

**TEACHING AND LEARNING VOCABULARY BY USING
ENGLISH SUBTITLE VIDEO AT SECOND GRADE OF
SMP NEGERI 1 KALIANDA 2022/2023**

A THESIS

**Submitted as a Partial Fulfillment of the Requirements for the
Bachelor Degree**

By

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ABSTARCT

Vocabulary is one of the important language components that are used to support language skill, such as listening, reading, writing, speaking. This research is about an analysis of teaching and learning vocabulary by using English subtitle video at second grade of SMP Negeri 1 Kalianda 2022/2023. In this research, the researcher provided three purposes, such as: to know and describe the teaching and learning vocabulary by using English subtitle video at second grade of SMP Negeri 1 Kalianda 2022/2023, to know the teacher's problem in the process of teaching vocabulary by using English subtitle video at second grade of SMP Negeri 1 Kalianda 2022/2023, and to know the students' problem in the process of learning vocabulary by using English subtitle video at second grade of SMP Negeri 1 Kalianda 2022/2023.

The research was conducted by using qualitative descriptive research method. The researcher used purposive sampling technique to determine the sample. It means that the researcher took class VIII.6 as sample which consisted of 34 students. In collecting data, the researcher used three kinds of instruments, namely: observation, interview, and questionnaire.

From the data analysis, the researcher conducted the research in two meetings. After analyzing the data, there were three points of the results. The first, the process of teaching vocabulary by using English subtitle video at second grade of SMP Negeri 1 Kalianda has been conducted, in which the teaching and learning was difficulties available when the teacher applied this media to the students and the teacher had difficulties to handle the class. The second, the teacher's problem in teaching vocabulary by using English subtitle video the teacher overwhelm when she handling in a large class, thus the teacher could not to control the class well, and the teacher did not repeat the video in teaching vocabulary by using English subtitle video. The third, the students' problem in learning vocabulary by using English subtitle video the students look busy such

as they were chatting with their friends, the students feel bored and annoyed when there are video with English subtitles available, thus they only focus more on the videos in Indonesian, and the students' ignorance of using English subtitle video, thus they tend to ignore it.

Keywords: Descriptive Qualitative Research, English Subtitle Video, Teaching and learning vocabulary.

DECLARATION

I hereby declare this thesis entitled “Teaching and Learning Vocabulary by Using English Subtitle Video at Second Grade of SMP Negeri 1 Kalianda 2022/2023” is completely my own work. I am fully aware that I have quoted several statements and theories from various sources and they are properly acknowledged in this thesis.

Bandar Lampung, May 17th, 2023
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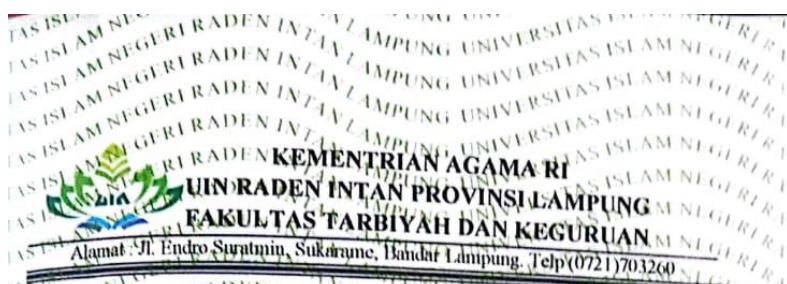
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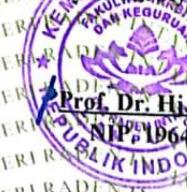
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MOTTO

وَعَلِمَ إِدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَئِكَةِ فَقَالَ أَنْبِعُونِي

بِاسْمَآءِ هَؤُلَآءِ إِنْ كُنْتُمْ صَادِقِينَ

“and He taught adam the names all of things, then He placed them before angels and said, “Tells the name of these, if you are right.”
1(Q.S Al-Baqarah: 31)¹

¹ AbdullahYusuf Ali, The Holy Qur'an Text And Translation, (New Delhi): Millat Book Centre, 2006), p.8

DEDICATION

From the deep of my heart. This thesis dedicated to their the peoples who loves me. I dedicated this thesis to:

1. My God Allah SWT whose blessing and mercy have been very crucial to the completion of my process of my thesis.
2. My beloved parents Mr. Amiruddin (Alm), but here I would like to wave and just a little talked for him “Hi Bapak I always love you, here I always pray for you in heaven you. I wish you can see me from far away, I wish you know that I have completed my study, who has you always supported me before you left me“and Mrs. Masitoh who always loved me who have provided me with unconditional loves and never - ending supports not only for completion of my study but also for success of my life I am thankful for having you by my side and this thesis is absolutely also yours.
3. My beloved a little brother Khiro Amarielido also my beloved cousins who has always been involved in the process of this thesis whether it was involved at the time or place.
4. All beloved my big families who have been caring with me and who has helped me to complete my collage until I’m done, thank you so much.
5. All beloved lecturer fellow classmates and graduates of the department of English Education Faculty of Tarbiyah and Teacher Training Raden Intan State Islamic University of Lampung who has invaluable contributed to the development of my personality and academic skill and knowledge over the years of my study in the University.

CURRICULUM VITAE

The name author of this thesis is Rora Almaida or famously called by her friends“ rora. She was born on July, 20th 2000 in Kalianda South of Lampung. She is the first daughter from two siblings. She has one younger brother his name Khiro Amarielido.

She went to Kindergarten at TK DEPAG Dharma Wanita in 2005-2006 before attending her elementary school at SDN Bumi Agung Kalianda South of Lampung (graduated in 2012). After that she continued Junior High School at SMP NEGERI 1 KALIANDA and graduated in 2015. Then, she continued Senior High School at SMA NEGERI 1 KALIANDA and graduated in 2018. She went to Raden Intan Islamic State University of Lampung in Sukarame for pursuing her bachelor“s degree in the Department of English Education. During her study in the university she was joined in UKM BAHASA an organization activity in Raden Intan Islamic State University of Lampung, in UKM Bahasa She has received an award as Head of Division in the period of 2021. Nowadays, the researcher worked at SMK Penerbangan Raden Intan in Bandar Lampung.

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Firstly I would like to express my sincerest praises to God Allah Ta'ala when has lent me His blessing and mercy for completion of my study at the State Islamic University of Raden Intan Lampung. I also would like to send my best prayer and salutation to the Prophet Muhammad SAW the best lover of the god Allah who was sent to us to enlighten the path of humanity and divine salvation.

Secondly my study in Raden Intan State Islamic University of Lampung is not an individual journey. I have received invaluable help and supports from various individuals whose numbers are impossible to mention one by one here due to space limits. I decided to give my recognition to a few of them who have helped me in specific ways. They are:

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9. For dearest partner in my deep heart. But the researcher cannot mention his name here.
- 10.Thank you for myself who has completed this thesis well.

Finally, none or nothing is perfect and neither is this thesis. Any correction comments and criticism for the betterment of this are always open heartedly welcome.

Bandar Lampung, May 17th, 2023
The Researcher,

Rora Almaida

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CHAPTER I

INTRODUCTION

A. Title Confirmation

As a first step to understand the title of the research and avoid misunderstanding, the researcher thinks that need to explain the title of the research. The research entitled **Teaching and learning vocabulary by Using English Subtitle Video at Second Grade of SMP Negeri 1 Kalianda 2022/2023** as description of some terminology contained the title of the research.

According to Gage, teaching is a form of interpersonal influence aimed at changing the potential for behavior of others.¹ In addition, according to smith, teaching is a system of actions involving an agent, an end in view and a situation including two sets of factors those over which the agent has no control (class size, characteristics of pupils, physical facilities, etc.) and those which he can modify (such as technique and strategies of teaching).²

Learning involves acquiring and modifying knowledge, skills, strategies, beliefs, attitudes, and behaviour. People learn cognitive, linguistic, motor, and social skills, and these can take many forms.³ In addition, learning is the process whereby knowledge is created through the transformation of experience.⁴ It means, learning is an initial process that will bring to students. Then, learning can also involve the element

¹ Gage in Rajagopalan, "Concept of Teaching, "Shanlax International Journal of Education 7, no.2 (2019): 5-8, p.5

² Smith in Rajagopalan, Ibid, p.5

³ Dale H Schunk, Learning Theories an Educational Perspective, ed. Matthew Buchhloz, Sixth edit. (Boston: Pearson, 2012), p.2

⁴ David A. Kolb, *Lifelong Learning and Integrative Development*, ed. Crystal Bullen, *Experiential Learning : Experience as the Source of Learning and Development*, Second edi. (New Jersey: Pearson, 2015), p.49

parts such as, cognitive, skills, strategies, beliefs, attitudes, and behavior.

Vocabulary is a core component of all aspects of language competence. A person's vocabulary greatly affects his learning language skill. However, vocabulary is not specially taught in teaching English in the classroom. Consequently, students lack of knowledge about words and it impacts their language skill.⁵

English subtitle video is a film or video that contains from another language to English. Thus, subtitle as a translation practice contained in a written rendering, usually at the bottom of the screen, a translation into the intended language of the original dialogue exchange on the speaker expressing , and other verbal information that appears in on-screen writing (letters, banners, inserts) or is transmitted aurally on the soundtrack (song lyrics, sound off).⁶

SMP Negeri 1 Kalianda is an educational unit at the junior high school level in Wayurang, Kec. Kalianda, Kab. South Lampung, Lampung. SMP Negeri 1 Kalianda was founded in 1960, its location is on Jl. Kolonel Makmun Rashid, No. 152, Wayurang, Kec. Kalianda, Kab. South Lampung SMP Negeri 1 Kalianda has an "A" accreditation based on certificate 123/BAP-SM/12-LPG/2016.⁷

B. Background of the Problem

⁵ Nation in Husna, "Journal of English Language Teaching Vocabulary Journal as aLearning Tool for Students in Learning Vocabulary Through Reading". Vol.6, no. 1 (2017), p.273

⁶ Jorge Díaz Cintas, "Subtitling," *The Routledge Handbook of Translation Studies* (2015), p.2

⁷ Interviewed from Staff of SMP Negeri 1 Kalianda, Mr. Irham on Jnuary 10th 2022

Language is one of the most important things in humans, because language is also to facilitate human interaction with each other. According to siahaan, language is a set of rules used by human as a tool of their communication.⁸ Then, language is a system of human communication which is expressed through the arrangement of sound or written expressions that are structured to form larger units, such as words and sentences. The function of language is a communication tool that human has in the form of a sound symbol system that comes from the human speech and mouth. As Brown says, language is more than system of communication. It involves whole person culture, education, developmental communicative process.⁹ It means language is a very important thing to communicate; even humans can interact with each other. One of the language used is English, where English is an international language for sharing information, sharing or transfer knowledge science, and so on.

Moreover, English become an essential language subject of education in Indonesia. English is taught as the first foreign language that generally has been learnt by students to master it. It is very important to Indonesia because English is an international language. Nowadays, English has been introduced in many level of education, it started from play group, elementary school, junior high school, junior high school, senior high school, and university. When students learn English, they have to focus on mastering four language skills.

⁸ Sanggam siahaan in Kartika, Learning Vocabulary Through et al., (2017), p.2

⁹ H.Douglas Brown, “[H._Douglas_Brown]_Teaching_by_Principles,_Second_(BookFi.Org).Pdf,” Teaching by Principles An Interactive Approach to Language Pedagogy, 2000.

The four language skills are listening, speaking, reading, and writing. Listening is multifaceted process.¹⁰ Speaking is an activity in the daily life. According to Thornbury, speaking is an activity in real life that is carried out by speaker in carry out his/her ideas to interact with listener.¹¹ Reading is one of the basic skills that must be taught for junior high school students. According to Jennings, reading is a reciprocal relationship between the author's knowledge and the reader's knowledge which is channeled through a powerful interaction process to gain meaning from what is read.¹² In addition, according to Harmer, reading has an essential aspect in widening student's knowledge and skill.¹³ It means, reading skill is a very important aspect in any knowledge and reading is a reciprocal relationship between writers and readers that can be carried out by a process of interaction. Then, According to Raimes, Writing is a medium for communication, it helps us connect to others, and the reader must understand the purpose of our writing, what we are going to inform or to say.¹⁴

Vocabulary is one of the language elements in learning English. Vocabulary can be structured as key elements in a study in that case, vocabulary could help to become reader, writer and use to communicate with other people to express our idea. Therefore we must learn even more vocabulary,

¹⁰ Karina J. Lloyd, Diana Boer, and Sven C. Voelpel, "From Listening to Leading: Toward an Understanding of Supervisor Listening within the Framework of Leader-Member Exchange Theory," *International Journal of Business Communication* 54, no. 4 (2017): 431–451, p.3

¹¹ Thornbury in Alfi, Improving the Students" Speaking Skills Through Communicative Games for the Grade VIII Students of MTs N Ngemplak, Yogyakarta State University, (2015), p.15

¹² Jennings in Nurhayati, et.al "QAR Strategy for Effective Teaching of Reading Comprehension", English Education Journal (EEJ), vol. 10, no. 1, January (2019): 95–111, p.97

¹³ Harmer in Nurhayati, Ibid

¹⁴ Kartika, Learning Vocabulary Through et al., Op.Cit (2017), p.3

because vocabulary is one of the important language components that used to support learners to master language skill. Without mastering vocabulary, the learners will have difficulties in mastering the language skills.

According to the theory above, vocabulary is very important in language learning. Without vocabulary we cannot communicate each other, because vocabulary is used to express our ideas. We cannot speak fluently if we have no vocabulary, we cannot make a good writing if we are lack of vocabulary.

In fact, teaching vocabulary is not easy. There are many difficulties to teaching vocabulary, especially for beginner. This idea supported by Thornbury, he says in learning vocabulary the students have difficulties in pronunciation, spelling, grammar, length and complexity of words, meaning rage, connotation and idomaticity.¹⁵ It means in learning vocabulary the students have difficulties in pronunciation the words, how to spell and write the word, how to use in grammatical pattern correctly, how to choose appropriate meaning of the words, the students are also still confused in using the word based on context. In addition, the students are still confused when they found words that are idiomatic.

Based on the statements above, the researcher did for preliminary research in SMP Negeri 1 Kalianda to find out the cause of students' difficulties in English learning of vocabulary by using English subtitle video. The results of interview from the teacher at second grade, she states the students have difficulties in mastering vocabulary although she has used English subtitle video as a strategy on process teaching, and teacher difficulties in handling crowded class in teaching learning process. After that, the teacher states that the

¹⁵ Scott Thornbury, How to Teach Vocabulary (London: Pearson, 2002), p.13

students still find out the difficult to learn basically. Then, the teacher gives the memorization tasks for vocabulary material. Hence, in this problem there are lacking for pronunciation, memorizing, and meaning, the students still finding it difficult to learn basically. After that, the teacher has difficulties on process teaching and learning in the classroom.¹⁶

In this research, the researcher gives an advantage in teaching and learning process by using English subtitle video namely, the use of subtitle video greatly affects for the students' learning process to get know more about vocabulary. Thus, English subtitle video deserve to be used as a strategy on teaching learning process in the classroom. In other words, the teacher should be creative in using several media to make students feel interested in teaching and learning process. It can be seen from the score of English subject at second grade of SMP Negeri 1 Kalianda based on the criteria minimum of mastery (KKM). From the interview, English standard value in second grade of SMP Negeri 1 Kalianda is 70. Then, from the preliminary, the researcher gives a table students' score vocabulary test, as follows:

Table 1
Students' score for vocabulary test in second
Grade of SMP Negeri 1Kalianda
2021/2022

N o.	Sco re	The Number of Students							
		V.II I.5	V.II I.6	V.II I.7	V.II I.8	V.II I.9	V.III .10	Total	Percen tage

¹⁶ Interviewed from English teacher at second grade of SMP Negeri 1 Kalianda, Mrs. Intanovia Dharma, S.Pd on January 10th 2022

1.	≥ 70	13	10	12	12	13	11	71	35%
2.	>70	20	24	22	23	21	22	132	65%
Total		33	34	34	35	34	33	203	100%

Source: The document from English teacher's at second grade of SMP Negeri 1 Kalianda

Based on the table above, the total students are failed category is higher than the pass category. There are 71 students in pass category (35%) and 132 students in failed category (65%). It shows that the achievement of the students in English subject is still low especially in class VIII.6. It means, the students of VIII.6 still have difficulties to learn and less motivation in mastering vocabulary even though the teacher uses English subtitle video.

In this research, the researcher gives several previous researches to strengthen the background of the researcher.

The first, the researcher found with entitled “Learning Vocabulary through English Subtitle Videos”. This researcher aims to determine students’ vocabulary learning activities with English subtitles video. Participate of this research is one high school student in Bekasi. The researcher finds the results of this research, namely: (1) selecting subtitle videos based on interest; (2) writing difficult vocabularies; (3) translating vocabularies, and (4) reading as the way in learning vocabulary.¹⁷ The similarity with this research is to select subtitled videos based on interest, to write difficult vocabularies, and the students read as the way in learning vocabulary. The research gap is to know the analyzing on process teaching and learning vocabulary by using English subtitle video.

The second, in previous research, the researcher found with entitled “English Subtitle Video in Teaching Vocabulary to the Junior High School Students in Palu”. This researcher aims to find out whether the use of the English subtitle video of the eight-grade student of SMPN Madani Palu can improve the students’ vocabulary or not. The result of this research is showed improvement in the students’ scores from the test. On the first test, the number of students who passed the minimum criteria of completeness (KKM) was 6 students (29%).¹⁸ The similarity with this research is used the vocabulary of part of speech namely: noun, verb, adjective, in the form of spelling and meaning. The research gap is to know the analysing on process teaching and learning vocabulary by using English subtitle video.

¹⁷ Goesnia Farah Dewi, “Learning Vocabulary Through English Subtitled Videos” (Siliwangi University, 2021).

¹⁸ Fikri, Aminah Suriaman, and Ferry Rita, “English Subtitle Video in Teaching Vocabulary to the Junior High School in Palu”, *Proceedings of the 5th International Conference on Arts Language and Culture (ICALC 2020)* 534, no. 534 (2021): 76-86

Based on the explanation above, it means that many similarities about teaching vocabulary by using English subtitle video. In this research, the researcher conducted by the “Teaching and Learning Vocabulary by Using English Subtitle Video at Second Grade of SMP Negeri 1 Kalianda 2022/2023”.

C. Focus and Sub-focus of the Research

In this research, the researcher focuses only on analysis of the process teaching vocabulary and the problems of teacher and student in process teaching and learning vocabulary by using English subtitle video at second grade of SMP Negeri 1 Kalianda 2022/2023.

D. Formulation of the Problem

Based on the background and the limits above, the researcher states the formulation of the problem as follows:

1. How is the process teaching and learning vocabulary by using English subtitle video at second grade of SMP Negeri 1 Kalianda 2022/2023?
2. What are the teacher’s problem in the process of teaching vocabulary by using English subtitle video at second grade of SMP Negeri 1 Kalianda 2022/2023?
3. What are the students’ problem in the process of learning vocabulary by using English subtitle video at second grade of SMP Negeri 1 Kalianda 2022/2023?

E. Purpose of the Problem

1. To know and describe the teaching and learning vocabulary by using English subtitle video at second grade of SMP Negeri 1 Kalianda 2022/2023.
2. To know the teacher’s problem in the process of teaching vocabulary by using English subtitle video at second grade of SMP Negeri 1 Kalianda 2022/2023.
3. To know the students’ problem in the process of learning vocabulary by using English subtitle video at second grade of SMP Negeri 1 Kalianda 2022/2023.

F. Benefit of the Research

The benefits of the researcher as follows:

1. Theoretically

In this research, the researcher is expected that the results can be useful for readers, to give information and understanding of teaching and learning by using English subtitle video. Thus for the results of this research, the research also expected to be useful for the other researchers.

2. Practically

1) For the Teacher

By using English subtitle video, the teacher can improve their creativity in teaching and learning could be achieved.

2) For the Students

By using English subtitle video it is expecting that the students are interesting and motivating to the learning of English, also that their English vocabulary, will be developing and it gives positive effect on their English achievement.

3) For the Other Researchers

This research is expected to provide more information for further research on this issue.

G. Previous Study

1. The first previous study with the title “The Effectiveness of Using English Subtitle Video Towards Student’s Vocabulary Achievement of first Grade Students of MTs Al Huda Bandung, (Thesis, Bandung, State Islamic Institute (IAIN) Tulungagung”. The researcher uses the pre- Experimental with the quantitative research design. The population of this research is the all students seventh grade of MTs Al Huda Bandung, meanwhile for the sample of the research is the students of class seventh grade from

class B totalling 34 students. Thus, to collect the data the researcher doing the test and the researcher uses the SPSS program to process the data. The result showing the students' score before being taught using subtitle video is 76.41, meanwhile the scoring after being taught is 84.94. T-Count is 6,255 and the score of 0.05 from the T-Table with the significant is 2.2021. From the statement above well-known because, t-count greater than t-table. Since it, Ha is accepted and Ho is rejecting. It's meaning there is significant difference of the student's vocabulary ability grade of Seventh before and after being taught using English subtitled video at MTs Al Huda Bandung.¹⁹ The similarity with this research is using English subtitle video as a media in teaching and learning. The research gap focuses to know the analyzing on process teaching and learning vocabulary by using English subtitle video.

2. The second, previous study with the title "The Effect of Using Video Subtitling to Improve Students" Vocabulary: An Experimental Study at Second Grade of SMPN 5 Mataram in Academic Year 2016/2017". This researcher aims to Investigate the influence of improve their vocabulary mastery in form of comprehending narrative text the result of post-test of second grade students in SMPN 5 Mataram academic year 2016/2017. The data analyzed by calculating the T-test (hypothesis testing). The data of post-test shows in the significance level .05 with degree of freedom (df) is 58 and the T-table = 2.0017, then T-test (2.89) > T-table (2.0017 and 2.6633). The T-test is greater than T-table, then Ha is accepted and Ho is rejected. It can be

¹⁹ Naning Puji Rahayu et al., "The Effectiveness of Using English Subtitled Video towards Students" Vocabulary Achievement of the First Grade Students at MTs Al Huda Bandung" (State Islamic Institute (IAIN) Tulungagung, 2014).

concluded that the null hypothesis (H_0) where the use of video subtitle has no effective in improving students' vocabulary mastery in class VIII SMPN 5 Mataram academic year 2016/2017 is rejected. And the result as alternative hypothesis (H_a) states the use video subtitle is effective in improving students' vocabulary mastery in class VIII SMPN 5 Mataram academic year 2016/2017 is accepted.²⁰ The similarity with this research is to facilitate the students to improve their vocabulary and this study focuses on the effect of using video with subtitle in teaching vocabulary. The research gap is to know the analyzing on process teaching and learning vocabulary by using English subtitle video.

3. The third, previous study with the title "Teaching Vocabulary by Using Authentic Materials for Second Grade Students of Junior High School at Rattaphum Wittaya School Thailand". This researcher aims to observe on teaching learning process at the school. The result of this research is show 1) the process of teaching and learning vocabulary used authentic materials at Second Grade of Rattaphum Wittaya School. Teaching vocabulary using authentic materials was conducted in three meetings. The authentic materials used in teaching were pictures, paragraphs of text, and short videos with English subtitles; (2) the difficulties experienced by students in learning vocabulary at Second Grade of Rattaphum Wittaya School include difficulties in interpreting, pronouncing, and spelling of English vocabulary. The teachers used various types of authentic materials to motivate students in learning

²⁰ Raiq Tya Melandri, A Journal et al., "The Effect of Using Video Subtitling to Improve Students' Vocabulary: an Experimental Study at Second Grade of SMPN 5 Mataram in Academic Year 2016/2017", Universitas of Semarang, (2017): 1–11.

English vocabulary. The authentic materials were clearly understood by student and sufficient quantity.

(3) The difficulties and solutions experienced by teachers in teaching at Second Grade of Rattaphum Wittaya School include loose application of regulations in the learning process and lack of facilities in the learning process.²¹ The similarity with this research is used the vocabulary of part of speech namely: to observe on teaching learning process at the school. The research gap is to know the analyzing on process teaching and learning vocabulary by using English subtitle video.

4. The fourth, previous study with the title “The Effect of Viewing Subtitled Videos on Vocabulary Learning”. The researcher aims to find out of this research can get educators well informed of the effectiveness of subtitles on EFL learners“ better vocabulary learning. The result of this research is on the effectiveness of English subtitle video on the EFL learner’s vocabulary learning. In this research, the participants are 92 Iranian degree university students studying Translation at Islamic Azad University of Mashhad, Iran. Then, this research has set two homogenized groups on the basis of their groups. They are given two different instructions, one practicing instructional video episodes with subtitles and the other without subtitles. Their vocabulary learning is tested by a Content Specific Test (CST). The mean scores of the two groups were compared through a t-test. The findings illustrated that participants viewing the videos with subtitles could obtain a significantly higher mean score of the CST vocabulary tests than that of the ones who viewed the videos

²¹ Evita Widyana, “Teaching Vocabulary by Using Authentic Materials for Second Grade Students of Junior High School at Rattaphum Wijaya School Thailand”. University Muhammadiyah Surakarta, (2021).

without subtitles.²² The similarity with this research is something difficult for language learners, especially in communicating. This happens because grammar, reading, and vocabulary in students' oral communication are increasingly limited. The research gap is to know the analyzing on process teaching and learning vocabulary by using English subtitle video.

5. The fifth, previous study with the title "The Impact of Subtitle Films on English as a Second Language Students Vocabulary Retention". The researcher aims to examine the effects of subtitled films on the vocabulary development of English as second language (ESL) students. This research uses the mix methodology namely, quantitative and qualitative research. After that, the result of this research is A pre-post-test was administered in which the pre-test was employed as a diagnostic test to see whether the participants vocabulary knowledge was similar and the post test was administered to reveal whether the student participants had improved their vocabulary knowledge. Thirty ESL students preparing for their O level exams constituted the participants. The findings revealed that films improve vocabulary knowledge. However, when the performances of both groups were compared it was revealed that the group who watched the films with subtitles performed better than the group that watched the films without subtitles. In other words, it was revealed that, the use of watching films with subtitles intensively affected ESL students' vocabulary knowledge. Furthermore, this study revealed that ESL students have positive attitudes towards watching films in language classes in general and in vocabulary classes

²² Madhubala Bava Harji, Peter Charles Woods, and Zhinoos Kamal Alavi, "The Effect of Viewing Subtitled Videos On Vocabulary Learning" 7, no. 9 (2010): 37–42.

in particular.²³ The similarity with this research is to find out how to use watching movies or video with subtitle intensively affect the vocabulary knowledge of ESL students. The research gap is to know the analyzing on process teaching and learning vocabulary by using English subtitle video.

H. Method of the Research

1. Research Design

In this research, the researcher used a qualitative research. According to Schein, qualitative research is particularly well suited for gaining a tacit, taken-for-granted, intuitive understanding of a culture. Then, qualitative method can serve humanity by providing knowledge about social issues, questions or problems.²⁴

In this research, qualitative descriptive is used because the research process is to produce data about analysis of teaching and learning vocabulary by using English subtitle video at second grade of SMP Negeri 1 Kalianda 2022/2023, which is described descriptively in the form of writings to obtain from source data.

2. Research Subject

The research subject of this research is English teacher in second grade of SMP Negeri 1 Kalianda and the students in second grade of SMP Negeri 1 Kalianda. There are eleventh classes which consist of 203 students. Then, for English teacher at second grade of SMP Negeri 1 Kalianda there are two English teachers namely, Mrs.

²³ Hanife Bensen Bostancı, “The Impact of Subtitled Films on English as a Second Language Students Vocabulary Retention The Impact of Subtitled Films on English as a Second Language Students” 13 (2022): 101–109.

²⁴ Schein in Tracy, *Qualitative Research METHODS*, first Edit. (West Sussex: Wiley-Blackwell, 2013), p.5

Intanovia Indira Dharma, S.Pd and Mrs. Ninik Hindun, S.Pd. In teaching vocabulary material taught in the classroom Mrs. Ninik Hindun, S.Pd teaches vocabulary by using modul in her class, meanwhile Mrs. Intanovia Indira Dharma, S.Pd teaches vocabulary by using English subtitle video in her class. Then, they handle different classes. Mrs. Ninik Hindun, S.Pd handles class of VIII.1, VIII.2, VIII.3, VIII.4, and VIII.11 meanwhile, Mrs. Intanovia Indira Dharma, S.Pd handles class of VIII.5-VIII.10. The researcher only takes one class as the subject of this research namely, class of VIII.6. According to Sugiyono, “Non-probability for each element or member of the population to be selected into the sample”.²⁵ In this research, the researcher takes only one class, namely class of V.III.6. Because, from the score’s vocabulary, it looks have a big problem.

3. Instrument of the Research

To collect the data, the researcher uses triangulation technique. It consists of observation, interview, and questionnaire. The list for questionnaires and interview guidelines and description of those instruments, as follows:

a. Observation

Observation is the process of gathering open-ended, firsthand information by observing and places at a research her site.²⁶ It means, observation is the process of obtaining information data directly by making observations. In this research the researcher takes only analyze and make inferences about the object under learn. After that, the researcher only on analyzes from teacher

²⁵ Sugiyono, Metode Penelitian Kuantitatif Kualitatif dan R&D, (Alfabeta, Bandung, 2019), p.288

²⁶ Jhon W Creswell, Educational Research, (New Jersey Hall, p.213

activities' in the classroom. The researcher only analyzes from the teacher, namely the steps in using English subtitle video in the classroom. Thus, the researcher provides a table for the observation sheets, as follows:

Table 2
Observation Guideline

Aspect	Indicators	Explanation
The procedure of teaching vocabulary by using English subtitle video.	To know the teacher's vocabulary by using English subtitle video.	In this research, the researcher takes note only the teacher's activity in the classroom such as, pre-activity, while activity and post-activity in

b. Questionnaire

The researcher gave the questionnaire for students. According to Arikunto, questionnaire is a written question that is used to obtain information from respondents.²⁷ Questionnaires are data collection carried out by giving a set of written questions to respondents to answer this questionnaire can be given directly when conducting research.

²⁷ Suharsini Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2013), p.194

In this research, the researcher gives a questionnaire to the students at second grade of SMP Negeri 1 Kalianda 2022/2023. In addition, the researcher used a likert scale type questionnaire. According to Nugroho, the likert scale is a scale used to measure perceptions, attitudes and opinions (individuals and groups associated with social events and phenomena).²⁸ After that, the researcher does it for getting to detail information from the students' answers. In this research, there is a questionnaire guideline for the students, as follows:

Table 3
Questionnaire Guideline for the Students

No.	Point	Aspect	Indicator	No. Item	Total Item
1.	To know the Students problem in learning vocabulary.	General knowledge about learning English	To know the students' knowledge generally of learning English in the classroom.	1,2,3	3
		Pronunciation	To know the students whether has difficulty in pronouncing the word.	4,5	2

²⁸ Widiarty in Bahrun, et al., "Pengembangan Aplikasi Kuesioner Survey Berbasis Web Menggunakan Skala Likert dan Guttman", *Jurnal Sains dan Informatika* 3, no. 2 (2019): 128-137, p. 129

		Spelling	To know the students whether has still wrong talked spelling when the teacher asks them.	6	1
		Length and Complexity	To know the clip sometimes to length and complexity.	7	1
		Grammar	To know the students whether has difficulty to associate the word, Especially if this from that of its first language equivalent. For example: a verb like enjoy, love, or hope, is followed by an infinitive (to swim) or an –ing form (swimming) an add to its difficulty.	8	1

			And the grammar of phrasal verbs is particularly troublesome: some phrasal verbs are separable (she looked the word up) but the others are not (she looked after the children).		
		Meaning	To know the students whether the difficulty about the meaning of the words. For the example words with multiple meaning, such as, since and still, can also be troublesome for learners.	9	1
2.	To know the students problem in learning	The students' laziness in using subtitle video.	To know the students whether has lazy when the	10	1

	vocabulary by using English subtitle video.	process of teaching and learning vocabulary by using English subtitle video in the classroom		
	The students' ignore in using subtitle video.	To know the students whether has bored when the process of teaching and learning vocabulary by using English subtitle video in the classroom.	11	1
	The students' annoyance in using subtitle video.	To know the students whether has feel disturbed by the subtitles contained in the clip when the process of teaching and learning vocabulary by using English subtitle video in the	12	1

		classroom.		
	The students' ignorance in using subtitle video.	To know the students whether has ignored when the process of teaching and learning vocabulary by using English subtitle video in the classroom	13	1

c. Interview

According to Oakley, qualitative interview is a type of framework in which the practices and standards be not only recorded, but also achieved, challenged and as well as reinforced.²⁹ It means, Interview is one of the methods in qualitative research conducted by two or more people. Then, the interview can be done by recording what was conveyed by the resource person. The researcher asks the teacher about her opinions of the activity in teaching learning process, including problem in vocabulary by using English subtitle video. In this research, there are several indicators of the interview guideline, as follows:

Table 4
Interview Guideline for the Teacher

²⁹ Jamshed, “Qualitative Research Method-Interviewing and Observation”.

N o.	P o	A s	I n	N o.	To tal
1 . .	To know the teacher problem"s in teaching vocabulary	The level of the learners.	Ask the teacher whether she/he gives students criteria for	1	1
		The learners" likely familiarity with words	Ask the teacher whether she/he gives new vocabulary	2	1
		The difficulty of the item.	Ask the teacher about implicit and concrete meaning to the students	3	1
		Teachability	Ask the teacher whether she/he has	4	1
		Whether items are being learned production	Ask the teacher whether the material being studied was produced for speaking and writing or only for recognition as in listening and	5	1
2 . .	To know the problems" in using video	The teacher disturbed by the use of subtitle video	Ask the teacher whether the teacher is hostile to the use of	6	1
		The teacher has difficulties in the process of audiovisuals and	Ask the teacher has difficulty with the difficulties in audiovisual and	7	1

	The teacher not only provides explanation to students by listening, but also	Ask the teacher whether she gives explanations to students just by listening or also	8	1
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4. Data Collecting Technique

In this research, there are several steps to collect the data, from the beginning to the end of the educational learning process. Therefore, the observation or surveys, interviews, and questionnaires are conducted as triangulation of the data to this research. The procedure as follows:

a. Observation

According to Nick, observation is more than just record data from the environment.³⁰ In addition, Roger states, within everyday life we are all observers. We constantly observe the physical organization of the environment around us, and we observe the behavior of the human beings who inhabit that environment.³¹ It means, if we Note that it is an active data collector rather than a passive one, such as tape recorders and camcorders our brains like our eyes and ears are busy organizing our data for us to understand. Perception is part of all human observation.

Based on the theory above, observation is a collecting of data through the use of media such as recording, and this observation is an active observation that takes place in the field. The researcher is not directly involves in the activities in

³⁰ Nick Fox, “Trent Focus for Research and Development in Primary Health Care How to Use Observations in a Research Project” (Trent Focus Group, 1908), p.2

³¹ Roger and Victor jump Sapsford, Data Collection and Analysis (London: Sage, 2006), p.57

the classroom. The researcher takes note only during the course of education and learning. In this case, the researcher focuses on the subject, analyzes it, and drew conclusions.

b. Questionnaire

According to Babbie, questionnaire is defined as a document that contains questions and other types of items designed to collect information suitable for analysis.³² It means, the researcher surveys the students to find out more, to find out about aspects that could affect the student's learning process, and to confirm teachers' responses. From the data collecting through the questionnaire, researcher find out that students responded to the process of education and learning. In addition, Roger states, Questionnaire is a method for structured data collection interview schedule.³³

c. Interview

According to Essa Adhabi et.al, Interview is an interactive process in which a person asks questions to look for specific information.³⁴ It means, the researcher asks the teacher for her views on activities that teach problems in the learning process. In addition, this interview aims to confirm the results of the observations and obtain more data related to this research.

³² Babbie in Acharya, *Questionnaire Design* Nepal Engineering College (2010), p.2

³³ Sapsford, Data Collection and Analysis, Op.Cit, p.102

³⁴ Essa Adhabi and Christina Blash Anozie, "Literature Review for the Type of Interview in Qualitative Research," *International Journal of Education* 9, no. 3 (2017): 86–97, <https://doi.org/10.5296/ije.v9i3.11483%0D>, p.88

Based on the theory above, the researcher wants to do an interview with the teacher at SMP Negeri 1 Kalianda. After that, the researcher conducts the interviews, because the researcher wants to get the appropriate the data.

5. Data Analysis

Data analysis is the process of organizing data to obtain the regularity of survey shape patterns. The researcher will be using theory from Miles, Huberman, and Saldana. Thus, the data analysis has three main phases: data condensation, data display, and drawing and verifying conclusions. These are clear explanations of the data analysis process for this research

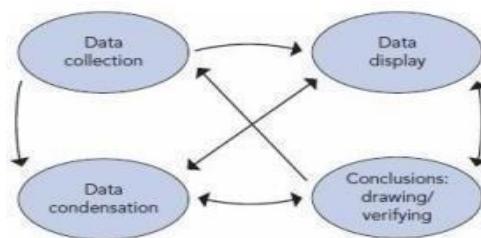


Figure 1 the Components of Data Analysis

The researcher attaches the figure illustration above because it is to help the readers to make it easier for the reader to understand. In this study, the researcher analyzes by using qualitative descriptive with the steps, below:

a. Data Condensation

Data condensation is not something separate from analysis.³⁵ It means, this data is very important to analysis step. Data condensation is firstly step, and the next steps there are, data display, and data conclusion. In addition, Huberman, Miles, and Saldana states that data condensation refers to the process of selecting, focusing, simplifying, abstracting, and or changing the data that appears in the full corpus (body) of written field notes, interviews transcripts, documents, and other empirical materials.³⁶

Based on the theory above, the researcher in this research has some steps to collect the data analysis, such as data condensation and making a data display to make it more easily understood, and then making a conclusion. Thus, the researcher selects data from observation, of the teaching and learning process, an interview with the teacher, and a questionnaire distribute to the students.

b. Data Display

Data display is the second step. Generally, a display is an organized, compressed assembly of information that allows conclusion drawing and action. The most frequent form of display for qualitative data in the past has been extended text. As with data condensation, the creation and use of displays is not separate from analysis, it is a part of analysis. Designing displays deciding on the rows and columns of a matrix for qualitative data and deciding which data, in which form, should be entered in the cells are

³⁵ Matthew B. Miles, A. Michael Huberman, and Johnny Saldana, *Qualitative Data Analysis, Sage*, 3rd edition., 2014, p.31

³⁶ ibid

analytic activities. (Note that designing displays also has clear data condensation implications).³⁷

c. Drawing and Verifying Conclusion

The third step for data analysis is conclusion drawing and verification. From the start of data collection, the qualitative analyst interprets what things mean by noting patterns, explanations, causal flows, and propositions. Thus, Huberman, miles, and saldana states, the competent researcher holds these conclusions lightly, maintaining openness and skepticism, but the conclusions are still there, vague at first, then increasingly explicit and grounded. “Final” conclusions may not appear until data collection is over, depending on the size of the corpus of field notes; the coding, storage, and retrieval methods used; the sophistication of the researcher; and any necessary deadlines to be met.³⁸

According to the theory above, in this step the researcher draws the conclusion and verifies, the answer of the research questions that will be completely the display data of comparing data observation, interview data, and questionnaire data. After that, the researcher gets the conclusion for the teaching vocabulary by using English subtitle video at second grade of SMP Negeri 1 Kalianda 2022/2023.

6. Trustworthiness of the Data

According to William, triangulation is a qualitative cross-validation. It assesses the sufficiency of the data collection procedure.³⁹ In this research, the researcher used the data collecting technique triangulation. It uses three techniques,

³⁷Ibid

³⁸ Ibid, p.32

³⁹ Wiliam in Sugiyono, Op.Cit, p.368

there are: observation, interview, and questionnaire.⁴⁰ In addition, the qualitative research can be valid if there is no difference in the researcher in the researcher's report with is actually in the study object.⁴¹

Based on the theory above, the researcher focused on the process of teaching and learning vocabulary by using English subtitle video. Interview and questionnaire conduct to get the data, which is it will be using to make sure about the result of observation.

I. Systematic of the Problem

The researcher discusses of the research into the structure as below:

Chapter I

The researcher presents the introduction there are includes title confirmation, background of the problem, focus and sub-focus of the research, formulation of the problem, purpose of the problem, previous study, benefit of the research, and method of the research.

Chapter II

The researcher presents the theories of vocabulary, teaching and learning as a foreign language, types of vocabulary, media, video, and overview of the vocabulary by using English subtitle video at second grade of SMP Negeri 1 Kalianda 2022/2023.

Chapter III

The researcher presents the description of the object research, in general, to describe vocabulary as a general and presentation research fact and data analysis of teaching and learning vocabulary by using English subtitle video at second grade of SMP Negeri 1 Kalianda 2022/2023.

Chapter IV

⁴⁰ Sugiyono, Op.Cit., p.321

⁴¹ Ibid, p.363

The researcher presents the result of this researcher, such as explain about data analysis and discussion findings. In data analysis, the researcher described the result of observation, interview, and questionnaire data.

Chapter V

The researcher presents the conclusion and suggestion in this research.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Teaching English as a Foreign Language

English is a second language and foreign language in a second language. Modern language teaching in schools has educational function. Then, English has a clear instrumental intent: he wants to visit England, to be able to communicate with tourists or English speaking friends, to be able to read English in books and newspapers. In addition, Students of

English as a foreign language have options, namely: language variety is wider than the second language student.⁴²

In teaching English as a foreign language, teaching English can take place in any country, whether in English or not.⁴³ It means, in every country teaches English as a foreign language. In addition, according to Brown, teaching as guiding and facilitating learning, enabling learner to learn, and setting the condition for learning.⁴⁴ It means, teaching is a situation that can guide and balance student learning condition.

According to Michael, “The foreigner is learning English to express ideas rather than emotion: for his emotional expression he has the mother tongue.... It is a useful general rule that intensive words and items are of secondary importance to a foreign learner, however common they may be”.⁴⁵ It means, for learners can learn to express an emotional opinion in the first language. In addition, first language acquisition concerns the development of language in children, while second language acquisition focuses on language development in adults.⁴⁶

Based on the theory above, teaching English in foreign language is used as a learning tool for language students and can be a modern language teaching in schools that have a function as education. After that, English can be used as easy communication tool to talk to tourists or to learn speaking with friends ³¹ in the language there is a first

⁴² Geoffrey Broughton, *Teaching English as a Foreign Language*, ed. John Eggleston, Second Edi. (London and New York: Routledge, 1980), p.6-7

⁴³ Lusi

Nurhayati, “Teaching English as Foreign”
(2008): 49, p.3

⁴⁴ Brown in Nurhayati, Ibid, p.4

⁴⁵ Michael in Broughton, Teaching Kamil *English as a Foreign Language*.

⁴⁶ Lusi Nurhayati, Op.Cit, p.2

language and a second language. The first language is the mother tongue, where the opinion of emotional expression can be learned, especially with children, while the second language is a language that can be developed from adults.

B. Vocabulary

1. Concept of Vocabulary

According to Elfrieda, vocabulary is the information of meaning.⁴⁷ It means, the vocabulary more complicated from the definition suggest. Then, there are several words in spoken revealed from spoken vocabulary consist of the words. After that, expertise additionally exists in from receptive and efficient. Receptive vocabulary consists of words, which might be normally used when there is speaking and writing.

According to Neuman and Dwyer, vocabulary can be defined as “words we must know to communicate effectively, words in speaking (productive vocabulary) and in listening (receptive vocabulary)”.⁴⁸ It means, these are words that are well known, familiar, and often used for. Instead, these are words that students are often less familiar with and use less often. Individuals may be able to assign some meaning to them, although they may not know the subtleties of the difference. Usually, these are also words that individuals do not use spontaneously. However, when individuals encounter these words, they recognize them, although not perfect.

Based on the definitions above, vocabulary is a group of words that all humans know and use to speak in interaction with the other people. Thus, without vocabulary the people cannot do an interaction in oral language and so difficult

⁴⁷ Elfrieda H. Hiebert and Michael., *Teaching and Learning Vocabulary*, (London: Routledge, 2005), p.5

⁴⁸ Neuman and Dwyer in Alqahtani, “The Importance OfVocabulry in Langugae Learning and How to Be Taught” III, no. 3 (2015): 21–34, p.21

understand each other. After that, vocabulary also affects language learners especially students. All the students can understand and get a new vocabulary quickly, because there are no limits or to be understood to gain knowledge of grammar. Then, vocabulary also important with students being required to “respond to meaning” and “to express meaning”. Because, the vocabulary uses to express ideas can tell our vocabulary skills are good. When speaking, writing, reading. Then, how can learners speak well when learners have no vocabulary, how can learners write well when learners are lost in vocabulary, and how can language learners understand the meaning of stories. Therefore, vocabulary is a very important part of language and is very useful for daily activities in the classroom.

2. The Kinds of Vocabulary

Vocabulary can be divided into two kinds, there are: active and passive vocabularies. In active vocabulary, the teacher teaches to students and is expected to be applied. The, in passive vocabulary, it focuses on words that are informed to students, but they are cannot to pronounce.⁴⁹ According to Hatch and Brown, there are two types of vocabulary, namely receptive vocabulary and productive vocabulary. After that, from the types above, it can be explained as follows:

a. Receptive Vocabulary

According to Stuart, receptive vocabulary is words that learners recognize and understand when they are used in context, but which they cannot produce. Thus, vocabulary that learner recognize when they see or meet to reading text but do not use it in speaking and writing.

b. Productive Vocabulary

According to Stuart, productive vocabulary is the words that the learners understand and compronounce correctly and it uses constructively in speaking and writing. It

⁴⁹ Neuman and Dwyer in Alqahtani, Ibid, p.25

involves what is needed for receptive vocabulary plus the ability to speak or appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others.⁵⁰

Then, there are several types of vocabulary that students must learn. Expert explains various types of vocabulary, he explains one explanation, and there are at least four different types of vocabulary.⁵¹ These are adverbs, adjectives, nouns, and verbs.

a) Adverb

There are several definitions of adverb proposed by expert. Frank states, adverbs are words that describe or modify verbs, adjectives, and other adverbs.⁵² It means, the adverb describes or modify verbs, adjectives, and other adverbs.

b) Adjective

There are several definitions of adjectives proposed by experts. Frank states the adjective is a modifier whose has comparative grammatical properties.⁵³ It is often identified by a special adverb modifier at or before the end of a special declarative. The most, common position before a noun, but fills in other position as well. It manner that adjective is a phrase that describes noun, for examples: beautiful, good, small and others.

c) Noun

There are several definitions of nouns proposed by experts. Frank states, nouns are one of the most

⁵⁰ Stuart in Alqahtani, *Ibid*, p.25

⁵¹ Marcella Frank, *Modern English a Practical Reference Guide*, (New York University, 1972), p.141

⁵² *Ibid*, p.109

⁵³ *Ibid*, p.6

important parts of speech.⁵⁴ The placement with the verb helps to form the core of the sentence. This is essential for a complete sentence. Therefore, this noun is associated with names such as place, plants, and people, examples: John, Students, house, chair, and cat.

d) **Verb**

There are several definitions of verbs proposed by experts. Frank states verbs are the most complex part of speech.⁵⁵ It means the students can use the verb to indicate the measure and the state of the problem, for examples: write, read, listen, etc. From this, the students concluded that the verb is the most complex of part of speech and is a word that indicates several measures. Verb has grammatical characteristics of person and number, and characteristic that required consensus with subject.

Based on the theory above, it can be concluded that there are two types of vocabulary, namely receptive vocabulary and productive vocabulary. In addition, there are several types of vocabulary that students must learn, namely adverbs, adjectives, nouns, and verbs. of the various types of vocabulary that have been described above, in this case the reader easily knows the types in the vocabulary.

C. Concept of Teaching and Learning Vocabulary

According to Alqahtani teaching of vocabulary is an important aspects of language learning as it is language-based in words.⁵⁶ It means there are several aspects in it, and it can have effect on students or language learning. After that, Al-

⁵⁴ Ibid, p.6

⁵⁵ Ibid, p.47

⁵⁶ Alqahtani in Hadi, Lidiyatul Izzah, and Firdha Larasati, "Teaching Vocabulary Through Advertisement At The First Grade Students of Vocational High School" 4, no. 2 (2021): 415–420, p.416

Darasyeh argues vocabulary instruction has resulted in a significant increase in learners' receptive vocabulary.⁵⁷

Berne and Blachowicz argues the recent research indicates that teaching vocabulary may be problematic because many teachers are not confident about the best practice in vocabulary teaching and at times do not know where to begin to form an instructional emphasis on word learning.⁵⁸ Then, Walters argues, either teachers or students agree that acquisition of the vocabulary is a central factor in teaching a language.⁵⁹ In addition, Pinter states, the teachers are suggested to employ planned vocabulary presentation as various as possible.⁶⁰

Teaching vocabulary can be done through four phases that are: introducing, modeling, practicing, and applying. It can be described as follows:

1. Introducing : The teacher introduces new word with clearly and correctly pronunciation. Use picture or oral subject.
2. Modeling : The teacher gives an example act as a model.
3. Practicing : The teacher trains the students to imitate and practice.
4. Applying : The students applying in the right situation with the teacher help.⁶¹

Based on the theory above, in teaching vocabulary is an important aspect in language learning, because there are aspects in it and this is very influential for student learning.

⁵⁷ Al-Darasyeh in Asyiah, "THE VOCABULARY TEACHING AND VOCABULARY LEARNING: PERCEPTION , STRATEGIES , AND INFLUENCES ON STUDENTS "" 9, no. 2 (2017): 293–318, p.296

⁵⁸ Berne and Blachowicz in Susanto, "THE TEACHING OF VOCABULARY : A PERSPECTIVE" (n.d.): 182–191, p.185

⁵⁹ Walters in Susanto, Ibid, p. 185

⁶⁰ Pinter in Susanto, Ibid, p.186

⁶¹ Scott Thornbury, *How to Teach Vocabulary* (London: Pearson, 2002), p.30

Then, in teaching this vocabulary the teacher can vary the learning. After that, from the explanation of the theory above, there are several phases in teaching vocabulary namely: introducing, modeling, practicing, and applying.

D. Problem in Teaching and Learning Vocabulary

In teaching process, every teacher has some problems in teaching activities, especially in teaching vocabulary. Thus, the researcher writes the problem in teaching and learning vocabulary and there are some explains, as follows:

1. Teachers' Problem in teaching Vocabulary

Teaching vocabulary is clearly more than just presenting new words. Teacher to be careful in selecting the vocabulary that he/she will teach. Both students and teacher need to know how to talk about language at various pointing during teaching and learning.⁶² It means, the teacher have t mastery, the teacher have to know the point of language and vocabulary that will transferring in learning process. One of the elements of a language is vocabulary. When it comes to the word vocabulary, people are likely to think about a list of words. According to Raphael vocabulary is more than just a list of words. It is rather the knowledge of words and the word meanings.⁶³ Buckland argues that one's size of vocabulary matters, but what matters most is how one uses it.⁶⁴

Thornbury states, there are five factors that exist in teaching vocabulary, such as:

- a) The level of the learners (whether beginners, intermediate, or advanced).

⁶² Jeremy Harmer, How to Teach English, (London: Longman, 1998), p. 34

⁶³ Raphael in Sari, "Difficulties Encountered by English Teachers in Teaching Vocabularis" 2, no. 3 (2019): 183–195,

⁶⁴ Buckland in Sari, ibid, p.184

- b) The learners' likely similarity with the words (learners may have met the words before even though they are not part of their active vocabulary).
- c) The difficulty of the item whether, for example, they express abstract rather than concrete meanings, or whether they are difficult to pronounce.
- d) Their teachability whether, for example, they can be easily explained or demonstrated.
- e) Whether items are being learned for production (in speaking and writing) or for recognition only (as in listening and reading). Since more time will be needed for the former, the number of items is likely to be fewer than if the aim is only recognition.⁶⁵

E. Problems in Using Subtitle Video

In this research, the researcher talks about subtitle video, which is there are several problems in process teaching, namely: The language teachers themselves tend to be openly hostile to their use.⁶⁶ It means, the teacher is disturbed by the use of subtitle. On deeper processing and interconnectedness occur in the case subtitled audiovisual material, when both audio and visual channels have to be processed simultaneously (hence the feeling of difficulty experienced by some viewers).⁶⁷ In addition, according to Vanderplank, the teacher must introduce them systematically as they encourage reflective attention to both oral and written text instead of simply urging pupils to listen attentively.⁶⁸

⁶⁵ Scott Thornbury, Op.Cit, p.75-76.

⁶⁶ Martine Danan, "Captioning and Subtitling: Undervalued Language Learning Strategies," *Meta* 49, no. 1 (2004): 67–77, p.67

⁶⁷ Ibid, p.72

⁶⁸ Vanderplank in Danan Ibid, p.75

According to the theories above, the researcher elaborates from some experts:

- a. The teacher is disturbed by the use of subtitle video.
- b. The teacher has difficulties in the process of selecting material about audiovisuals and subtitles which are processed simultaneously in English subtitle videos.
- c. The teacher not only provides explanation to students by listening, but also with oral and written texts.

1. Students' Problem in Learning Vocabulary by Using English subtitle Video

Potentially tough phrases will normally be people who comprise sounds which might be unexpected to novices. Spelling Sounds-spelling mismatches are probably to be the motive of errors, both of pronunciation or of spelling, and might make contributions to a phrases difficulty. While maximum English spelling is reasonably law-abiding, there also are a few obvious irregularities. Words that comprise silent letters are in particular tricky: foreign, listen, headache, climbing, bored, honest, cupboard, muscle, and etc.

- a. Pronunciation, that the words are difficult to pronounce are more difficult to learn. Potential difficult words will typically be those that contain sounds that are unfamiliar to some groups of learners, such as regular and lorry for Japanese.
- b. Spelling, sound-spelling mismatches are likely to be the cause of errors, either of pronunciation or of spelling, and can contribute to a words difficulty, while most English spelling is fairly law-abiding, there are also some glaring irregularities.
- c. Length and complexity, long phrases appear to be no greater tough to examine than quick ones. But, by and large of thumb, excessive frequency phrases have a tendency to be quick in English,

and consequently the learner is probably to satisfy them greater often, a component their “examine ability”.

- d. Grammar, also tricky is the grammar related to the word. Remembering whether or not a verb like enjoy, love, or wish is accompanied with the aid of using an infinitive (to swim) or an – ing form (swimming) can upload to its difficulty.
- e. Range, connotation and idiomacity Words that may be utilized in a extensive variety of contexts will normally be perceived as less difficult than their synonyms with a narrower variety. Thus, positioned is a totally extensive-ranging verb, as compared to impose, place, position, etc. Likewise, skinny is a more secure wager than skinny, slim, slender. Uncertainty as to the connotations of a few phrases might also additionally motive issues too.⁶⁹

In process teaching and learning, the students have some problems of their study, especially in learning subtitle video, namely: The drawbacks of subtitling should not be overlooked.⁷⁰ It means, the subtitles are often ignored in the learning process. The use of subtitles can be a source of laziness in students, the students’ ignorance in using subtitles efficiently in classroom.⁷¹ Language students often experience

⁶⁹ Scott Thornbury, *How to Teach Vocabulary* (London: Pearson, 2002), p.27-28

⁷⁰ Bahman Gorjani, “The Effect Of Movie Subtitling On Incidental Vocabulary Learning Among Efl Learners,” *International Journal of Asian Social Science* 4, no. 9 (2014): 2226–5139, <http://www.aessweb.com/journals/5007>, p.1016

⁷¹ N. Talaván, “Learning Vocabulary through Authentic Video and Subtitles,” *TESOL-SPAIN Newsletter* 31 (2007): 1-5, https://www.researchgate.net/publication/235557228_Learning_Vocabulary_through_Authentic_Video_and_Subtitles, p.2

feelings of guilt or annoyance when first exposed to subtitles.⁷²

According to the theories above, the researcher elaborates, such as:

- a. The students' ignore in using subtitle video.
- b. The students' laziness in using subtitle video.
- c. The students' ignorance in using subtitle video.
- d. The students' annoyance in using subtitle video.

F. Media

1. Concept of Media

The media is part of the lesson. Teachers can use the media to add diversity to the teaching and learning process. According to Azhar, media is a tool for delivering and delivering messages. In the process of education and learning, the media is a component of learning resources or physical means and contains teaching materials about the student's environment that can stimulate student learning.⁷³ After that, According to Thomas, the media is used as a medium to convey information in an orderly manner the material is more interesting and enjoy.⁷⁴ It means, media is learning tool that is useful for conveying information to students. In this case, media can be anything related to learning models, such as learning support tools that will be using a component of learning process.

⁷² Danan, "Captioning and Subtitling: Undervalued Language Learning Strategies.", Op.Cit, p.67

⁷³ Azhar in Rahayu et al., "The Effectiveness of Using English Subtitled Video Towards Students" Vocabulary

Achievement of the First Grade Students at MTs Al Huda Bandung" (2014).

⁷⁴ Ayu Nindiyana, "The Use of Audio Media vs . Audio-Visual Media in Teaching Listening," *RETAIN (Research on English Langugae Teaching in Indonesia)* 09, no. 01 (2021): 8–12.

According to Arsyad, the media (plural of the word medium), a word derived from the Latin medium, which literally means middle, intermediate. Therefore, media can be interpreted as an intermediary or an introductory message from the sender to the receiver. Media can be something material (software) and tools (hardware). Media also used to learning process to be successful and add interest's students in study English in classroom.⁷⁵

Based on the theory above, media is Media is a tool that can be used to stimulate students to learn in the classroom. This media is also very effective to be applied to students in the classroom, because this media is also used for the learning process for students become successful and increase students' interest in learning English in class. Besides that, the media helps students to remember vocabulary easily.

2. Types of Media

a. Visual Media

According to Durratul, visual media is a type of media that expresses a message, through verbal communication symbols. It means, that the message delivery process needs to be fully understood in order to occur be effective and efficient. Then, this media has the ability to attract and clarify student attention present learning content and explain or decorate facts that might otherwise be forgotten Visualization.⁷⁶

Based on the theory above, visual media is a type of media that can be used to express a message, through

⁷⁵ Arsyad in Parida, The Effectiveness of using various Media to Teach Vocabulary of Eight Grade at SMP N 3 Labakkang, Universitas Muhammadiyah Makassar, (2020), p.17

⁷⁶ Durratul Hikmah, "Media for Language Teaching and Learning in Digital Era," *IJOEEL* 01, no. 02 (2019): 84–89, p.86

verbal communication symbols. And the process of delivering messages like this needs to be understood in order to be effective and efficient in the learning that takes place. After that, it can be attracted and focus students' attention in presenting learning content and describing or embellishing a fact.

b. Audio Media

According to Sadiman, audio media is related sense of hearing. It means that by using media is an intermediary tool that produces sound that is related to our hearing. Then, "the message conveyed through audio media is in the form of auditive symbols, verbal and non-verbal".⁷⁷ It means, in audio media there is an iconic form of hearing not only verbal, but also non-verbal.

Then, Riyana says, "audio media in world of learning is interpreted as learning material that can be presented in a auditive form that can stimulate students' thoughts, feelings, attention, and abilities so that the learning process occurs".⁷⁸ It means, audio media is a students' device that can be stimulate students in their reasoning abilities, thus there can be a learning process.

Based on the theory above, audio media can be used by students in learning process in the classroom, as a sound production tool, where students can quickly understand the material being taught, because this audio media is a learning tool that is in great demand by students, therefore students can use the media provided orally or in writing.

c. Audio Visual Media

⁷⁷ Sadiman in Hikmah, Ibid, p.87

⁷⁸ Riyana in Hikmah, Ibid, p.3

According to Anderson, audio visual media is a series of electronic images accompanied by audio sound elements put into video tape.⁷⁹ It means, audio-visual media is audio-visual in the form of moving images containing audio sound. In addition, according to Djamarah, audio visual media is media with sound and image elements.⁸⁰

Based on the theory above, audio-visual media is a collection of electronic images followed by various audio sounds that are applied to the video. Thus, in audio-visual media there are elements of sound and images

G. Video

1. Concept of Video

According to Ćepon, the video format is useful for teaching/studying FL. In terms of FL capabilities, quantitative results indicate that writing shows acquisition effects that are greater than genre.⁸¹ In addition, according to Bejrami and Ismaili, hypothesis that video material can be used as input as a real material and motivational tool of in general, students find experience in use interesting, relevant, useful, something that motivates you in class.⁸²

Then, Lumturie and Merita say, “Video can provide much more information for listeners can keep them attention focused on the aural material”.⁸³ It means, using learning videos is very much in demand from students,

⁷⁹ Anderson in Hikmah, Ibid, p.40

⁸⁰ Djamarah in Hikmah, “Audio-Visual Media in Learning” (2017): 1–6, p.3

⁸¹ Cepon in Kamelia, “Using Video as Media of Teaching in English Language Classroom.: Expressing Conratulation and Hopes”, Utamax: Journal pf Ultimate Research and Trends in Education 1, no.1 (2019): 34-38, p.34

⁸² Bejrami and ismail in Kamelia, Ibid, p.34

⁸³ Lumturie Bajrami and Merita Ismaili, “The Role of Video Materials in EFL Classrooms,” *Procedia - Social and Behavioral Sciences* 232, no. April (2016): 502–506, <http://dx.doi.org/10.1016/j.sbspro.2016.10.068>, p.504

because the video itself contains information that can help students, so they can focus on the material that the teacher gives.

Based on the theory above, video is one of the media that contains learning information on the material. In the video there is moving media followed by sound, where it can stimulate students who are learning to use video, therefore students learn to focus and many are interested in learning to use video as a media in the learning process.

2. Types of Video

In this research, the researcher provides the types of video there are several off-air programs, Real-World Video, and Language learning Videos. The researcher gives explanation, bellow:

a. Off-air programs

Off-air programs are programs which are recorded from a television channel. The programs should be engaging for the students. Some off-air videos is very difficult to understand for the students in certain level. It is because of a high preponderance of slang or regional vernacular in some videos.

b. Real-World Video

The teachers and students can use published videotape materials such as feature films, exercise “manuals”, wildlife documentaries, or comedy that there are no copyright for using the video. However, the length of the extract and the comprehensibility should be considered.

c. Language Learning Videos

Language learning videos are videos which are used to accompany course books. The advantage is they have been designed with students at a particular level in mind.

Meanwhile, the disadvantages are they will fail the quality test if the production is poor, the situation and language are in authentic, or the content is too unsophisticated.⁸⁴

According to Berk, there is procedure in using video. In this research, the researcher gives a procedure for using a video in teaching consists of the following steps:

- a) Pick a particular clip to provide the content or illustrate or principle.
- b) Prepare specific guidelines for students or discussion questions so they have directions on what to see, hear, and look for.
- c) Introduce the video briefly to reinforce purpose.
- d) Play the clip
- e) Stop the clip at any scene to highlight a point or reply clip for a specific in-class exercise
- f) Set a time for reflection on what was scene
- g) Assign an active learning activity to interact on specific question, issue, or concepts in clip, and
- h) Structure a discussion around those questions in small and/or large group format.⁸⁵

Based on the theory above, it has three types namely, Off-air programs, Real-World Video, and

Language Learning Videos. After that, there are several steps of using teaching video.

H. Subtitle

1. Concept of Subtitle

According to Reich, subtitling is a branch of translation called audiovisual translation in which viewers can read

⁸⁴ Meilinda, "The Use of Youtube Videos with Snowball Throwing Technique to Improve Students' Speaking Skill of Stay Foolish , Stay Hungry" Nothing in This World Is More Dangerous than Sincere , Ignorance , and Conscientious Stupidity " - Martin Luther King- " (University of Raden Fatah Palembang, 2017).

⁸⁵ Ronald A. Berk, Multimedia Teaching eith Favorite Video Clips: Tv, Movie, Youtube, and mtv in the School Classroom, International Journal of Teaching in Yeaching and Learning, Vol.5, No. 1, (2009): 1-21,p.10

statements of dialogues on the screen as well as watch the images and listen to the dialogues.⁸⁶

According to Gerzymisch-Arbogast, subtitles are the written translation of film dialogues appearing synchronously with the corresponding dialogues produced on the screen. In this statement, he adds 3 steps: 1) from one „language“ to another, 2) from verbal speech to a written text, 3) from a non-condensed (verbatim) to a condense (non-verbatim) form of text.⁸⁷

According to Diaz, the subtitling is performed either to the learners` mother tongue or to the original language with or without the help of a written version of the textual information.⁸⁸ After that, According to Bilal, subtitling is a type of translation, particularly in the audio-visual file which includes dubbing, voiceover and audio description. In other words, the audio-visual language of TV programs or films transferred with certain forms to be understandable by target audiences whom they are not familiar with its source language.⁸⁹

Based on the theory above, subtitle are text versions of movie conversations and commentary. In addition, the subtitles have 3 steps process of subtitling. After that, the subtitling is a mother tongue or the original language without the helpful of textual information. The language learners can be in the form of a written translation of one dialogue written expression in a foreign language or the

⁸⁶ Reich in Gorjian, Op.Cit, p.1015

⁸⁷ Gerzymisch-Arbogast in Gorjian, Ibid, p.1015

⁸⁸ Diaz in Zanón, “Using Subtitles to Enhance Foreign Language Learning,” *Porta Linguarum Revista Interuniversitaria de Didáctica de las Lenguas Extranjeras* (2020): 41–52, p.41

⁸⁹ Int J Eng et al., “Literature and Translation Studies (IJELR) an Introduction to Subtitling: Challenges and Strategies Bilal

Khalid Khalaf Senior Researcher / Translation Studies” 3 (2016): 122–129.

same conversation speech with or without additional information to assist the hearing impaired, people who have difficulty hearing or understand the dialogue spoken or accent detection problems.

2. Types of Subtitle

According to Zanon, learning about a foreign language an important advantage of subtitles is that the movie can be displayed in the original language with the original sound.⁹⁰ Therefore, an audience/language learner with partial knowledge of the language, if their does not understand the audio, you can benefit from subtitles. Subtitles used in movies can be categorized into different types. For examples: bimodal, standard and reverse subtitles. There are two different types“ common subtitles, as follows:

a. Inter-lingual subtitles: The original language of the movie has been translated into another language. Audience/language learners watch and listen to movies on the original or target. Although it is a language, it reads out the subtitles translated into your own language.

b. Intra-lingual subtitles: Here, the subtitles are the same as the original language of the movie. In language subtitles are suitable for the hearing impaired. Therefore, this kind, all the audio sounds like footsteps, sign that someone is coming, knock. The sound of the door and the sound of the car horn from the outside are displayed. There is In addition to the above, in language subtitles for foreign language learners.⁹¹

When delivering content, subtitles can be viewed in one of three types:

⁹⁰ Zanon in Aksu-Ataç, A., et.al. (2018). "The Role of Subtitle in Foreign Language Teaching." 5 (2018), p.526

⁹¹ Ibid, p.527

- a) Hard (also known as hard caption or open caption). Subtitle text nothing special because it's irreparably inserted into the original video frame equipment and software are required for playback. Therefore, it is very complicated transition effects and animations can be implemented as follows: Karaoke different colors, fonts, sizes, animated lyrics (such as bounce the ball to follow the lyrics) etc. However, these subtitles cannot be used will be invalid unless the original video is also included the distribution is so because it is now part of the original framework. It is not possible to have multiple variations of subtitle some language.
- b) Pre-rendered (even closed) captions are separate video frames it will be superimposed to the original video stream during playback. in front rendered subtitles are used on DVD and Bluray (Included in the same file as the video stream). it Is possible turn it off or subtitle it in multiple languages and switch between them. However, the player must support such subtitles in order to display them. Similarly, subtitles are usually encoded as images with the lowest bitrate, number of colors; they usually lack ant aliased font screening. Similarly, changing subtitles like this is difficult, but special OCR software such as: SubRip exists to convert such subtitles to “soft”.
- c) Software (also known as soft sub) is an individual instruction and is usually specially marked text with a time stamp displayed inside reproduction. I need player support and there are several others incompatible (but usually interchangeable) subtitle files format. Soft subs are relatively easy to create and modify. Often used for fansubs. Text rendering

quality may vary It depends on the player, but is usually higher than the pre-rendered one subtitles.⁹²

Based on the theory above, the types of subtitles can be divided into two types, the first is inter - lingual subtitles and intra-lingual subtitles. Then, in delivering content, these subtitles can be viewed in three types, namely: Hard, Pre-rendered, and software.

I. English Subtitle Video

According to Ogasawara, watching subtitle video in English might be one of the richest ways of presenting authentic input since it is the combination of three mediums: aural, visual and textual.⁹³ It means, English subtitle video is an authentic media that can be used to learn languages. Watching English subtitle video is also an effectively.

Language learning can be more available on implementing multimedia verbally full visual information and context, such as subtitles. For instance, subtitled videos representing words and pictures in oral and visual form are more probable to activate both coding systems in the processing than words or pictures alone. The dual-coding theory in Paivio, suggests that when pictures are added to the meaning, the number of signals connected with the message increases. Viewers, in this case are students will be more probable to keep the message in mind. These information input foundations make the process of language earning

⁹² Rahayu et al., "The effectiveness of Using English Subtile Video towards Students' Vocabulary Achievement of the First Grade Students at MTs Al Huda Bandung", *Ibid*, p.27-28

⁹³ Ogasarawa in Roongrattanakool, "International Journal of Applied Linguistics & English Literature The Effects of Film Subtitles on English Listening Comprehension and Vocabulary," *International Journal of Applied Linguistics & English Literature*, no. c (2018): 104–111, p.104

enhanced, improve the comprehension of the content, and stimulating circumstances.⁹⁴

In English subtitle video there is also a function that can indeed affect learning in vocabulary. The function of English subtitle video is to make sure if there are words that the students does not understand from the video.⁹⁵ It means, English subtitle video affects vocabulary learning, because this strategy can help ensure that students do not understand the words in a video. In addition,, in this strategy makes the students more active to find the meaning of the words that they do not understand from the subtitle.⁹⁶

Based on the theory above, English subtitle video. This is a stimulator for students who are very effective in learning, especially in learning vocabulary. In this case, subtitled video is an authentic medium used for language learning. In addition, in this media the role of subtitle video is to implement multimedia verbally with complete information and visual context, such as subtitles. So that students can easily understand what is meant by the available videos.

1. Teaching Vocabulary by Using English Subtitle Video

In this research, the researcher provides the theory about teaching vocabulary by using English subtitle video, such as: the teacher gives to warm ups (in terms of the internal structure of practice the strategy should contain pre-activities in the form of warm up).The subtitling activity itself, and post activities containing language focus, role plays and or acting outs and feedback. Then, while the subtitling activity takes

⁹⁴ Harji, Woods, and Alavi, “The Effect Of Viewing Subtitled Videos On Vocabulary Learning.”

⁹⁵ Fikri, Aminah Suriaman, and Ferry Rita, “English Subtitle Video in Teaching Vocabulary to the Junior High School Students in Palu,” *Proceedings of the 5th International Conference on Arts Language and Culture (ICALC 2020)* 534, no. 534 (2021): 76–86, .p.77

⁹⁶ Ibid

place, the teacher must circulate around the class to solve possible doubts or problem, the teacher interrupted at key moments considered appropriate by oral discussion containing discussion and answers related to the content and characters, to provide some variety to the task. After a certain period of time (that may vary depending on the learners' level and length of the clip), various subtitles offered by students are selected at random and reproduced on the teacher's computer). Finally, a last task should be performed: the role play reproduction in groups of similar scene, either as an improvised oral practice of the new communicative strategies and vocabulary just analyzed and worked, or as a pronunciation activity, imitating the prosody on the clips by acting out the dialogues of the clips.⁹⁷

Based on the explanation above, the researcher concluded that the process of teaching vocabulary by using English subtitle video, as follows:

a. Pre-activity

Warming up is the first step in the teaching process.

b. While Activity:

- a) The teacher introduces new word with clearly and correctly pronunciation. Use subtitle video.
- b) The teacher gives an example act as a model.
- c) The teacher trains the students to imitate and practice.
- d) The students applying in the right situation with the teacher help.

c. Post-activity

⁹⁷ Noa Talavan Zanon, "Using Subtitles to Enhance Language learning", Porta Lingua Revista Interuniversitaria de Didactica de las Lenguas Extranjeras (2020): 41-52, p.47

The last session, the teacher reproduces a game in a group by means of practice or orally. To vocabulary, it can be analyzed and worked out for the pronunciation activity imitating the prosody in the clip by acting out the clip dialogue.

2. Advantages of English Subtitle Video

According to King, Subtitle video in language learning has several advantages. The advantages are:

- a. Students can learn how to pronounce many words, consciously and unconsciously
- b. Subtitles allow learners to follow the plot in the video easily
- c. Learners can develop word recognition skills
- d. Subtitles can reinforce the understanding of English context-bound expressions, and help learners to acquire new vocabulary and idioms
- e. Subtitles can enhance students' concentration in the following lines
- f. Subtitles can motivate students to study English outside the classroom context, especially by watching TV and cinema, listening to the original dialogues.⁹⁸

3. Disadvantages of English Subtitle Video

In every advantage there are disadvantages in any case, here the researcher gives several points on the disadvantages, as follows:

- a. Many viewers consider subtitles a nuisance, because they cover visual information, and so lessen the credibility of the film.
- b. Many people consider audiovisual input to be exclusive ludic, so they do not understand why should

⁹⁸ King in Fikri, Aminah Suriaman, and Ferry Rita, *Ibid*, p.77.

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APPENDICES

Appendix 1

a. Observation

	Pointers of Items:		Checklist		Explanation
	Observation Sheet		Yes	No	
Pre-Activity	a)	The Teacher gives warm up to students.	✓		The teacher warms up before the lesson begins, such as asking questions about the previous material.
While-Activity	a)	The teacher introduces new word with clearly and correctly pronunciation. Use subtitle video.	✓		The teacher has chosen his own clips for the material to be applied to students in the classroom.

	b) The teacher gives an example act as a model.	<input checked="" type="checkbox"/>	In this stage, the teacher gave the video from YouTube as a media in teaching learning vocabulary by using English subtitle video. The teacher pauses or cuts the scene when she is applying the video subtitle to the students in the class. Then, the teacher did not use a DVD for prepared with all the equipment to use the vocabulary material, but the teacher using a projector on
	c) The teacher trains the students to imitate and practice.	<input type="checkbox"/>	The teacher made groups in the classroom. In this group division, the teacher divided the group into eight groups. Then, in one group there were

	d) The students applying in the right situation with the teacher help.	<input type="checkbox"/>	In this stage the students only watched the video who had given by the teacher. Then, the teacher only asked the students to watch English subtitle video first. Then, after she asked
	a) The last session, the teacher reproduces a game in a group by means of practice	<input type="checkbox"/>	The teacher gives the time for the students to practice orally the dialogue in front class.
	b) To vocabulary, it can be analyzed and worked out for the pronunciation activity imitating	<input type="checkbox"/>	The teacher checked their pronunciation when the students practice in front class.

Appendix 2

b. Interview

INTERVIEW

The Teacher's Interview in Preliminary Research

1. What is your opinion about online learning so far?
2. What methods are you usually use when teaching?
3. What are the problems faced by students in learning English Subtitle video?
4. How is the student's ability to learn vocabulary?
5. Are there any difficulties teaching students in the class that you experienced while teaching English?
6. What are the problems that stand out for students in learning English, especially in learning vocabulary for the subject matter?

List of the teacher's Interview

1. Do you teach vocabulary appropriate with the level of student understanding?
2. Do you teach familiarity vocabulary to your students?
3. How do you teach implied meaning to your students in learning vocabulary?
4. Do you have difficulties in teaching vocabulary in videos you play with students?
5. How do you improve to the students about understanding of English such as productive skill (speaking and writing) or receptive skill (listening and reading)?
6. Do you feel confused or disturbed when teaching English by using English subtitle video?
7. Do you have difficulties in the process teaching of audiovisuals and subtitles which are processed simultaneously?
8. Do you give explanations to students by listening, oral and written texts?

THE RESULT OF INTERVIEW FOR THE TEACHER IN PRELIMINARY RESEARCH

Interviewer : Rora Almaida
Interviewee : Intanovia Indira Dharma, S.Pd
Date : January, 10th 2022
Time : 11.00 a.m.
Place : SMP Negeri 1 Kalianda

N o	Q u	A n	CONCLU SION
1 .	What is your opinion about online learning so far?	In my opinion, online learning is a difficult era and there are many obstacles that make students	The Teacher has difficulties in teaching
2 .	What methods are you usually use when teaching?	I teach using the usual module book, but when entered the Covid-19 pandemic I used a video strategy, so they don't get bored of learning and like this the strategy for teaching me also usually they	The Teacher tries to make the classroom conditions
3 .	What are the problems faced by students in learning English	There are some problems, like generally they still can't know much about	There are lacking
4 .	How is the student's ability to	Yes, it was, as I said that their ability to learn English is still in the adjustment stage in terms of knowing to memorize, learning	The Students still find

	Are there any difficulties teaching students in the class that you experienced .	The difficulty when I teach is how to get them excited to learn on the material.	The Teacher Difficulties in teaching
6.	What are the problems that stand out for students in learning English, especially in learning vocabulary	The most prominent problem is first, they are still not too diligent inbreeding dictionaries, and they are still having	There are some problems, and the teacher gives

Appendix 3

c. Questionnaire

QUESTIONNAIRE

Questionnaire for the Students at Second Grade of SMP Negeri 1 Kalianda

Informasi:

Kuesioner/angket ini merupakan suatu format yang terdapat pernyataan-pernyataan untuk mengetahui pendapat dalam bidang mata pelajaran bahasa Inggris selama kalian mengikuti jam mata pelajaran tersebut. Kemudian, kuesioner atau angket ini sifatnya tidak berpengaruh pada nilai kalian, jadi mohon diisi angket atau pernyataan yang tersedia di bawah ini:

Catatan:

Sebelum mengisi kuesioner ini, dimohon untuk memperhatikan kode petunjuk berikut:

No.	Kode Petunjuk	Keterangan
1	S	S
2	S	S
3	B	B
4	T	T
5	S	Sangat Tidak

Contoh:

Nama : Maudy Ayunda

Kelas : 8.1

Sekolah : SMP Negeri 1 Kalianda

No.	PERNYATAAN	K				
		S S	S	B S	T S	STS
1 .	Belajar vocabulary	v				

KUESIONER/ANGKET

No .	PERNYATAAN	K				
		S	S	B	T	S
1 .	Saya menyukai pelajaran					
2 .	Saya tertarik/senang dengan c a					
3 .	Saya suka belajar tentang kosa kata dalam					
4 .	Saya merasa kesulitan dalam pengucapan an					
5 .	Saya merasa kesulitan untuk m					
6 .	Saya merasa kesulitan mengeja nada kosakata					

7. .	Saya merasa kesulitan untuk mengingat kosa kata baru yang					
8. .	Saya merasa kesulitan dalam mengingat kosa kata dalam penggunaan					

9.	Saya merasa kesulitan dalam menerjemahkan kosakata dalam Bahasa Inggris					
10.	Ketika kegiatan belajar mengajar menggunakan subtitle video saya merasa sudah mengerti pada tayangan video clip yang ditampilkan.					
11.	Saya merasa bosan untuk memahami subtitle/terjemahan/subtitle video pada Bahasa					
12.	Dalam penggunaan subtitle video, saya merasa kesulitan untuk membaca dan memahami serta menerjemahkan tulisan/caption.subtitle video, karena durasi					
13.	Saya merasa terganggu oleh subtitle pada video clip yang					

3 KISAH KELINCI



<https://youtu.be/NcC-r1dBEx0?feature=shared>

Documentation of the Research





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