

# The Correlation Between Watching Movie With and Without Subtitles on Students' Listening Comprehension

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## The Correlation Between Watching Movie With and Without Subtitles on Students' Listening Comprehension

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### Abstrak

Penelitian ini dilakukan untuk menganalisis hubungan antara menonton film dengan dan tanpa subtitle terhadap pemahaman mendengarkan siswa pada siswa kelas VIII SMP N 2 Pematang Raya. Berkaitan dengan masalah: Apa hubungan antara menonton film dengan subtitle dan tanpa subtitle terhadap pemahaman mendengarkan siswa? Mana yang lebih efektif antara menonton film dengan subtitle atau tanpa subtitle pada pemahaman mendengarkan siswa? Untuk menjawab penelitian tersebut digunakan beberapa teori yaitu Arikunto (2010), Creswell (2012), Nunan (2003), dan Sugiyono (2013). Penelitian ini dirancang dengan metode penelitian kuantitatif dengan mengikuti pre-experimental design one group pre-test and post-test group design. Sampel dipilih secara acak dengan asumsi bahwa setiap kelas memiliki tingkat kemampuan yang sama. Melibatkan 29 siswa. Hasil penelitian menunjukkan bahwa dengan menggunakan film baik dan tanpa subtitle telah meningkatkan motivasi, skor respon siswa yang baik. Peningkatan prestasi belajar siswa dibuktikan dari hasil pre-test dan post-test. Nilai rata-rata pada pre-test adalah 54 sedangkan nilai rata-rata pada post-test adalah 82 dan standar deviasi adalah 6,74. Jadi, dari skor rata-rata dan hasil standar deviasi menunjukkan bahwa pemahaman mendengarkan siswa meningkat dengan menonton film dengan subtitle di kelas delapan SMP N 2 Pematang Raya.

**Kata Kunci:** *Film, Pemahaman Mendengarkan, Korelasi*

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### Abstract

This research is conducted in order to analyze the correlation between watching movie with and without subtitles on students listening comprehension for the Eight Grade Students of SMP N 2 Pematang Raya. It is concerned with the problem: What is the correlation between watching movie with subtitle and without subtitle on students' listening comprehension? Which is more effective between watching movies with subtitle or without subtitle on students' listening comprehension? To answer the research, some theories are used: Arikunto (2010), Creswell (2012), Nunan (2003), and Sugiyono (2013). This research is design into quantitative research method by following pre-experimental design of one group pre-test and post-test group design. The sample was chosen randomly under the assumption that each class had the same level of ability. It involved 29 students. The result shows that by using movie with and without subtitle has improved the students' motivation, score and response were good. The improvement of students' achievement was proved from pre-test and post-test result. The mean score in pre-test is 54 meanwhile the mean score in post-test is 82 and the standard deviation is 6,74. So, from the mean score and standard

deviation result it show that the students' listening comprehension is improved by watching movie with subtitle at eight grade of SMP N 2 Pematang Raya.

**Keywords:** *Movie, Listening Comprehension, Correlation*

## INTRODUCTION

Listening is the most important key in building good relationship between individuals. Effective listening really depends on a person's skills in sending and receiving messages. Listening skills should accompany questioning skills in effective communication. Because no matter how good communication is with someone without being accompanied by ability to hear, communication is not effective. Listening is one of important skills in foreign language and learning, especially English as the Second Language because it is basic skill that has to be mastered by the students. There are four aspects in English namely listening, speaking, writing, and reading. Each individual has a different level of difficulty, including difficulty in communication, difficulty understanding grammar or lack of vocabulary. Listening skill is one of the four basic language skills in English beside reading, writing, and speaking. Listening ability is needed by the students for facing both local and national tests of English tested in written form, so that listening should be learned earlier since kindergarten until the higher education level. Listening is the activity of paying attention to the speaker and trying to get meaning from something heard (Hamouda, 2013).

Listening is a communication skill that conduct the students to understand, translate, and assess what they heard. Have a good ability to listen can improve personal interaction like reducing problems, fostering understanding and increasing cooperation. Listening is assumed as the most critical for language learning, as today during the communicative language teaching era when language is taught by face to face communication listening is important skill in this regard (Vandergriff and Goh, 2021:396). Listening is an active, purposeful process of making sense from what we hear (Nunan, 2003:24). Listening is a key second language skill, it has a vital role in the language acquisition process, and its development is prime concern to language teacher.

Markham (1989) in Saputra et. al. (2022) investigated the effects of subtitled movie programs on listening comprehension of beginner, intermediate and advanced learners of English, he used two subtitle videos on topics not known to the learners. Each group viewed both movies with and without subtitle. Measuring the participants' comprehension by some multiple-choice questions, he found that all three groups using significantly better.

In finding the solution of the students' listening problem, the researcher is interested to compare the movie with and without subtitle in order to know which one of those media to help increase students' listening comprehension. The main method of exposing students English is through the use of taped material which can exemplify wide range topics such as advertisements, news, broadcast, poetry, pop songs speeches telephone conversations and all manner of spoken exchanges (Harmer, 2001)

From explanation above, the researcher look the problem is about what media is most effective for listening comprehension learning. So, it will be easier to learn English with media.

## METHODOLOGY

The design of the research is Pre-Experimental and the researcher chooses One-Group Pre-Test and Post-test design. This design includes a pre-test measure followed by a treatment and post-test for a single group (Creswell, 2012 :168)

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**Table 1. One Group Pre-test and Post-test design**

<b>Group A</b>	<b>O1</b>	<b>X</b>	<b>O2</b>
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<sup>6</sup>

Where:

O1 = pre-test for experimental group

O2 = post-test for experimental group

X = treatment

Barus et. al. (2020) stated that sample is the part of the number and characteristics that is processed by the population. Meanwhile, according to Creswell (2012:142), stated that a sample is sub group of the target population that the researcher plans to study for generalizing about the target population. In this research, the researcher use simple random sampling as a technique to choose the sample without notice the levels in the population (in Sugiyono, 2013: 82).

Sampling for the research according to Arikunto (2010: 112), if the subject less than 100 people, all of them should be taken, if the subject is large or more than 100 people can be taken 10-15% or 20-25% or more. In this case researcher decide to take 10% of population in SMP Negeri 2 Pematang Raya that mean of the sample in this research is 29 sample. Researcher using lottery schema to take sample from class VIII.

## RESULTS AND DISCUSSION

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In research findings the researcher will describe about the finding of the research which have done by students in VIII of SMP N 2 Pematang Raya that consisted of 29 students. The researcher finding of the data, data have found of the research above shown that there is the different in pre-test and post-test. It can conclude that the researchers get excellent result from activities in teaching listening comprehension by using movie. It makes students interesting and focus in learning listening.

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From the explanation above shows that movie effect on their listening comprehension. The <sup>18</sup> result of the test shows that there is the significance influence between pre-test and post-test, and standard deviation. After the researcher got the data of student score, researchers counted the mean score to know which media has a significant effect for student in listening comprehension especially in English language. The mean score of movie with subtitle is higher

than movie without subtitle, it means movie with subtitle more significant effect for their listening comprehension.

Based on the score of pre-test and post-test, the researchers analyzed them to look for the result of this research. Then the researcher analyzes the students score categorized from the level of achievement. From the analysis of watching movie with and without subtitle on listening comprehension, the researcher found the result that the students' average score can be classified into a good level. According to the researcher there are few factor that make student mean score and standard deviation using movie with subtitle is higher than using movie without subtitle.

## CONCLUSION

Based on the finding of the researcher in previous section, the researcher can make the conclusion as follow:

1. Watching movie with and without subtitle has a correlation on students listening comprehension, it means watching movie with subtitle is better on students' listening comprehension.
2. The mean score test of watching movie with subtitle is higher than watching movie without subtitle. It can be concluded that teaching listening by movie can improve students listening comprehension grade VIII at SMP N 2 Pematang Raya.
3. The data show that the students' listening comprehension is significant after watching movie with subtitle.

The use movie with and without subtitle on students' listening comprehension also can create students' motivation, give enjoyment, and reduce boredom in learning process

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