

## THE EFFECTIVENESS OF USING ENGLISH SUB-TITLE VIDEO AS ALTERNATIVE MEDIA IN LEARNING READING NARRATIVE FOR TEN GRADERS OF SMAN 1 KUTOREJO

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### ABSTRACT

English has four skills, one of them is reading. Reading is a complex activity in which uses perception and thought (Elizabeth, 2003:6). According of the syllabus of ten graders of senior High school, reading has some text, one of them is narrative. Narrative has purpose to entertain readers. To build of understanding can be done by some reading strategies. One of them is comprehension reading, comprehension is how the readers to construct the meaning by filling gap between previous experience, prior knowledge then the material of reading, thus readers will get the comprehension based on text reading that they read. To develop reading habit, many researcher use technology to improve it, one of them is used video and it also has sub-title to read and to comprehend. Thus to explore of knowledge of the students on reading by video sub-title or caption, the researcher must ask students to concern only in sub-title then giving them a task of comprehension to measure how far they comprehend of text.

The researcher composes one statement of the problem, that "is there a significant difference in terms of reading ability of narrative story between the student who are reading sub-title video as an alternative media than those who are not in that way?". The research conducts in ten graders of SMAN 1 kutorejo by using video of narrative as alternative media in reading by reading sub-title. The expectation of researcher by using caption video in learning narrative reading is hopefully attracting students in learning activity thus students will not bore by reading which uses text book in all of their learning day in school and hopefully by reading caption video teacher can improve their teaching activity, in effect it can build new method in learning activity.

Since "sub-title video" was applied in English class especially in narrative text, it can be explained that this media is applicable and students were interested in it. It can be seen by the result of t-value is 3.15 then comparing by t-table in which t-table is 2.00. It can be concluded that the value of t-test is higher than table thus the sub-title video can improve students skill in learning reading in this case is by using narrative text. Finally, it can be conclude that "sub-title video" is good alternative media in learning reading of narrative text.

The key words: reading comprehension, narrative text, sub-title video

### INTRODUCTION

In this chapter, the researcher provides background of the study, Research question, Objective of the study, Hypothesis, Significance of the study, Scope and limitation, Definition of key terms and summary of related literature. Reading is a part of language skills that the students have to master. Due to the fact that it is receptive, it must be learned through comprehension. As Harmer (2002:207) states that, the key success of teaching receptive skill is giving students some comprehension tasks. To master an excellent reading skill, student must be able to achieve comprehension level of reading. This involves good

understanding and good ability of acquiring important information from the text. In order to achieve those aspects, the students have also to master language components, namely vocabulary and grammar. Therefore, mastering those is compulsory for the students in order to support mastering reading comprehension skill.

According to syllabus, the research that will do in ten graders, thus, the researcher only uses *narrative text* as research project. Narrative text can be a fairy story, fable, science fiction story, romantic story, humorous story, travelogue, ghost story, crime story, thriller, folk-tale, personal experience, and many more. However, it is generally distinguished into two forms, namely fictional and non-fictional. Narrative

story has a purpose to tell story, it can be shown in written form, and also in multimedia such as video.

As dongsong (2005:2) states that e-learning can be alternative media in this modern-era. Video is one of e-learning as learning media thus it can be used to attract the students to be more actively in reading habit, because video is available of sub-title in English. Further, Zanon (2006) states that video with sub-title is used by students to comprehend and find certain information. Therefore, these help students to enhance their language acquisition. By reading sub-title in video, it will help students to improve their reading ability to be speed up and comprehensible (Vanderplank, 1988). Thus, the relationship between sub-title and video itself is not always separated in learning activity because sub-title has a function to improve reading in video and also video itself as motivation in variation of learning for students thus students will be not boring and be comprehensible of material. Based on the background, the questions of the study can be stated as follows: "Is there a significant difference in terms of reading ability of narrative story between the students who are reading English sub-title video as an alternative media than those who are not in that way?". Thus, the objectivity of the study can be explained as follows "To find out whether there is a significant difference in terms of reading ability of narrative story between the students who are reading English sub-title video as an alternative media than those who are not in that way".

The significance of this study is This research will give advantage in practical and theoretical. Based on practical, teacher can emphasize to students about the important of reading because by reading the students will get more knowledge, one of them is students can develop their ability to recognize word, in this case, it can help them to make speed up their reading ability and train them to comprehend story. Thus, students will have reading habit in their daily life. For theoretical, hopefully in the future, it will help the researcher to develop new theory of learning thus it may help students to have reading habit well. The scope in this research is about reading which uses video with sub-title as an alternative media. And the limitation of this study is ten graders students considering that they have sufficient experience in learning English about narrative which is reliable with their syllabus. This makes the researcher consider them as good input. The definition of key terms, they are reading comprehension in which is getting information by answering question related to the texts. Then, Narrative is a text which is composed by orientation, complication and resolution. The last is subtitle video in which textual versions of the dialog or commentary in films, television programs, video games, and the like, usually displayed at the bottom of the screen.

Pardo (2004) states reading comprehension as construct the meaning through text with combination of prior knowledge, previous experience, and information in the texts, thus readers can take information further

by relating among them. To fulfill all of that, thus, the readers should be understanding vocabularies, specific information, the main idea and the ability to infer or to imply the context of reading. Reader should have either comprehension skill or prior knowledge in using this strategy. Because comprehension involves understanding the vocabulary seeing the relationship among words and concepts, organizing ideas, recognizing the author's purpose, making judgments, and evaluating, those skills are very needed.

According to Gorski (2007) a fictional narrative is the "story of the self" that people use to define who they are. Their history, memories, and beliefs are all parts of the fictional narrative. Fictional narrative presents an imaginary narrator's. it is appreciated for its entertainment and educational value, for providing a vision of characters that might exist or might have existed. Thus, a narrative is an imaginative story however may be based on fact. Its purpose is to narrate events, entertain and engage the reader in an imaginative experience. Narratives can also be used to teach, persuade or inform the reader. It has one or more problems that must eventually be resolved. Ideas can be presented in a narrative using words, images and/or sounds. However, narrative can serve a variety of purpose for example to teach or inform, to embody the writer's reflection on experience, and perhaps most important is to nourish and extend the reader's imagination. Finally, narrative types that the researcher consider in which researches will be used is fictional narrative story from Japan because it is popular story right now and is common played on television, thus, it makes students understands story's content easily by connecting with their prior knowledge. Further, Bachtiar & cicik (2012:24) give explanation about the generic structure of narrative. Those are: An orientation (can be a paragraph, a picture or opening chapter) in which the narrator tells the audience about who is in the story, when the story is taking a place and where the action is happening. Then, a complication that sets off a chain of events that influences what will happen in the story, the last is a resolution in which the characters finally sort the complication. To create reading habit in which can stimulate the comprehension of the students to text, thus it can be done by reading sub-title in video. Hung (2005) explain that video is a learning media and it was build after the invention of television. By watching video that is familiar and created in right sequence, it will make students catching information based on that video easily, as cristine (2000) stated that videos made up in-sequence of messages in audiovisual context, thus, it helps students to re-think of that videos' content in-right order. Video is considered as an important art form, a source of popular entertainment, and as a powerful method for educating-or indoctrinating citizens moreover whether video is completed with subtitle, subtitle video is textual version of the dialogue which attach in multimedia, that is video ([en.wikipedia.com/wiki](http://en.wikipedia.com/wiki)).

Since, the growing of technology has so been rapid, many gadget which has ever improved to get a new thing, one of them is making video by combining speaking skill, moving pictures, and sometimes there are written form as subtitle. Therefore, many videos produce to spread it out widely. One of the video types is for learning. Because video has notion picture and speaking skill, it becomes interesting media in learning, as King (2002:1) states that video is much more dynamic style which will be interesting for students rather than static style such as text or only listening form.

Because of video consists of many skills, such as speaking, listening and also reading, thus, as Mohammed (2011:6) implied that video can stimulate four skills of English, one of them is reading skill. He also stated that video explores about accents, gesture, emotion, and others. Therefore, video which is as learning media has a big potencies to improve students skill because many integrated skills in its.

Mohammed explained that many skills which are involved in video, one of them is reading skill because it is supported by sub-title or caption. By reading sub-title in video, it will help students to improve their reading ability to be speed up and comprehensible. Therefore video in which is supported by sub-title, it can be used as reading media because students can read sub-title in video (J king, 2002; Vanderplank, 1988). Because of videos have many certain length-shows, Rossbach (2003:6) gives a longer duration around 30 minutes, alternatively, the effective length for video in learning activity is less than 10 minutes because it is used for less advance level such as students for X graders (Rodgers, 2012:301 ; Cakir, 2006). And for turning-on video in classroom as learning media is effectively played twice (Schimenz, 2002).

There are three stages that will present in this research, first is pre-test. It will be conduct to measure how far students comprehend reading material which presents in form of text or paper printing. After that, that is whilst. in this stages, writer will discuss together with students about narrative texts then kind of generic structure and language features in narrative, afterward, writer conduct test but the material for test will presents in form of video which is completed with English sub-title. The last is pos test, in this section, writer will give students test. For experimental group the material for test will be presented in form of video which is completed with English sub-title and for control group will be presented in written texts.

## RESEARCH METHODOLOGY

The researcher discusses the research methodology in finding the answer of the research question stated in Chapter I and some aspects that are used by the researcher to guide the study. The aspects are research design, research variable, population and sample, research instruments, the data collection

technique, and the data analysis. All of them are explained below:

### 1. Research design

In conducting this study, the researcher uses an experimental quantitative research design. It will be done to find out whether using “sub-title narrative video” as media is able to improve students’ reading comprehension skill of narrative story on the ten graders of SMA N 1 Kutorejo or not. Hence, the researcher conducts one group or classes in this research, it is experimental group. The researcher gives pre-test and post-test to that group. The experimental group is taught reading by using sub-title narrative video. Thus, the researcher uses quantitative study involved a pretest-posttest experimental design (Beaumon (2009). As Albayrak (2010) stated that the control group is generally taught by the traditional or usual procedure.

In this study, the researcher firstly decides which class will be given a treatment and another one as control group. The researcher chose those classes randomly. After choosing experimental group and control group, both groups were given pre-test. Pre-test will conduct to measure students’ reading ability before given treatment. After pre-test has conducted, the treatment will be given to the experimental group. The treatment on this study is using sub-title video to learn for reading narratives and it will be applied two times. After the treatment has given to the experimental group three times, a post-test will be administered to both groups. From those steps, whether using sub-title video improve students’ reading skill or not can be found. The design of a true experimental two groups pre-test and post-test is presented below:

#### The Design of Experimental Research

Group	Pretest	Treatment	Posttest
E	Y1	X	Y2
C	Y1	-	Y2

Where:

E : The experimental group which was given treatment

C : The control group which was not given treatment

Y1 : The pre-test administered before the experimental treatment

X : The treatment

Y2 : The post-test administered after experimental treatment

### 2. Variables

There were two variables examined in this research, they are:

#### 1. Independent Variable

Independent variable is variable that affects the dependent variable because it is used as treatment (Harmon & Morgan, 2000). This variable sometimes called as experimental manipulation or treatment variable. The Independent variable of this research is using sub-title video

#### 2. Dependent Variable

Dependent variable is variable that is affected by independent variable and it outcomes from assessing independent variables (Harmon & Morgan, 2000). The dependent variable of this research is students' reading skill.

There are seven classes of ten graders students in SMA N 1 Kutorejo. The researcher will use random sampling technique in order to select the subject of the study. The researcher has to make sure that those eight classes are independent and could be included in the sample. As Kitchenham and Plefegeer (2002) states the basic characteristic of simple random sampling is all of sample has same probability being included in the sample. Therefore, that all members of the population should have an equal and independent change of being included in the sample. Then the researcher will take two classes as a sample by using *Random Sampling*, X4 is as experimental group then X3 is as control group.

### 3. Population and Sample

The population of this study was the students of SMA N 1 Kutorejo. In this study the researcher took ten graders students. The researcher chooses ten graders students because they had various intelligence abilities particularly reading ability and they had ever got about narrative text as their material on that grade.

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### 4. Research instrument

the researcher will get the data from those instruments.

#### 4.1 Test

The researcher conducts pretest and posttest in order to measure whether there is significance change toward the reader score in reading. Pre- test given

before the treatment is conducted. And post test were given after the treatment. The test that is used in this study is multiple choice questions.

#### 4.1.1 Reliability of the test

As cited by (wells, 2003; Heaton, 1975) state that reliability referred to the consistency of test score that is how consistent they are from one measurement to another on same test. The test must be reliable in order to be good test. Because the test is a multiple choice or objective test and there are more than one questions, the researcher used pearson formula. The formula of pearson is below:

$$r = \frac{\frac{\sum xy}{N} - \bar{x} \cdot \bar{y}}{S_x \cdot S_y}$$

$R_{11}$	= coefficient reliability
$S_x$	= standard deviation x
$S_y$	= standard deviation y

#### 4.1.2 Validity of test

In this study, content validity is used, as consideration content validity relate to the consistence of the test with its objective (Heaton, 1975:154). Further, Jandaghi (2008) implied that test can be said valid whether it fulfils two factor, they are students can presents the skill and question in that test related to the text or material which is presented. One of the objectives of the teaching English for ten graders is to make students comprehend of short functional texts (monolog and dialogue), and also easily to comprehend texts in forms of narrative, reports, analytical exposition, spoof, and hortatory exposition Since the tests related to the objectives of reading Narrative text, they are identifying main idea, specific information, generic structure, contextual vocabulary, inferring certain paragraph, and contextual pronoun of the text, the test is considered valid.

### 5. Data Collection Technique

The researcher collected students' reading test in order to get the data of this study. The researcher gets it from the result of students' pre-test and post-test experimental group and gets it from control group who will be given pre-test and post-test without treatment. Thus, the researcher collected the result of students' pre-test before giving treatment while students' post-test was collected after it.

### 6. Data analysis technique

After getting the data from students' test, the researcher measures the score differences from pre-test and post-test at the experimental group by using statistical calculation. In this study, the researcher analyzes it using T-test formula. In addition, Peters (2005) states that t-test is used to know the estimation of the probability from the significant different mean between the experimental group and control group It is

also used to compare two means to see the level of significance for rejecting the null hypothesis (Gliner, 2002). In this study the level of significance ( $p$ ) is set up equal or less than .05 ( $p \leq .05$ ). Null hypothesis is rejected if the level of significance or probability of  $p$  is equal or higher than .05 ( $p \geq .05$ ). And it is accepted if the level of significance is lower than .05 ( $p < .05$ ).

The tests that would be analyzed using this technique are pre-test and post-test. The formula of t-test used in this study is based on Bartz (1976:248) as follow:

$$t = \frac{\overline{X}_1 - \overline{X}_2}{S_{D_x}}$$

Where :  $t$  = t - value

$\overline{X}_1$  = Mean of Experimental group

$\overline{X}_2$  = Mean of Control group

$S_{D_x}$  = Standard error of difference

The calculation of T-test will be used to compare two means to see the level of significance for rejecting the null hypothesis (Gliner, 2002).

## RESULTS AND DISCUSSIONS

### Result

After the researcher conducting pre-test, the researcher give the treatment to experimental group (X4) and control group (X3). After that the researcher gave them post test to measure how far they recognized the story in that Video. it can be from the table

**Pretest Scores and Means of Experimental Group and Control Group**

Group	N	Scores	Mean
Experimental group	31	1990	64.19
Control group	31	1870	60.32

**Posttest Scores and Means of Experimental Group and Control Group**

Group	N	Scores	Mean
Experimental group	31	2480	80
Control group	31	2190	70.64

From the two table comparison above, it can be concluded that the result of students on pretest and posttest is an increase with scores of control group is 1870 meanwhile on post test, it got score 2190. In the other hand, experimental group got score 1990 on posttest after giving them treatment 2480. Among them score, experimental group got significant an increasing rather than control group.

**The Result of t-Test Calculation**

Group	N	Mean	Std Error of Difference	Df (N <sub>1</sub> +N <sub>2</sub> -2)	t-value	t-table
Experimental	31	15.80	1.43	60	3.15	2.00
Control	31	11.29				

Based on the result of the table above, the test value 3.15 at 0.5 levels significance with 60 degree of freedom (df) was higher than t-table 2.00. Because the t-value was higher than t-table, the students who are taught using *sub-title video* have a significant difference of reading skill with those who are taught without using *sub-title video* (the treatment using *sub-title video* could improve students' reading skill of narrative text).

### Discussion

As discussed in the results above and hypothesis testing, there is improving the test value in both of control and experimental group. Although the two groups' scores are increasing, the score of experimental group is higher than control group. The higher score of experimental group can be reached because the group is taught using *English Sub-title video*. While in the experimental group, the students are so enthusiastic and pay more attention when the teacher explains the material and when the teacher asks them to write descriptive text, they did it spirit. The result of posttest showed there were differences in the mean values of experimental and control classes which the mean of experimental class was higher than control class. It was significant means that the use of this technique is help enough to teach reading in that school. The analysis of t-test, alternate hypothesis was accepted. It indicated there was significant different between the students in experimental and control classes.

## CONCLUSION AND SUGGESTION

### 1. Conclusion

From the previous chapter, the result of this study is there is a significant difference between

control group and experimental group. The experimental groups who were taught reading by using *Sub-title narrative video*, achieve higher score than control group (who were not taught in that way). According to the statistical calculation, the difference of means score from experimental group was higher than control group. It was found that the students' score of experimental group had an improvement around 15.80, while control group was 11.29. After the writer calculated the data of posttest, it was found that the value of t-test 3.15 was higher than t-table 2.00. From this finding and based on the hypothesis testing, it could be concluded that the null hypothesis which said that There is no a significant difference in terms of reading ability of narrative sub-title video as an alternative media between the students who are reading sub-title narrative video and those who are not reading sub-title narrative video is rejected meanwhile the alternative hypothesis which said There is a significant difference in terms of reading ability of narrative sub-title video as an alternative media between the students who are reading sub-title narrative video and those who are not reading sub-title narrative video is accepted.

## 2. Suggestion

After conducting the experiment, analyzing the data, and discussing the result, the writer gives some suggestions to those who are related to the result of this research. They are English teacher, the students, and the next researcher.

### 1. The Teacher

Because of this learning ability involves e-learning media that is video, hopefully teacher can use it as alternative media thus it does not make student boring in teaching activity. And also, if the teacher applies this media (video with sub-title), that media will train teachers to be skillful the development of technology. In the other words, technology and learning can be walking hand-in hand.

### 2. The researchers

To other researchers, it is recommended for them to develop this technique for teaching different language skill and component or different type of text. Because, study still has a lot of thing that need to be explore.

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