

4. Vocabulary

a. Definition of Vocabulary.

In the terminology meaning, vocabulary is defined as lists of word with their meaning. According to Collins (2001) vocabulary is the total number of words known in a particular language. Vocabulary is the basic unit of language skills.

As cited in Alhamami (2016:88) vocabulary is an essential part of language that students must master in order to understand a language (Carter, 1998; Liu, 2009; Nation, 2001, 2008; Tozcu & Coady, 2004).
Based on Hatch and Brown (1995) as cited in Ridarma (2017), the term vocabulary refers to a list or set of words for particular language or a list of words that individual speakers of language use. Since vocabulary is a list, the only system involved is that alphabetical order. The choice in vocabulary selection and methods used in teaching vocabulary are important factors.

According to Hornby (1995), as cited in Ridarma (2017), vocabulary is the total number of the words (with their meaning and with rules for combining them) making up the language. The same idea defined by Burns and Broman (1975) (cited in Ridarma, 2017) that vocabulary is the stock of words used by a person, class or professional, all having much in common, yet each distinctly different. The basic thing in learning a language is vocabulary acquisition. A large vocabulary cannot guarantee the learner’s competence in learning English but in adequacy of vocabulary will obstruct their chances to make success in learning English.

Based on the research by Lewis and Hill (1990, as cited in Farjami, 2013), vocabulary is important for the learners. It is more than grammar for communication purpose, particularly in the early stage when learners are motivated to learn the basic words. Without having proportional English vocabulary, learners will get some difficulties in using English. Vocabulary can be measured by
the requirements of generalization (being able to define words) and application (selecting an appropriate use of it).

Moreover, according to Schmitt and McCharthy (1997, as cited in Farjami 2013) said that receptive and productive knowledge may prove the only realistic way to measure depth of vocabulary knowledge. Receptive knowledge is words that the learners recognize and understand when they occur in a context. While productive knowledge relates to words which the learners understand, able to pronounce correctly and use constructively in speaking and writing.

In addition, Madsen (1983, as cited in Ridarma, 2017) mentioned the purpose of vocabulary test, is to measure the comprehension and production of words used in speaking or writing. In short, it can be concluded that vocabulary is the total numbers of words, a list or set of words in a particular language that a person knows or uses in the right contexts. It is a fundamental component of second language proficiency in which it is required in order to able to communicate successfully in a second language.

Furthermore, vocabulary is far more important than grammar in communication. By understanding the stock of words and their meanings of a particular language, learners will be able to speak fluently in spite of poor grammar. Yet, without enough
vocabulary, learners will find it difficult to transfer their message even though they have good grammar.

b. Types of Vocabulary

As cited in Ridarma (2017), Hatch & Brown (1995) classified vocabulary into two kinds, namely, receptive vocabulary and productive vocabulary. According to them, receptive vocabulary is words that the learners recognize and understand when they occur in context, but which cannot produce correctly. It is vocabulary that the learners recognize when they see it in reading context but do not use it in speaking and writing.

The receptive vocabulary is also called a passive process because the learner only receives thought form others. In language application, the receptive vocabulary is considered the basic vocabulary. It is much larger than productive vocabulary because there are many words recognized when the learner hears or reads but do not use when he speaks or writes.

Based on Richards and Rodgers (1987, as cited in Ridarma, 2017) explained that the listening vocabulary the other name of receptive vocabulary is larger than speaking vocabulary and similarly to the reading vocabulary that is relatively larger than writing vocabulary. While productive vocabulary is the words, which the learners understand, can pronounce correctly, and use constructively in speaking and writing. It involves what is
needed for receptive vocabulary plus the ability to speak or write the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thought to others.

In addition, Harmer (1998) as cited in Ridarma (2017) said that active vocabulary, the other name of productive vocabulary, refers to vocabulary that learners have been taught or learnt and which the learners will recognize when they meet them but which they will probably not be able to produce.

c. The Importance of Vocabulary

Vocabulary is an important element in language learning. It is difficult to master the language without mastering or understanding a certain number of vocabularies. Vocabulary is the first aspect to learn in language learning. In this session the writer would like to discuss about the importance of vocabulary based on some experts.

According to Coady and Huckin (1997) as cited in Ridarma (2017), vocabulary is central to language and critical importance to the typical language learner. McCharty (1990, as cited in Ridarma, 2017) adds the importance of vocabulary in language learning is by arguing there is no matter how successfully sounds of L2 are mastered, without words to express a wider range
of meanings, communication in an L2 just cannot happen in any meaningful way.

Based on Burns and Broman (1975), cited in Ridarma (2017) the position of an individual in society may be determined by the extent of his knowledge of words and how to use them in manner appropriate to a particular place, time, and situation.

Moreover, as cited in Ridarma (2017) Wilkins (1982) stated that without grammar very little can be conveyed without vocabulary nothing can be conveyed. It has to be realized that the learner’s ability to read, to write, to listen, and to speak is conditioned by their vocabulary. In reading ability, vocabulary helps learners in comprehending the text. In writing, it helps them to expand their ideas based on the topic sentence that they want. In listening, they comprehend and understand what other person speaks. In speaking ability, vocabulary facilitates the learners to explain their ideas orally.

In addition, Coady and Huckin (1997) as cited in Ridarma (2017) argue that vocabulary is central and critical importance to typical language learner. It makes vocabulary become the basic element to master the four language skills, namely listening, speaking, reading and writing. Without having adequate vocabulary, a language learner will not be able to master the
language skills. The meaning shows that vocabulary mastery has important roles in communication.

d. **Strategy of Learning Vocabulary**

In learning vocabulary, learners use some strategies to help them acquire vocabulary better. So, it is important to acknowledge about learning strategies of vocabulary. In this discussion, the writer would like to mention some vocabulary learning strategies, proposed from the experts.


Cited in Alhamami (2016) Oxford (1990) discussed several memory strategies to learn words with the key common feature between them that they were dependent on association such as audios, images, body movements, and physical locations.

Schmitt (1997, as cited in Alhamami, 2016) stated that most memory strategies (traditionally known as mnemonics) involve relating the word to be retained with some previously learned knowledge, using some form of imagery, or grouping. (p. 211).

Furthermore, Schmitt (1997) as quoted in Alhamami (2016) listed different types of mnemonics:

1) Images/imagery
New words can be learned by studying them with images of their meaning.

2) Related Words

New words can be linked to L2 words which the student already knows such synonyms and antonyms.

3) Unrelated words

The learner can also link words together that have no relationships by creating a story that links them together.

4) Grouping

Grouping is organizing words into groups naturally without prompting such as names of animals, names of kitchen utensils, names of music instruments.

5) Word's orthographical or phonological form

The student focuses on the target word's orthographical or phonological form to facilitate recall.

As cited in Ridarma (2017), Hatch & Brown (1995) mention five essential steps in vocabulary learning that represent what learners must do. The five steps are:

1) Having sources for encountering new words, this step may be the first important step in learning vocabulary. Without having sources, learning will be ineffective.

2) The next step is getting a clear image, either visual or auditory or both, for the forms of the new words. Learners need the
media assistance to ease their comprehension in one vocabulary. Learning the meaning of the words is the most essential point. This step is to avoid misinterpreting in understanding the new vocabulary.

3) Forms and meaning must be related each other. That way, the learners need to make a strong memory connection between the forms and meanings of the words.

4) The last step which is the main of all steps is using the words.

In addition, according to Schmitt & McCarthy (1997, as cited in Ridarma, 2017) divide vocabulary learning strategies into four groups described as below:

1) Discovery Strategies.

In this stage, when learners do not know the words, they must discover their meaning by guessing from structural knowledge of the language.

2) Discover New Meaning

The second way is to employ the social strategy of asking someone who knows. Teachers are often in this position. They can be asked to help in a variety of ways which are giving the L1 translation, giving a synonym, definition, and paraphrase.

3) Memory Strategies

Most memory strategies involve relating the word to be retained with some previously learners’ knowledge, using
some form of imagery or grouping. The strategies used in this stage are pictures/images, related words, unrelated words, and grouping.

4) Cognitive Strategies

Language strategies in this taxonomy are similar to memory strategies, but are not focused specially on manipulative mental processing. They include sorting, classifying, comparing, predicating, repeating and using mechanical means to study vocabulary.

B. Previous Study

The researcher has found some previous studies related with bimodal subtitle for students’ vocabulary as follows:

First previous study was by Aida Etemadi, Department of English Shiraz Branch, Islamic Azad University 2nd door. Lane 8, Martyr Ramezani St., Iman Shomali St., Shiraz 7187914134, Iran, Tel: 98-91-730-7799 E-mail: aidasweet24@yahoo.com and the research is about *Effects of Bimodal Subtitling of English Movies on Content Comprehension and Vocabulary Recognition*. In that research the researcher showed that the findings indicated that bimodal subtitling had a positive impact on learning vocabulary.

The second previous study was by Fika Widya Christy Hoogendyky, Zainal Arifin, Dewi Novita, English Education Study Program of Languages and Arts Education Department of Teacher Training and
Education Faculty, Tanjungpura University, Pontianak, Email: fikahoogendyk@yahoo.com with the research about Increasing Students’ Vocabulary by Using Bimodal Subtitling in Short Movie. The result has also revealed that there is development in increasing vocabulary.

The third previous study was by Abbas Ali Zarei, Assistant Professor, Imam Khomeini International University, Qazvin, I.R. Iran (Received: 9/09/2008, Accepted: 14/12/2008). The research is about The Effect of Bimodal, Standard, and Reversed Subtitling on L2 Vocabulary Recognition and Recall. The results indicated that learners' vocabulary recall using bimodal subtitling was significantly more effective than standard subtitling and reversed subtitle.

The last previous study was by Bahman Gorjian, Department of TEFL, Abadan Branch, Islamic Azad University, Abadan, Iran, with the research about The Effect of Movie Subtitling on Incidental Vocabulary Learning among EFL Learners. The result showed that the learners learned new vocabulary on the experiment.

This research has a slight difference than any other the previous studies. One of the previous studies focused on the difference effect between bimodal subtitle and any other kind of subtitles while the other focused only on increasing new vocabulary. In this research the writer focused on how the students are able to understand not only the meaning of the vocabularies but also how to understand vocabularies in some context.
CHAPTER III

RESEARCH IMPLEMENTATION

In this chapter, the writer focuses on analyzing the collected data. The writer would like to give the details of the findings. First, the writer presents the finding of the collected data since in the beginning until the end of the research. This research is implemented on two cycles. The detailed explanation will be given in the following sections.

A. Cycle I

1. Planning I

Before conducting the research, the writer prepared the preparation as follows:

a. Prepared syllabus
b. Prepared the lesson plan
c. Prepared pre-test and post-test based on indicator
d. Prepared students’ worksheet
e. Prepared students’ and teacher’s observational check list for cycle I
f. Validated the lesson plan and syllabus with the teacher in order to confirm its company
g. Prepared teaching material (asking and giving opinion related to vocabulary they had learned)
h. Prepared sheets for classroom observation
i. Prepare the video or movie to be use in class
j. Prepared the camera to take pictures

2. Action I

The cycle I held on August, 6\textsuperscript{th} and 13\textsuperscript{th} 2018. There were 3 parts of this cycle. The first plan, the researcher wanted to conduct cycle I in 2 days where pre-test and explanation was conducted in day 1 while the treatment and post-test in day 2 of cycle I.

First part of cycle I held at 07.15 on Monday August 6\textsuperscript{th} 2018. The teacher and the researcher entered the class and then the teacher opened the lesson and checked the students’ attendance list. Then researcher introduced herself to the students. It was followed by 34 students in the class. Before the lesson, the researcher gave the pre-test for students in 20 minutes about some vocabularies before using the bimodal subtitled movie.

In the pre-test, many the students have some difficulty in answering the vocabularies test such as synonym, antonym and the words meaning. They seem to ask other friends to answer the test and even try to open the dictionary.

After the pre-test, the teacher explained about the researcher’s project to the students. They were so excited about learning the vocabulary by watching movies. In this case, the researcher used cartoon movie with 20 to 30 minutes duration rather than normal movies which have a long duration.
The teacher then explained how to understand the vocabularies in the movie. She explained some strategies to use to know the meaning of words in the movie before giving treatment the next day of the cycle I.

In the August 13th 2018, the researcher teacher entered the class. The teacher opened the lesson and then checked the students’ attendance lists. Then the teacher asked one of the students to take an audio speaker from the teacher’s office. The researcher began to prepare the laptop, connected it to the projector and the speaker.

For about 20 minutes, the students watched the movie with bimodal subtitled. The teacher gave some hints about how to understand the vocabularies in the movie and asked the students to write down any vocabularies they don’t understand and try to find the meaning through the movie.

After the treatment, the researcher gave out the post test worksheets to the students. The teacher asked the students to finish it in 20 to 30 minutes. While the students did the post test, the researcher went around the class to see how the students answer the test and also take some pictures for data.

3. Observation I

In the cycle 1, the researcher made two observational checklists for the teacher and the students. The explanation of the result of the teacher’s observational checklists is shown as follow:
Table 3.1

Teacher’s Observation Checklist of Cycle 1

<table>
<thead>
<tr>
<th>No</th>
<th>Aspects that are being observed</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Ability to open learning process</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Checking student’s preparation</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Giving motivation</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Giving apperception with (related material)</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Delivering learning goals</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Giving reference lesson material to be learned</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Voice articulation clarity</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Variation of body language</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Enthusiasm in appearance attract students’ attention in learning activities using Bimodal subtitle on English movie</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Give the same attention to each students</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td><strong>Mastery of learning materials</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------------------</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Study of materials are presented in accordance with the steps made in the RPP</td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Clarity in explaining teaching materials</td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Able to provide variety in delivering materials through Bimodal subtitle on English movie in teaching and learning activities</td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Presentation of learning materials in accordance with the goals or indicators that have been set</td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Demonstrating the steps of learning activities through Bimodal subtitle on English movie</td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. Accuracy in the use of time allocation</td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. Facilitate students during the process of learning through Bimodal subtitle on English movie</td>
<td>√</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Evaluation of Learning</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>17. Assessment is relevant to the intended</td>
<td>√</td>
</tr>
<tr>
<td></td>
<td>Purpose</td>
</tr>
<tr>
<td>---------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>18.</td>
<td>Assessment given in accordance with RPP</td>
</tr>
<tr>
<td></td>
<td><strong>Ability to close learning process</strong></td>
</tr>
<tr>
<td>19.</td>
<td>Review the material that has been given</td>
</tr>
<tr>
<td>20.</td>
<td>Giving an opportunity to ask question</td>
</tr>
<tr>
<td>21.</td>
<td>Giving conclusions of learning activities</td>
</tr>
<tr>
<td>22.</td>
<td>Giving assignment to students</td>
</tr>
<tr>
<td>23.</td>
<td>Informing the materials to be learned next day</td>
</tr>
</tbody>
</table>

The curriculum used K13 which is scientific approach consist of “Observation, Questioning, Exploration, Association, and Communication”. Later on, the resulted of the students' observation checklist was explained below:
Based on the students’ observational checklist above, all the activities were done by students except when presenting their assignment because they are afraid if they couldn’t answer correctly. In the class, all of the students felt enthusiastic of using the bimodal subtitled movie during in the teaching learning process. In MAN Salatiga, usually they have fifteen minutes of recite the Holy Qur’an before the first lesson start.
4. Reflection I

Based on analyzed of the cycle I, the researcher concluded that using bimodal subtitle on English movie at the eleventh grade of MAN Salatiga was effective enough even though the students still adapted with this media and made some mistakes.

In cycle 1, the researcher thought that there were 2 causes that made the students still have difficulties in learning vocabulary using this media. First, the students are used to watch English movie with Indonesian subtitle. The second is the students are not focus enough on the bimodal subtitle. Rather they focus more on the movie.

Therefore, the researcher needs to make the students have more focus on the content of the movie rather on the character of the movie.

The standard grade of English lesson was 75. In pre test, from 34 students none of them got the average score 75 or more. In post test, the students who get to pass the standard grade were still none. But at least many students increase their results. In pre test, a few students barely get 60 points and only two students get 70 points. While in post test the students who get 70 points increase to ten students while the other also increase their points.

From the result of cycle 1 above, it is very disappointing because none of the students passed the standard grade. Therefore, the researcher decided to conduct cycle II in order to get satisfying result from this research.
B. Cycle II

1. Planning II
   
   a. Prepared syllabus
   b. Prepared the lesson plan
   c. Prepared the second post-test based on indicator
   d. Prepared students’ worksheet
   e. Prepared students’ and teacher’s observational check list for cycle II
   f. Validated the lesson plan and syllabus with the teacher in order to confirm its company
   g. Prepared teaching material (asking and giving opinion related to vocabulary they had learned)
   h. Prepared sheets for classroom observation
   i. Prepare the video or movie to be use in class
   j. Prepared the camera to take pictures

2. Action II

   The cycle II held on August, 20\textsuperscript{th} 2018. There were 2 parts of this cycle. First, the teacher would explain the material to the students while the researcher prepares the movie. Then the researcher would proceed with the second post test.

   First part of cycle II held at 07.15 on Monday August 20\textsuperscript{th} 2018. The teacher and the researcher entered the class and then the teacher opened the lesson and checked the students’ attendance list.
The teacher then once again explained how to understand the vocabularies in the movie. She explained some strategies to use to know the meaning of words in the movie before giving treatment.

The teacher asked one of the students to take an audio speaker from the teacher’s office. The researcher began to prepare the laptop, connected it to the projector and the speaker.

For about 20 minutes, the students watched the movie with bimodal subtitled. The teacher gave some hints about how to understand the vocabularies in the movie and asked the students to write down any vocabularies they don’t understand and try to find the meaning through the movie.

After the treatment, the researcher gave out the post test worksheets to the students. The teacher asked the students to finish it in 20 to 30 minutes. While the students do the post test, the researcher went around the class to see how the students answer the test and also take some pictures for data.

3. Observation II

In the cycle 2, once again the researcher made two observational check lists for the teacher and the students. The explanation of the result of the teacher’s observational check lists are as follows:
**Table 3.3**

Teacher’s Observation Checklist of Cycle II

<table>
<thead>
<tr>
<th>No</th>
<th>Aspects that are being observed</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Ability to open learning process</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Checking student’s preparation</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Giving motivation</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Giving apperception (related with material)</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Delivering learning goals</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Giving reference lesson material to be learned</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Voice articulation clarity</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Variation of body language</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Enthusiasm in appearance attract students’ attention in learning activities using bimodal subtitle on English movie</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Give the same attention to each students</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Mastery of learning materials</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Study of materials are presented in accordance with the steps made in the RPP</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>----</td>
<td>--------------------------------------------------------------------------------</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>11</td>
<td>Clarity in explaining teaching Materials</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Able to provide variety in delivering materials through Bimodal subtitle On English Movie as a Media in teaching and learning Activities</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Presentation of learning materials in accordance with the goals or indicators that have been set</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Demonstrating the steps of learning activities through Bimodal subtitle On English Movie as a Media</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Accuracy in the use of time allocation</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Facilitate students during the process of learning through Bimodal subtitle On English Movie</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Evaluation of Learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Assessment is relevant to the intended Purpose</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Assessment given in accordance with RPP</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>
Based on the observation checklist above, the teacher gave motivation to the students like relax and focus to achieve the best result and so on.

The teacher guided the students’ activity continually. The teacher had made the students active in the class during the lesson. The students more enjoyed and understood the lesson well

Table 3.4

Students’ Observational Checklist of cycle II

<table>
<thead>
<tr>
<th>No</th>
<th>Students’ activities</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>One of students lead the praying</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>2.</td>
<td>Students feel enthusiastic to follow the lesson</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>No.</td>
<td>Statement</td>
<td>Status</td>
<td></td>
</tr>
<tr>
<td>-----</td>
<td>---------------------------------------------------------------------------</td>
<td>--------</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Students give attention and hear teacher’s explanation</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Students active during learning process</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Students use the bimodal subtitle to improve their vocabulary mastery</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Students learn new vocabulary by performing bimodal subtitle on English movie</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Students understand to teacher’s explanation</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Students present their assignment</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Student write their sentence on board</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

Based on the sheet above, the researcher concluded that the students participated in the class well. The students followed all of the teacher’s instruction during the lesson. In cycle II, they looked more focus than in cycle I and seemed enjoy doing the treatment.

4. Reflection II

Based on the result of the cycle 2, the researcher found that the T-test was 6.808 and T-table with N-1 was 2.034. The significant level was 5 %. The data showed that the value of T-test was higher than T-table. Therefore, the researcher concluded that using bimodal subtitle on English movie was effective. The teacher had been a good
facilitator. They understood mostly about the content of the movie
rather than in cycle.

The result in cycle II showed that about more than 50% of
the students passed the standard grade. However, there were only a
few students get below 60 points. It may be because the students
weren’t paying enough attention on the lesson. Therefore, the
researcher decided that this research ended in cycle II.
CHAPTER IV

RESULT AND DISCUSSION

This chapter focuses on the result of each cycle that were conducted on the research and

A. Result

1. Cycle 1

To know a significant improvement in vocabulary mastery, the researcher analyzed the result using t-test calculation from the result of the pre-test and post-test. The calculation as follow:

a. Calculation of mean

<table>
<thead>
<tr>
<th>No</th>
<th>Name of students</th>
<th>Pre-test</th>
<th>Post-test</th>
<th>D</th>
<th>(D^2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>ACF</td>
<td>50</td>
<td>50</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2.</td>
<td>ADY</td>
<td>50</td>
<td>60</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>3.</td>
<td>ANS</td>
<td>50</td>
<td>70</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>4.</td>
<td>ABF</td>
<td>60</td>
<td>70</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>5.</td>
<td>AT</td>
<td>60</td>
<td>70</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>6.</td>
<td>ADHW</td>
<td>20</td>
<td>60</td>
<td>40</td>
<td>1600</td>
</tr>
<tr>
<td>7.</td>
<td>DS</td>
<td>50</td>
<td>50</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>8.</td>
<td>DMD</td>
<td>50</td>
<td>50</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>9.</td>
<td>DSH</td>
<td>50</td>
<td>50</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
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<td>---</td>
<td>---</td>
<td>---</td>
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<td></td>
</tr>
<tr>
<td>10.</td>
<td>FT</td>
<td>50</td>
<td>60</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>11.</td>
<td>FFP</td>
<td>50</td>
<td>50</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>12.</td>
<td>FY</td>
<td>60</td>
<td>70</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>13.</td>
<td>IFR</td>
<td>50</td>
<td>70</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>14.</td>
<td>IRIU</td>
<td>50</td>
<td>60</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>15.</td>
<td>IES</td>
<td>50</td>
<td>70</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>16.</td>
<td>LSA</td>
<td>30</td>
<td>60</td>
<td>30</td>
<td>900</td>
</tr>
<tr>
<td>17.</td>
<td>MGZK</td>
<td>60</td>
<td>70</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>18.</td>
<td>MAS</td>
<td>60</td>
<td>60</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>19.</td>
<td>MIA</td>
<td>50</td>
<td>60</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>20.</td>
<td>MJR</td>
<td>30</td>
<td>50</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>21.</td>
<td>MNA</td>
<td>30</td>
<td>50</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>22.</td>
<td>MNY</td>
<td>40</td>
<td>50</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>23.</td>
<td>NW</td>
<td>60</td>
<td>70</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>24.</td>
<td>PS</td>
<td>40</td>
<td>60</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>25.</td>
<td>RM</td>
<td>70</td>
<td>70</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>26.</td>
<td>RNW</td>
<td>50</td>
<td>60</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>27.</td>
<td>RAK</td>
<td>30</td>
<td>50</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>28.</td>
<td>SAA</td>
<td>60</td>
<td>60</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>29.</td>
<td>SM</td>
<td>50</td>
<td>50</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>30.</td>
<td>SNN</td>
<td>50</td>
<td>60</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>31.</td>
<td>TBN</td>
<td>30</td>
<td>50</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>32.</td>
<td>WND</td>
<td>70</td>
<td>70</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>33.</td>
<td>YMC</td>
<td>50</td>
<td>70</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>34.</td>
<td>ZSQ</td>
<td>30</td>
<td>50</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>1650</strong></td>
<td><strong>1980</strong></td>
<td><strong>390</strong></td>
<td><strong>7700</strong></td>
</tr>
<tr>
<td><strong>N = 34</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1) **Mean of the Pre-test**

\[
\overline{Me} = \frac{\sum x_1}{n} \\
= \frac{1650}{34} \\
= 48.2
\]

2) **Mean of the Post-test**

\[
\overline{Me} = \frac{\sum x_1}{n} \\
= \frac{1980}{34} \\
= 59.7
\]

In cycle 1, mean of the pre-test was 48.2 and mean of the post-test was 59.7. It could be seen that the mean of the post-test was bigger than the mean of the pre-test. There was significant improvement on the student’s vocabulary mastery.

b. **Calculation of the Mean of Difference**

\[
MD = M_1 - M \\
= 59.7 - 48.2 \\
= 11.5
\]

From the result above, the difference between the mean of the pre test and the mean of post test is 11.5.
c. Calculation of the Standard Deviation

\[
S = \sqrt{\frac{n\sum_{i=1}^{n} x_i^2 - (\sum_{i=1}^{n} x_i)^2}{n(n - 1)}}
\]

\[
s = \sqrt{\frac{34 \times 7700 - 390^2}{34 \times 33}}
\]

\[
s = \sqrt{\frac{261800 - 152100}{1122}}
\]

\[
s = \sqrt{\frac{109700}{1122}}
\]

\[
s = 97.8
\]

From the result above, we can tell that the standard deviation of the test was 97.8. It was pretty high even though many students haven’t passed the standard grade.

d. The Standard of error for the mean difference

\[
SE = \frac{SD}{\sqrt{n}}
\]

\[
= \frac{87.8}{34}
\]

\[
= 2.9
\]

The result above showed that the standard error of the mean differences was 2.9.
e. Calculation of T-test

\[
t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2} - 2r \left(\frac{s_1}{\sqrt{n_1}}\right)\left(\frac{s_2}{\sqrt{n_2}}\right)}}
\]

\[
= 6.764
\]

Based on the data of cycle above, the researcher found that the T-test was 6.764 and T-table with N-1 was 2.034. The significant level was 5%. The data showed that the value of T-test was bigger than T-table.

2. Cycle 2

For cycle 2, the researcher using the same calculation in cycle 1 which is using t-test from the result of the post test in cycle 1 and the post-test in cycle II. The calculation as follow:

a. Calculation of mean

<table>
<thead>
<tr>
<th>No</th>
<th>Name of students</th>
<th>Post-test 1</th>
<th>Post-test 2</th>
<th>D</th>
<th>D²</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>ACF</td>
<td>50</td>
<td>50</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2.</td>
<td>ADY</td>
<td>60</td>
<td>90</td>
<td>30</td>
<td>900</td>
</tr>
<tr>
<td>3.</td>
<td>ANS</td>
<td>70</td>
<td>70</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4.</td>
<td>ABF</td>
<td>70</td>
<td>70</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5.</td>
<td>AT</td>
<td>70</td>
<td>90</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>ADHW</td>
<td>60</td>
<td>80</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>7.</td>
<td>DS</td>
<td>50</td>
<td>90</td>
<td>40</td>
<td>1600</td>
</tr>
<tr>
<td>8.</td>
<td>DMD</td>
<td>50</td>
<td>80</td>
<td>30</td>
<td>900</td>
</tr>
<tr>
<td>9.</td>
<td>DSH</td>
<td>50</td>
<td>70</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>10.</td>
<td>FT</td>
<td>60</td>
<td>70</td>
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<td>100</td>
</tr>
<tr>
<td>11.</td>
<td>FFP</td>
<td>50</td>
<td>80</td>
<td>30</td>
<td>900</td>
</tr>
<tr>
<td>12.</td>
<td>FY</td>
<td>70</td>
<td>70</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>13.</td>
<td>IFR</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>14.</td>
<td>IRIU</td>
<td>60</td>
<td>70</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>15.</td>
<td>IES</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>16.</td>
<td>LSA</td>
<td>60</td>
<td>60</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>17.</td>
<td>MGZK</td>
<td>70</td>
<td>90</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>18.</td>
<td>MAS</td>
<td>60</td>
<td>60</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>19.</td>
<td>MIA</td>
<td>60</td>
<td>80</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>20.</td>
<td>MJR</td>
<td>50</td>
<td>80</td>
<td>30</td>
<td>900</td>
</tr>
<tr>
<td>21.</td>
<td>MNA</td>
<td>50</td>
<td>80</td>
<td>30</td>
<td>900</td>
</tr>
<tr>
<td>22.</td>
<td>MNY</td>
<td>50</td>
<td>80</td>
<td>30</td>
<td>900</td>
</tr>
<tr>
<td>23.</td>
<td>NW</td>
<td>70</td>
<td>70</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>24.</td>
<td>PS</td>
<td>60</td>
<td>70</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>25.</td>
<td>RM</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>26.</td>
<td>RNW</td>
<td>60</td>
<td>80</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>27.</td>
<td>RAK</td>
<td>50</td>
<td>50</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>28.</td>
<td>SAA</td>
<td>60</td>
<td>70</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>29.</td>
<td>SM</td>
<td>50</td>
<td>50</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>30.</td>
<td>SNN</td>
<td>60</td>
<td>80</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>31.</td>
<td>TBN</td>
<td>50</td>
<td>80</td>
<td>30</td>
<td>900</td>
</tr>
<tr>
<td>32.</td>
<td>WND</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td></td>
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<td></td>
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<tr>
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<td>-----</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
<td></td>
</tr>
<tr>
<td>33.</td>
<td>YMC</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>34.</td>
<td>ZSQ</td>
<td>50</td>
<td>50</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>1980</td>
<td>2510</td>
<td>480</td>
<td>11600</td>
</tr>
<tr>
<td><strong>N = 34</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Mean of the Post-test from Cycle 2

\[
\text{Me} = \frac{\sum x_1}{n}
\]

\[
= \frac{2510}{34}
\]

\[
= 73,8
\]

In cycle 2 mean of the post-test was 73.8. It could be seen that the mean of the post-test in cycle 2 was bigger than the mean of the post-test in cycle 1. There was significant improvement in the students’ vocabulary mastery using bimodal subtitle on English movie.

b. Calculation of the Mean of Difference

\[
\text{MD} = M_1 - M_2
\]

\[
= 73.8 - 59.7
\]

\[
= 14.1
\]

From the result above, the difference between the mean of the post test 1 and the mean of post test 2 is 14.1.

c. Calculation of the Standard Deviation

\[
S = \sqrt{\frac{n\sum_{i=1}^{n}x_i^2 - (\sum_{i=1}^{n}x_i)^2}{n(n - 1)}}
\]
\[ s = \sqrt{\frac{34 \times 11600 - 480^2}{34 \times 33}} \]

\[ s = \sqrt{\frac{394400 - 230400}{1122}} \]

\[ s = \sqrt{\frac{164000}{1122}} \]

\[ s = 146.2 \]

From the result above we can see that the standard deviation of cycle II is pretty high.

d. The Standard of error for the mean difference

\[ SE = \frac{SD}{\sqrt{n}} \]

\[ = \frac{146.2}{34} \]

\[ = 4.3 \]

The result showed that the standard error of the mean difference is 4.3.

e. Calculation of T-test

\[ t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2} - \frac{2r(s_1)(s_2)}{n_1 n_2}}} \]

\[ = 6.808 \]

Based on the result of the cycle 2, the researcher found that the T-test was 6.808 and T-table with N-1 was 2.034. The significant level was 5%. The data showed that the value of T-test was bigger than T-table. Therefore, the researcher concluded that using bimodal subtitle on English movie was effective.
B. Discussion

1. The analysis of test pre-test and post-test

The result of analyzes in cycle I and cycle II, the researcher analyzed the students had improvement from cycle I to cycle II. The improvement as follows:

<table>
<thead>
<tr>
<th>No</th>
<th>Analyze</th>
<th>Cycle 1</th>
<th>Cycle 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Mean of pre-test</td>
<td>48.2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mean of post-test</td>
<td>59.7</td>
<td>73.8</td>
</tr>
<tr>
<td>2.</td>
<td>t-table N=30</td>
<td>2.034</td>
<td>2.034</td>
</tr>
<tr>
<td>3.</td>
<td>T-calculation</td>
<td>6.764</td>
<td>6.808</td>
</tr>
</tbody>
</table>

The table above shows that t-calculation is greater than t-table. It means that there are significant differences between mean of pre test and post test. The teacher concluded that using bimodal subtitle on English movie give influence in improving vocabulary mastery.

The use of bimodal subtitle on English can improve the students' vocabulary mastery. The improvement can be examined
from the results of post test. Before the media was used, the students’ vocabularies are just some simple vocabularies. They only understand frequently used vocabularies.

**Table 4.4**

**Table of score analysis**

<table>
<thead>
<tr>
<th>No</th>
<th>Total students who got standarize score of standard grade (≤75)</th>
<th>Cycle 1</th>
<th>Cycle 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Pre-test</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Post-test</td>
<td>None</td>
<td>19 (55,88%)</td>
</tr>
<tr>
<td></td>
<td>Improvement</td>
<td>0%</td>
<td>55,88%</td>
</tr>
</tbody>
</table>

The proof that students’ vocabulary mastery had an improvement can also examined from the score in each cycle has increased. The students’ score was also considered as one indicators of the improvement. The result of the students’ work in cycle I and cycle II had improved.

The score of post-test which is greater than pre-test means that the students’ vocabulary mastery had been increased after using bimodal subtitle on English movie in English teaching learning process. Therefore, using this method in English teaching learning process is appropriate with the situation and condition of
2. **The analysis of result of the test based on the theoretical framework**

The teacher taught the students by using bimodal subtitle on English Movie. The researcher measured the students’ vocabulary mastery by the students’ score from the pre test and post test. Based on standardize score of curriculum in education, the students should get $\leq 75$. Students should be able to understand the vocabularies in the movie. Hence, they need to know the meaning of the vocabularies in the movie based on the content of the movie and the context of the subtitle in the movie.

This research was not only improved the vocabulary mastery but also reading and listening as well as speaking. The students will learn to read faster. The students also get used to listen to English conversation as well as learn to know how to pronounce the English words correctly. Rather than normal text, the students would more enjoy reading the subtitle on the movie. The students would be able to understand the content more with the moving visual rather than just a plain text.
CHAPTER V

CLOSURE

A. Conclusion

In this chapter the researcher would like to present the conclusion and suggestion related to research finding and discussion. The result of the research with the title “THE USE OF BIMODAL SUBTITLE ON ENGLISH MOVIE TO IMPROVE THE STUDENTS’ VOCABULARY MASTERY” show that:

1. The implementation of bimodal subtitle on English movie as a teaching media could improve the students’ vocabulary mastery at the eleventh grade of MAN 1 Salatiga in the academic year 2018/2019.

   In this research, the researcher concludes that the use of bimodal subtitle on English movie at the eleventh grade students’ of MAN 1 Salatiga could improve the students’ vocabulary mastery. It can be seen from the detail information the result of cycle I and cycle II.

   Based on the data from test and observation that have been done and have been analyzed in the previous chapter, it is shown by the mean score of pre-test and post-test in the two cycles. The result of indicate cycle I although many students have improved
their grade, none of the students passed the standard grade. Thus the researcher conducted cycle II then found the progress from cycle I to cycle II. It means that using bimodal subtitle on English movie as a media could be effective in learning vocabulary for the students.

2. The significant improvement of bimodal subtitle on English movie as a media to improve students’ vocabulary mastery at the eleventh grade of MAN Salatiga as follow:

In this research, the researcher concluded that the use of bimodal subtitle on English movie at the eleventh grade students’ of MAN Salatiga could significant the students’ vocabulary mastery. It can be seen from the detail information the result of cycle I and cycle II.

In the first cycle mean of post-test 59.7 is higher than pre-test 48.2. In this research, the researcher used the significant level as many as 5%. The researcher found that the T- test was 6.764 and T-table with N-1 was 2.034. The data showed that the value of T- test was higher than T-table. It means that using bimodal subtitle on English movie had a significant improvement on the students’ vocabulary mastery at the eleventh grade students of MAN Salatiga in the academic year of 2018/2019. Meanwhile the percentages of the students who passed the standard grade less than the researcher’s target (50%). Therefore, the researcher conducted cycle II.
In the cycle II the mean of post-test 73.8 is higher than post-test in cycle I 59.7. The percentage of students who passed the standard grade in the post-test in cycle II was 55.88% of the students who passed the standard grade. In this research, the researcher used the significant level as many as 5%. The researcher found that the T-test was 6.808 and T-table with N-1 was 2.034. The data showed that the value of T-test was higher than T-table. It means that using bimodal subtitle on English movie had a significant improvement on the students’ vocabulary mastery in at the eleventh grade students of MAN Salatiga in the academic year of 2018/2019. The percentages of the students who passed the standard grade were passed the target (50%). Finally, the researcher had successfully conducted this research.

B. Suggestion

a. For teachers

The English teacher should use media and choose an interesting media in teaching learning process. The result of this research can support the English teachers to apply this media in teaching vocabulary. The teacher would be able to make the students more focus on the lesson.
b. For other researchers

The result in this research could give some knowledge and can be used as a reference for other researcher who wants to make a research about increasing the student’s vocabulary.

c. For students

The students can use this as their learning method. This research would remind them every time they watch English movie they would unconsciously start to wonder about the vocabularies on the movie rather than just watch it for fun.
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