

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

The data that have been collected and found through observation, interview, and documentation technique in term of data collection procedure, relating to what have been posed in research focused, will be discussed in this chapter. This presentation then will lead to the capture of literature prevailed.

A. Research Finding

Data collection procedures in this research were done in three techniques; they were observation, interview, and documentation. Three of them were conducted in order to discover data needed regarding to the concepts which have been posed in research focuses in chapter I. This will be led by the first way of data collection procedure, observation. In the process of data gathering, researcher used observation field-notes, recording answer of the interviewees in form of notes to the questions relating to the study, and documentations as the proof such as students' names list, lesson plan, and the pictures that have been captured during the process of observation and interview. The whole data have been obtained from the Tenth Grade IPA 2 of MA Nurul Islam.

Based on the investigation held in the Tenth Grade IPA 2 of MA Nurul Islam from January 2020 to February 2020 on 20 January until 03 February 2020 the result of research consisted supporting data and main data. The supporting data are divided become two categories, they are:

1. The Location at MA Nurul Islam

MA Nurul Islam is one of school in Sumenep which have location on Jl. Kh. Moh. Sirajuddin No. 3, Karang Cempaka Bluto Sumenep regency. It is easy to collect data in this school because of near to my house and the researcher was a graduate student there. That is why the researcher choose to research in this school because researcher can observe and collect data easily. The researcher conducted the research about the use of English subtitle on the fisherman and his wife's short movie in teaching vocabulary at tenth grade of MA Nurul Islam especially for IPA 2 class.

2. The Profile of MA Nurul Islam

Nurul Islam Islamic Boarding School was founded on 1963 M. by KH. Sirajuddin in the middle of Karangcempaka village and there was a part of waqaf 1 hectares which was now preparing for the development of boarding schools for future.

This period the boarding house of pesantren still forms *salaf*, then 1967 M., nurturing was resumed by his eldest son KH. Hamdi Siraj, MA. By this period, the boarding house had developed a Madrasah Ibtidaiyah, MTs Nurul Islam. At age 37 he died and was replaced by KH. Ramdhan Siraj, SE, MM. (1988) up to (1999).

During this period the MA(Madrasah Aliyah) Nurul Islam formed. Plt. was then picked up because at that time the nanny of Nurul Islam boarding house was selected as regent of the district of Sumenep for two periods. And then replaced by KH. Ilyas Siraj, SH, M.Ag till now.

In this period, KH. Ilyasi Siraj forms a new unit named P3NI (Administrators of Nurul Islam boarding school) as the technical manager of the islamic boarding house, all of which are in the shadow of the islamic boarding school foundation. The idea came because it was in 2004 M. Nurterer of Nurul Islam boarding school, KH. Ramdhan Siraj became regent and KH. Ilyasi Siraj selected to be DPR RI, so that the technical operations of foster are given to the P3NI.

While there are some institutions of education in this school, they are: PAUD, TK, MTs, MA, SMK, and also Academy of Al-Qur'an and Hadits etc.

In this section, the researcher will explain the result in getting of research objective by interview, observation, and documentation method. The researcher found that the students of tenth class had been divided into five class; they are XIPA 1, XIPA 2, XIPS 1, XIPS 2 and the last for XIPS 3. In getting a data, the researcher only focus on one class that is XIPA 2.

There are three research focuses. They are; how is the use of English subtitle on the fisherman and his wife's short movie in teaching vocabulary at tenth grade of MA Nurul Islam Sumenep, what are the strengthness of using English subtitle on the fisherman and his wife's short movie in teaching vocabulary at tenth grade of MA Nurul Islam Sumenep and what are the weakness of using English subtitle on the fisherman and his wife's short movie in teaching vocabulry at tenth grade of MA Nurul Islam Sumenep. The result are:

1. How is the use of English subtitle on the Fisherman and his Wife's short movie in teaching vocabulary at tenth grade of MA Nurul Islam Sumenep?

The first data collection technique used observation. In this case, the researcher became non-participant observer. Becoming non-participant observer meant that researcher practically did not involve in the class while observed what was happening in the classroom and then recorded it in the field-note. Researcher just took note about information gathered from students at the tenth grade IPA 2 of MA Nurul Islam while they were paying high attention to the short movie played.

As this observation has been conducted on January, 2020. There were some notes that researcher recorded in the field-note concerning on the behavior and situation of the students in the class during teaching learning process especially for English lesson. The researcher classified into two phase as the mount of observation that researcher has done.

The first phase in observation, researcher had observation in the English class and saw many activities or situation of the students during teaching learning process on Monday, January 20th, 2020 at 08.30 until 10.20 am. In the classroom, researcher met English teacher¹ of the tenth grade IPA 2 of MA Nurul Islam and asked for permission to conduct research in the class. In another chance, researcher observed students at X-Class IPA 2 who were little crowded when researcher entered to their class, they had been a little wonder what happen it is. Before the teacher started the class, all of them

¹ Ifan Masyudi, M. Pd, the English teacher of the tenth IPA 2 of MA Nurul Islam Sumenep

pay attention to the teacher and got concentration to start the lesson and then teacher gave the researcher chance to introduce herself to the students and told them what was the researcher do in their class.

After that the teacher prepared the material and some tools or media that the teacher used in the class such as; projector, laptop, short movie, and sound system to support his teaching learning process. While the researcher sat on the student chair to have note about the class activities. Before starting to watch a short movie, as usual the teacher gave little explanation to the students about the movie and what should the students do during watching the movie in the class in order the students can guess everything about the movie like the meaning of word by word that appear on the movie or plot of the movie. while the title of movie that shown is the fisherman and his wife. This movie is suitable with the material namely Narrative text because this movie is one of fairy tale which appropriate to apply in the classroom. Class which consisted of 26 students, was getting excited because they liked to have movie playing in their class. Researcher then noted that students at X-Class IPA 2 of MA Nurul Islam were happy to watch movie. Some of them tried to assume what kind of movie they would watch and some of them seem a little worried about the movie it caused most of them felt scare if the teacher would give some questions and they can not answer the question that's why students got high attention to watch a movie.



4.1 The teacher showed The Fisherman and His Wife's movie in the classroom

During the learning process, sometimes the teacher gave a small joke which related to the movie that the students were watching to make the class more relaxed. After a few minutes, the teacher said to the students to identify a new vocabulary that appear on the screen of English subtitle that the students do not know the meaning. And then the teacher would explain and give the instruction after the students watch the short movie. Teacher also remind the students to get attention and focus on the movie. The movie that the teacher played had short length of duration, it was less than 20 minutes. Therefore, it must give the students chance to identify a new vocabulary or make notes about the movie.

In the beginning of movie playing, occasionally researcher saw the students were paying high attention to the movie. while the short movie played, they tried to listen carefully to the short movie. even rarely, they saw through the subtitle which then noted on their book. Some of them did

not take any notes it means that they just focused on the movie and remembered what kinds of a new word or vocabulary that they got. When it came to an interesting part of the movie, they all were laughing aloud and were giving various expressions. And then when it came to sad part of the movie, they seem sad and give sympathy to what they were paying attention highly in the movie.

In turn, at the end of the movie playing, the students also became aware of the movie played. This research tried to know the students English vocabulary by using English subtitle on short movie.

The second phase of observation happened on Monday, January 27th, 2020 at 08.30 until 10.20 am. As usual the researcher joint the class. As the class began, the teacher gave his greeting and opened the class. After that the teacher applied the movie again with the same short movie like before. The differences of this activity is the students have task to identify a new vocabulary that shown in the movie then look for the meaning it in the dictionary. But before it the teacher divided into the group that consist of four or three student in every group.



4.2 Teacher gave a task to students

The teacher asked to students to find many vocabularies then the last the teacher would ask question using new word. Of course from the result of students translate by students' own word.

So, the researcher think that this way is appropriate to increase the students' vocabulary since besides the students learned about listening also taught their reading skills so with such a student would not bored and tired in English learning especially for memorizing new vocabulary.

The second data collection technique used interview. Due to the system changes in the research setting; MA Nurul Islam Sumenep. In this case, interview happened during a day. The interview occurred as direct interview that the researcher could gather all of students at one time for data collection but researcher just took some students to get interview because there are students absent to the class so that the data of interview taken by the researcher's need. The questions posed in interview were dealing with

their experience regarding to the movie played and what are the things that they understood about the movie especially for their vocabulary or new word which appear on the screen of movie.

As this interview used interview guideline or semi structured interview guideline where the researcher provided the questions first then to explore them by verbal communication contextually. The form of questions were constructed into two parts. The first part was forwarded to the interviewees; that was students and the second one was designed for the English teacher.

The third technique of data collection was documentation. This referred to the need of any evidence toward what was being studied in this research. That included the evidence in each technique used in this study; observation and interview in which both of them would be the evidence to prove findings as the answer of research focuses posed in chapter I. In this case, such captured pictures were including to documentation of observation and interview. This documentation also worked on collecting students' names list, lesson plan, observation field-notes and interview transcriptions.

2. What are the strengthness of using English subtitle on the Fisherman and His Wife's short movie in teaching vocabulary at tenth grade of MA Nurul Islam Sumenep?

The researcher did an interview on 03 February 2020 at 11.00 am. until 12.15 pm. It is on Monday. The interview is done for XIPA 2 class.

The students who were interviewed consist of fifteen students from twenty six students. These interview is done to get data that researcher's need.

In this section, researcher want to know about the strengthness of using English subtitle on movie according to their opinion. There are some responses that present the whole answers, the first answer revealed by Anggi Safitri Wardani, she said that how important the English subtitle is:

“ With English subtitle, I can understand about the movie played and I can get many new vocabularies in the movie “²



4.3 The researcher interviewed the students

Another responses:

“English subtitle on this movie is easy to understand by me because many sentences or words that show on the movie is clearly and also this movie include with the interest movie because it simple, brief, and clear.”³

Nuri Fitriyah stated her response:

² Anggi Wardani Safitri, the student of the tenth IPA 2 of MA Nurul Islam Sumenep, direct interview, (Monday, January 20th, 2020)

³ Evinda Maulidia Awwalia, the student of the tenth IPA 2 of MA Nurul Islam Sumenep, direct interview, (Monday, January 20th, 2020)

“Because when I watched the movie with English subtitle, I can more know about many new English words from the movie and it is also be fun to learn English with another method like watch the movie is.”⁴

Qorinah responded at length:

“Because I think English subtitle can hone my brain in order to focus and more concentrate from what the movie tell with the subtitle that shown in the bottom so that I have to read for fastly and also think a loud about the meaning. From the process it, I can practice English words which have entered in my head and remember it.”⁵

The statement above at same leads to the strengthness of English subtitle as helper to the students to gain more vocabularies while watching movie in the classroom.

The same answers were stated as below:

“....the English subtitle can make me get many vocabularies in English after watched the movie”⁶

“I can guess the plot of movie with the English subtitle although I can’t understand the subtitle overall”⁷

“I will get the difficulties if there is no English subtitle in the movie because sometimes I don’t understand about what the movie said but when I see the English spelling actually I know what the meaning is”⁸

Similar answers that support this are answered by Rif’atul Mahmudah and Lusiawati:

“...it helped me a lot to recognize and memorize the vocabulary, if I watched the English movie and didn’t understand about the movie

⁴ Nuri Fitriyah, the student of the tenth IPA 2 of MA Nurul Islam Sumenep, direct interview, (Monday, January 20th, 2020)

⁵ Qorinah Noer Fadilah, the student of the tenth IPA 2 of MA Nurul Islam Sumenep, direct interview, (Monday, January 20th, 2020)

⁶ Arifah, the student of the tenth IPA 2 of MA Nurul Islam Sumenep, direct interview, (Monday, January 20th, 2020)

⁷ Devitha Lutfiyatul Fariha, the student of the tenth IPA 2 of MA Nurul Islam Sumenep, direct interview, (Monday, January 20th, 2020)

⁸ Diah Nabilatur Rahmah, the student of the tenth IPA 2 of MA Nurul Islam Sumenep, direct interview, (Monday, January 20th, 2020)

said then I tried to see the subtitle. It means that I match both of them in order to understand overall.”⁹

“it makes me easier to understand the movie because I can hear the English words and I can see the subtitle directly in the movie”¹⁰

Despite of understanding vocabularies in detail, students who watch movie will more have fun to learn English in order to avoid a boredom and it makes students more interested to know a new thing in English, according to Anggi Wardani Safitri’s statement, it can get new vocabularies even they can guess the English word who do not know with the gesture or picture of the movie playing. It has proven that English subtitle is a good beneficial for student to learn English and increase their English skill.

While Riza Bela Hannani stated about how she matched what she has heard and then see the subtitle on the screen, as her stated below:

“if I watched the English movie and didn’t understand about the movie said then I tried to see the subtitle. It means that I match both of them in order to understand overall.”¹¹

In accordance of Riza, English subtitle helps her to understand about the movie itself because everyone haven’t the same of skill for example, there is someone who has auditory skill or visual skill so that as like Riza said that she will understand after she saw the subtitle of the movie because she wasn’t sure what she was hearing that’s why she check it with the English subtitle of the movie.

⁹ Rif’atul Mahmudah, the student of the tenth IPA 2 of MA Nurul Islam Sumenep, direct interview, (Monday, January 20th, 2020)

¹⁰ Lusiawati, the student of the tenth IPA 2 of MA Nurul Islam Sumenep, direct interview, (Monday, January 20th, 2020)

¹¹ Riza Bela Hannani, the student of the tenth IPA 2 of MA Nurul Islam Sumenep, direct interview, (Monday, January 20th, 2020)

Those all answer infer that the use of English subtitle on the Fisherman and his wives' short movie in teaching vocabulary have three strengthness or benefits, they are: *First*, Subtitles can allows students to rate a movie more real and authentic because students actually listen to the original converstions following the intonations uttered by the actors of movie; *Second*, Subtitles can make students learn the target language; *Third*, Subtitles can get students to concentrate on rapid reading and listen to the pictures of movie.

3. What are the weakness of using English subtitles on the Fisherman and his wife's short movie in teaching vocabulary at tenth grade of MA Nurul Islam Sumenep?

Despite of the strengthness of the English subtitle above, during the movie play at the classroom, there are also the weakness which becoming bother to the students. Based on the interview result, there are some students who find difficulties for English subtitle itself, especially for students who have low ability in English. Using English subtitle on the movie will make them confused and does not understand about the movie playing. As the answer of Devitha Lutfiyatul Fariha:

“Sometimes I difficult to understand what is the meaning of English subtitle that presented on the movie.”¹²

The other similar answers were also answered by Alya Zulfana Rahman and Nafilatul Muzayyinah:

“I difficult to understand about what the movie said although I saw the subtitle because there are words that I don't know the meaning.”¹³

¹² Devitha Lutfiyatul Fariha, the student of the tenth IPA 2 of MA Nurul Islam Sumenep, direct interview, (Monday, January 20th, 2020)

“when I watch the English movie, I am not focus with the movie because I am busy to read the subtitle only”¹⁴

So there are students who felt uncomfortable with English subtitle, it is influenced by their skills in English. Of course, they prefer to watch movie but they also have difficulties to recognize or understand about many English words on the subtitle. Therefore the researcher has conclude that there are two weakness of using English subtitle they are do not know more about grammar of English and students have low ability to catch the target language.

B. Discussion

Overall, this research studies about the use of English subtitle on the fisherman and his wives' short movie in teaching vocabulary. Regarding on how the use of English subtitle on this short movie they watch and how its connection with the students get vocabularies from the short movie itself. There are many findins that found by the researcher. This study will be emphasized on how the process of English subtitle undergone by students who were watching movie in teaching learning process of the classroom. The researcher who taken data at the tenth IPA 2 of MA Nurul Islam Sumenep. The researcher investigates their possible ways of using English subtitle on the short movie in the classroom for further result on their English vocabulary. On the other hands, this also presents what are the strengthness and weakness of using English subtitle on the short movie.

¹³ Alya Zulfana Rahman, the student of the tenth IPA 2 of MA Nurul Islam Sumenep, direct interview, (Monday, January 20th, 2020)

¹⁴ Nafilatul Muzayyinah, the student of the tenth IPA 2 of MA Nurul Islam Sumenep, direct interview, (Monday, January 20th, 2020)

1. How is the use of English subtitle on the Fisherman and his Wife's short movie in teaching vocabulary at tenth grade of MA Nurul Islam Sumenep?

As the researcher observes at the time of the movie begins all of the students pay attention highly and excited about the movie playing. As we know that using of movie in teaching process is one of a media supporting learning in the classroom. So that according to Gerlach and Ely, the media is widely viewed as an individual, material, or event that provides an opportunity for students to gain knowledge, skills, and attitude.

In general, the students prefer to learn English in interesting and less boring ways. That's why teacher must have many strategies or media to teach their students in order to get the best goal as desired. In this case, Gerlach and Ely also supported from their statement that media is narrowly a nonpersonal tool (not a man) used by the teacher who plays a role in teaching learning process to achieve the goal.¹⁵

Based on the data above, the researcher found that there is some situations during watching a movie in teaching learning process in the classroom that used by teacher as follow:

1. The teacher used a fable movie which the title of *the fisherman and his wife* as a media to support his teaching in the classroom and this movie is appropriate for students because at that time discussed about the Narrative Text lesson.

¹⁵ Abdul Wahab Rosyidi, *Media Pembelajaran Bahasa Arab*, (Malang: UIN Malang Press, 2009), p. 25-26

2. The teacher played the movie with English subtitle to help students recognize and gain more new vocabularies.
3. The students have more excited about the movie and they have many expressions during the movie played, some students were paying attention and tried to listen carefully, while some others tried to pronounce what the actor said on the movie.
4. The teacher asked briefly about the movie and gave a task to identify a new vocabularies that the students acquire on the movie and they should to write in their own book.

It is becoming a proof that with the use of visual media in teaching learning process like watch a movie, it will make student easier to understand about the material because there is a conclusive evidence like gesture, images and also a text of subtitle on the movie itself.

2. What are the strengthness of using English subtitle on the Fisherman and His Wife's short movie in teaching vocabulary at tenth grade of MA Nurul Islam Sumenep?

All above answers in the data result describe that there are three strengthness or benefit which have significant influence on their vocabulary achievement. As follow :

1. Subtitles can allows students to rate a movie more real and authentic because students actually listen to the original converstions following the intonations uttered by the actors of movie.
2. Subtitles can make students learn the target language.

3. Subtitles can get students to concentrate on rapid reading and listen to the pictures of movie.

In another side, The center of national innovative technology and the technology implementation center in education (2010) also confirmed that for students who are learning English, films with subtitles can have benefits. the use of films with subtitles has proven to be more effective in improving hearing comprehension, word recognition, decoding skills, motivation and vocabulary mastery.¹⁶ It means that movie with English subtitles will help students get more knowledge about their second language especially to increase their vocabulary which appear in the English subtitle on movie.

Subtitles represent a three way dynamic of understanding, working on visual and aural levels and also producing an accompanying translation or commentary. This is an ideal introduction to exploring narrative strategy, as well as constituting a significant teaching goal itself, helping our learners to consciously examine video presented on TV, on the internet or on movie.¹⁷ It means that text in the form of subtitles helps learners to understand and consciously match between what they are heard and saw the subtitle on the screen directly beside that students can learn the target language easily.

In this case, English subtitle helps students understand the words that native speaker declares (actors and narrators in the movie). That is why the existence of English subtitle becomes a connector what they hear and what is the spelling or written in English subtitle on the screen.

¹⁶ The journal of Dodi Mulyadi & Yulia Mutmainnah, *The Use of English Movie with English Subtitle in Increasing Listening Skill*, P. 141

¹⁷ The Article of Richard Chapman, *The Role of Subtitles in Language Teaching*, P. 10

So overall, all of the theories here covered by all the answers from the three conclusions the strengthness of English subtitle on the Fisherman and His Wife's short movie above.

3. What are the weakness of using English subtitles on the Fisherman and his wife's short movie in teaching vocabulary at tenth grade of MA Nurul Islam Sumenep?

As it is said that the use of English subtitle also has weakness for students, the researcher finds that there two weakness that concluded by researcher from the use of English subtitle on the movie, they are:

1. Do not know more about grammar of English
2. Students have low ability to catch the target language.

some students find difficulties when they watch the movie with English subtitle, they feel uncomfortable and do not understand the movie overall. It influenced they are do not know more about the grammar in English.

It is proved that the students find difficult to translate the English word because lack of vocabulary and lack grammar comprehension. that is why the students do not know the meaning of English subtitle overall. Even they also find a difficult words that shown on the subtitle because of poor grammar comprehension and it is not easy for them. In another side, it is also influenced by students who have low ability in English like poor in hearing comprehension, lack of vocabulary etc. So that new problem and obstacle will emerge by students. Therefore the use of English subtitle doesn't help them gain better understanding in watching movie.

As the theory that researcher uses in this finding, indeed also proves that the use of visual signals (English subtitle) and audio signals are not always good way for all of students. It needs higher level of comprehending English to do this theory in order to achieve a good achievement.