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**PRODI PENDIDIKAN BAHASA INGGRIS  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
UNIVERSITAS BANDAR LAMPUNG**

Jl. Z.A. Pagar Alam No. 26, Labuhan Ratu Bandar Lampung, 35142

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# THE IMPLEMENTATION OF GIVING ENGLISH SUBTITLE IN A MOVIE TO IMPROVE STUDENTS LISTENING ABILITY

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## Abstract

The aim of this study is the implementation of giving English Subtitle in a movie to improve students' listening ability. It is to look at the process of implementing the use of movies in learning listening through English movie and giving subtitles using the movie maker application. This research consisted of two instruments, observation and interview. This research focused on planning, identifying, implementing, and evaluating the improvement of students' listening comprehension ability. The study uses qualitative method. It is exploring and understanding the meaning of individuals or groups. To improve the students listening comprehension ability, we focused on using English subtitle in a movie. After the students added the subtitles in a movie, they felt challenged and they could understand the listening text as well as the knowledge that they had never known before.

**Keywords:** *English subtitle, Listening Ability, English Movie*

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## INTRODUCTION

English plays an important role as an international language. Therefore, various listening activities can be done by using movies or films. Teaching of listening skill needs students to practice a lot. It will make them familiar with the spoken language and help them to understand more as by having more practices students will have many opportunities to listen to spoken language. By watching movies students are introduced to the real context of language and a wide range of vocabulary that they cannot get when learning in the classroom. Teaching media is very important in

learning process. Teacher should use media because it is very useful for students in describing an object clearly. By using media, the students will have active learning response and they will understand many words of English. Furthermore, the problems in learning English process are little understanding in word meaning and word pronunciation. These lead to the effectiveness in increasing their listening ability. Therefore, by watching movies, the students are trained to listen and understand English spoken language. Anggia and Ginola (2016) stated that choosing material is the highest thing that should be considered for a

teacher before delivering the materials because it refers to students' motivation in learning. There are many sources that we can find. It can be from books, the internet or many kinds of media as long as they are appropriate and can support the learning process.

Aryuliva (2013) stated that watching movies can improve students' listening skills, as a foreign language or as an improvement, by concentrating and comprehending their ability in listening. The purpose of the study is to know the step-by-step process of giving English subtitle in a movie to improve student listening ability.

Zanon (2006) argued that subtitled video would motivate students to study English outside the classroom context, especially by watching TV and cinema, listening to the original dialogues. Helgesen in Nunan (2003) said that listening is an active process of not only what people hear but also how people connect it to other information they have already known.

Motivation is important to students because it influences their motivation to learn. As stated by Anggia and Ginola (2016) using authentic

materials can have many advantages for both the teacher and the students. According to Anggia (2019), the listeners should hear what the speaker talks about so they can guess the next utterance. Listening is a vital component of the oral communication, or the interactive process in which the individual takes the roles of speaker and listener through a verbal and non-verbal component. Listening is an essential part of the communication process. Students spent the majority of each school day listening and much of what students know is acquired through listening. Media can motivate students to be more interested to the learning. The students are able to understand the message better as the materials are presented and easier to get the materials.

A nice step for beginners is to display the speaker in a video or to show images that are being discussed. Precisely, they can use audio-visual learning. They do not only listen from the video but they can see the speaker's talk. The body movements, gestures, and pictures which are displayed to help beginners to catch the point.

## **RESEARCH METHODOLOGY**

The study uses qualitative method. Qualitative method is exploring and understanding the meaning of individuals or groups refer to a social or human problem. Here we use case study which can be found in many fields, especially evaluation. We develop an in-depth analysis of a case, often a program, event, activity process, or one or more individuals. In this study, we try to understand the implementation process of standard and bimodal subtitles of

movie by teacher and the student's response toward the use of standard and bimodal subtitles of movie. Our reasons using observation and interview because we can find out the differences before and after watching a movie using English subtitle. We can get a lot of benefit such as exposing students to a range of listening experience, making listening purposeful for the students, helping students understand what listening entails and how they might approach it, building up students'

confidence in their own listening ability after they watch a movie using English subtitle. The design used to find out the significant improvement of students listening ability before and after using movie as teaching media. Based on the design, the students will watch a movie without subtitle to measure students listening ability before student giving English subtitle in a movie in movie maker application. The interview was conducted in this research after the students got the treatments of learning listening ability through English subtitle movie. Two instruments are used to

## DISCUSSIONS

This study aims to look at the process of implementing the use of movies in learning listening through English movie and giving subtitles using the movie maker application.

There were 5 indicators in observation and also 5 indicators in interview. Each indicator has been analyzed one by one using the coding process.

In this part, we concerned about the implementation of giving English subtitle in a Movie. We have some categories based on the theories.

*The first* category is concentration, we found from the observation result that most of students could not concentrate while the movie is displayed.

Meanwhile, based on the interview result, some students assumed that the difficulty they encounter were unfamiliar words. Wilson (2008) grouped the factors causing students' difficulty in listening into three general clusters, namely the characteristic of the message where the message carried contains difficult words and grammar, the listener's

collect detailed data of pupil's improvement and the process of teaching learning activities. The interview is conducted at the end of the research to know the students' difficulties with respect to the implementation of using English subtitle in movie to improve listening ability.

Data analysis deals with the way to analyze the data of observation and interview. It was conducted to find out the differences before and after using English subtitles in watching movies in order to improve students listening ability.

ignorance of the topic being discussed, as well as the rapid delivery, will 'force' listeners to concentrate fully listening to the message. These factors are one of the causes of difficulty in listening. As a result, in addition to difficult words or unfamiliar words, concentration was also one of the reasons why students found it difficult to learn listening as concentration is based on delivering messages quickly.

*The second* category is details, we found from the observation result that some of students could get the detail information while giving subtitle in the movie. The interview result showed that all of student got detailed information when giving subtitle to the movie. Because they used headset and more focus even though they had to try to listen repeatedly.

However, there are some student who were not able to catch detailed information, as students assumed watch they listen was not entirely clear to them. As stated by Wilson (2008) teaching listening can used the media to help student understand,

the text either in general or specifically. In other theory, Nunan (2003) stated that many supporting facilities were given to the listeners to understand the text conveyed, for example images or other visual media. Based on this theory, it can be concluded that using media in the using media in the teaching can help students' understanding the text in detail. Even though, it did not quickly affect to all students, but in the process a slightly change in their understanding of a text can be seen when giving subtitles in the movie.

The third category is vocabulary. Based on the observation result, we saw that while students did not understand a lot of vocabularies but they were able to giving subtitle in the movie, although it was not completely. It was found that most of students just guessing when they did not the meaning or spelling of the vocabulary, so they could give the subtitles even they were confused about some vocabularies. According to Nunan (2003) complex vocabulary makes students difficult to understand the text, but the use of media can help students. Based on this theory, it can be concluded that vocabulary is one of difficulties in listening skills, but by using media it could help students' understanding.

*The fourth* category is accent. We found from the observation result that some students did not get the real meaning of the words. It was too difficult to understand but other students understood parts of speech and get the point, then they could type the subtitle. Meanwhile, most of students have difficulty in understanding listening text because the accent or difficult to comprehend. Yagang (2012) stated that students have problems with accent by

speaker, for example in listening skill the speaker uses many kinds of accent. Based on this theory, it can be concluded that in the listening learning student are constrained by the accent of the speaker but in the process by giving subtitle, the students could still catch the content of the movie, although it was not as a whole.

*The fifth* category is issue. Based on the observation result the student did not quite recognize the issue but they tried to understand what the movie is about. Most students argued that the issue influences the understanding of text in listening. If the topic were unfamiliar, it cannot catch the intent of the speaker. As stated by Wilson (2008), the listeners' ignorance of the topic discussed will force the students to listen and understand of the text. As a result, issue of the text greatly affects students in listening, because if the issue is familiar to them then automatically, they have background knowledge so, when they were listening, they can grasp intent of the text easily.

*The last* category of interview is about students' opinion of learning listening by using giving English subtitle in a movie. It was found that most students assumed that learning listening by using a movie and giving subtitle made them getting better in catching the meaning of the text that the speaker said. It is proven in their ability when they listen to the text and give subtitles to the movie. According to Yagang (2011) nowadays, most students cannot understand text listening without assistance of the media, especially audio visual. Students are greatly helped if learning listening can be integrated with technology.



Therefore, based on the theory, it can be concluded that the use of technology could help students in

### CONCLUSIONS

English as a Foreign Language is implemented as the compulsory subject to learn in senior high schools in Indonesia. Unfortunately, beyond its implementation, not all students enjoy learning English. Besides the students should face a new language to learn, the existing teaching style which merely transfers knowledge contributes to the stressful environment in the class. The classroom environment contributes to the success of students' understanding of the lessons. It will not be easy for students who are in a stressful and boring environment to comprehend the lesson. If they are bored, unconsciously, they will resist any lesson. Realizing that fact, the teacher should find a strategy to attract students' attention to learn EFL, for example by using English movies.

Moreover, using English movies to teach English is fun. In its application, the teacher can use English movies and students can learn to give subtitle in a movie using the application of movie maker, in this case students not only get knowledge or information about new vocabulary or just listening with audio visual but also can improve their listening ability with using teaching media to teach listening.

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learning listening, one of which is giving subtitles made by themselves.

Furthermore, the belief that everyone likes watching movies strengthens the teacher's confidence to use English movies as an attractive strategy to teach English as a Foreign Language to senior high school students. Based on the result and discussion we conclude that before learning in listening class with making subtitle, the students were bored because students were not interested with the movie. However, after the students added the subtitles in a movie, they felt challenged and they could understand the listening text as well as knowledge that they had never known before.

### Suggestions

Considering the results obtained in this research with its interpretation we have some suggestions. While learning listening in the classroom the teacher should use technology to stimulate students in the learning to listen, one of the media that can be used is movie. This can be used in addition to listening comprehension through audio visuals. Subtitles in movies make students indirectly practice listening privately. From the justification of movie as media in teaching listening, it is expected that the learners could use movie with English subtitles in teaching narrative and recount text.

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