**VOCABULARY BUILDING THROUGH ENGLISH SUBTITLE MOVIE
IN MAN 1 KOTA PROBOLINGGO**

THESIS

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FACULTY OF EDUCATION AND TEACHER TRAINING

**UINEVRSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM
MALANG**

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THESIS

Submitted to the faculty of Education and Teacher training in Partial Fulfillment

of the Requirement for the Degree of English Language Teaching (S.Pd.) in the

English Education Department

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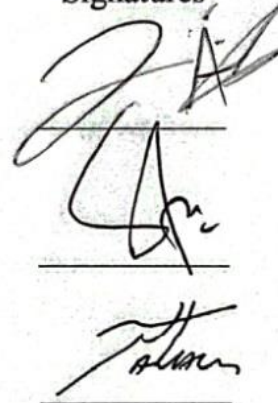
THESIS

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Has been defended in front of the board examiners at the date 7 July 2023 and declared PASS

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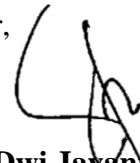*Assalamualaikum warahmatullahi wabarakatuh*

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DEDICATION

First, I would like to thank Allah SWT for grace, blessing and guidance so that I can finish this thesis. I also want to send greetings of love to the Prophet Muhammad SAW who becomes the inspiration so that I don't give up easily when facing difficulties in working on my thesis.

Second, I would like to convey my boundless love to my parents and my little brother. Without your support, I am nothing. Thank you for your support and prays, I can do something that seems impossible as best I can.

Third, I would like to thank all parties who were part of this research. thanks to MAN 1 Kota Probolinggo, the Head Master, the English teacher, and students from class X-B who have agreed to be part of this research.

No word of thanks is enough, but may Allah repay your kindness with more beautiful reward.

MOTTO

Mimpilah setinggi mungkin!Kalau kamu sudah dekat dengan Allah dan Nabi Muhammad, tidak ada yang mustahil.

LATIN ARABIC TRANSLITERATURE GUIDELINES

The writing of Arabic-Latin transliteration in this thesis uses transliteration guidelines based on a joint decision of the Minister of Religion of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia No. 158 of 1987 and No. 0543b/U/1987 which can be described as follows:

A. Alphabet

ا	=	a	ز	=	z	ق	=	q
ب	=	b	س	=	s	ك	=	k
ت	=	t	ش	=	sy	ل	=	l
ث	=	ts	ص	=	sh	م	=	m
ج	=	j	ض	=	dl	ن	=	n
ح	=	h	ط	=	th	و	=	w
خ	=	kh	ظ	=	zh	ه	=	h
د	=	d	ع	=	'	ء	=	`
ذ	=	dz	غ	=	gh	ي	=	y
ر	=	r	ف	=	f			

B. Long Vowel

Long (a) Vowel = â

Long (i) Vowel = î

Long (u) Vowel = û

C. Diphthong Vowel

أَوْ	=	aw
أَيْ	=	ay
أُوْ	=	ŭ
إِيْ	=	î

ACKNOWLEDGMENT

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْم

In the name of Allah, The Most Gracious and The Most Merciful

Malang, 3 July 2023

The Researcher,

<u>Rita Alfiyah</u>

NIM 19180025

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ABSTRAK

Alfiyah, Rita. 2023. Peningkatan Kosakata melalui Terjemah Bahasa Inggris Dalam Film di MAN 1 Kota Probolinggo. Skripsi. Jurusan Tadris Bahasa Inggris. Fakultas Ilmu Tarbiyah dan Keguruan. Universitas Negeri Islam Maulana Malik Ibrahim Malang. Advisor: Septia Dwi Jayanti, M.Pd

Kata kunci :Peningkatan Kosakata, Terjemahan Bahasa Inggris dalam Film, Kosakata Produktif

Kosakata adalah fondasi belajar bahasa yang perlu dikuasai. Dengan memiliki kosa kata yang cukup, siswa akan mampu mengungkapkan pikirannya. Film subtitle bahasa Inggris adalah salah satu cara untuk membantu siswa meningkatkan produktivitas mereka, yang terdiri dari kosa kata berbicara serta menulis kosa kata. Namun di era modern ini, pembelajaran konvensional yang kurang menarik membuat siswa cenderung bosan dan kurang memahami apa yang disampaikan oleh guru. Kemudian guru memilih menggunakan film yang dilengkapi subtitle bahasa Inggris karena banyak diminati oleh siswa.

Subtitle bahasa Inggris film dalam penelitian ini merupakan subtitle dari dialog bahasa Inggris ke teks tertulis. Penelitian ini bertujuan untuk mengidentifikasi bagaimana subtitle bahasa Inggris dari film tersebut membangun kosa kata, khususnya kosa kata produktif. Kosakata produktif mengacu pada kumpulan kata-kata yang dipahami, dikuasai dan mampu digunakan untuk berkomunikasi. Ini berarti pembelajar bahasa mampu menggunakan kosa kata mereka dalam kegiatan berbicara dan menulis.

Partisipan penelitian ini adalah siswa kelas X-B MAN 1 Kota Probolinggo. Peserta penelitian berjumlah 20 siswa, terdiri dari 7 laki-laki dan 13 perempuan. Penelitian ini merupakan penelitian studi kasus, bagian dari metode penelitian kualitatif. Instrumen yang digunakan disini adalah kuesioner dan wawancara. Kuesioner terdiri dari 10 pernyataan untuk mengetahui perspektif siswa tentang bagaimana subtitle film berbahasa Inggris untuk membangun kosa kata produktif mereka. 4 siswa MAN 1 Kota Probolinggo dari kelas yang sama menjadi peserta wawancara dan menjawab 8 pertanyaan yang diberikan. Peneliti memilih siswa tersebut berdasarkan perbedaan kemampuan bahasa Inggris.

Berdasarkan hasil penelitian diperoleh bahwa film subtitle bahasa Inggris membantu membangun kosa kata produktif siswa. Seluruh komponen menulis dan komponen berbicara siswa mengalami peningkatan. Ditemukan juga bahwa guru menggunakan analisis kontekstual dalam mengajar kosa kata produktif. Melalui media dan tugas yang diberikan, guru mengajak siswa untuk menghubungkan ilmu yang didapat dengan kehidupan sehari-hari.

ABSTRACT

Alfiyah, Rita. 2023. *Vocabulary Building Through English Subtitle Movie in MAN 1 Kota Probolinggo*. Thesis. English Education Department. Tarbiyah Teacher Training Faculty. Maulana Malik Ibrahim State Islamic University, Malang. Advisor: Septia Dwi Jayanti, M.Pd

Keywords : Vocabulary building, English subtitle movie, productive vocabulary.

Vocabulary is the foundation of learning language that needs to be mastered. By having sufficient vocabulary, students will be able to express their thoughts. English subtitle movie is one of the ways to help students to improve their productive that consist of speaking vocabulary as well as writing vocabulary. However, in this modern era, conventional learning that is less interesting makes students tend to get bored and do not understand what is conveyed by the teacher. Then the teacher chooses to use English subtitle movie because it is in great demand by students.

English subtitle movie in this reseach is a subtitle from English dialogue to written text that is equipped in the form of screen translations in a movie. This research is aimed at identifying how English subtitle movie builds the vocabulary, especially the productive vocabulary. Productive vocabulary refers to a collection of words that are understood, mastered and able to be used to communicate. It means that language learners are able to use their vocabulary in speaking and writing activities

The participants of this reserach are the students at X-B class in MAN 1 Kota Probolinggo. The participants of the research are 20 students, consist of 7 males and 13 females. This research is case study, part of qualitative research method. The instruments used here are questionnaire and interview. The questionnaire consists of 10 statements to find out students perspective about how English subtitle movies for building their productive vocabulary. 4 students in MAN 1 Kota Probolinggo from the same class were the participants of the interview and answer 8 questions provided. The reseracher choose those students based on the differences of their English proficiency.

Based on research results obtained that English subtitle movie helps to build students' productive vocabulary. All components of writing and speaking components of students have increased. It is also found that the teacher used contextual analysis in teaching productive vocabulary using movie completed by English subtitle. Through the media and assignments given, the teacher invites students to connect the knowledge gained with everyday life.

مستخلص البحث

ألفية، ريتا. ٢٠٢٣. زيادة المفردات من خلال الترجمة الإنجليزية في الأفلام في مدرسة عالية الدولة ١ مدينة بروبولينو. اطروحه. قسم تدريس اللغة الإنجليزية. كلية التربية والتعليم. جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج. المشرفة: سيبتيا دوي جايانتي الماجستير

الكلمات المفتاحية: تحسين المفردات، الترجمة الإنجليزية في الأفلام، المفردات الإنتاجية.

المفردات هي أساس تعلم لغة تحتاج إلى إتقان. من خلال امتلاك مفردات كافية ، سيتمكن الطلاب من التعبير عن أفكارهم. تعد الأفلام المترجمة باللغة الإنجليزية إحدى الطرق لمساعدة الطلاب على زيادة إنتاجيتهم ، والتي تتكون من مفردات التحدث بالإضافة إلى كتابة المفردات. ولكن في هذا العصر الحديث ، فإن التعلم التقليدي الأقل إثارة للاهتمام يجعل الطلاب يميلون إلى الشعور بالملل وعدم فهم ما ينقله المعلم. ثم اختار المعلم استخدام فيلم مزود بترجمة باللغة الإنجليزية لأنه كان مطلوبًا بشدة من قبل الطلاب.

الترجمة الإنجليزية للأفلام في هذه الدراسة عبارة عن ترجمات من الحوارات الإنجليزية إلى نص مكتوب. تهدف هذه الدراسة إلى التعرف على كيفية بناء مفردات الترجمة الإنجليزية للفيلم ، وخاصة المفردات المنتجة. تشير المفردات الإنتاجية إلى مجموعة من الكلمات مفهومة ومتقنة وقابلة للاستخدام للتواصل. هذا يعني أن متعلمي اللغة قادرون على استخدام مفرداتهم في أنشطة التحدث والكتابة.

كان المشاركون في هذه الدراسة من طلاب الصف ١٠-ب في مدرسة الدولة الإسلامية الثانوية ١ مدينة بروبولينو. بلغ عدد المشاركين في الدراسة ٢٠ طالبًا ، يتألفون من ٧ فتى و ١٣ فتيات. هذا البحث هو دراسة حالة ، جزء من منهج البحث النوعي. الأدوات المستخدمة هنا هي الاستبيانات والمقابلات. يتكون الاستبيان من ١٠ عبارات لاكتشاف وجهات نظر الطلاب حول كيفية عمل ترجمات باللغة الإنجليزية لبناء مفرداتهم الإنتاجية. شارك ٤ طلاب من نفس الفصل في المقابلة وأجابوا على الأسئلة الثمانية المطروحة. اختارت الباحثة هؤلاء الطلاب بناءً على الاختلافات في قدراتهم في اللغة الإنجليزية.

بناءً على نتائج الدراسة ، وجد أن الأفلام المترجمة باللغة الإنجليزية ساعدت في بناء مفردات الطلاب المثمرة. زادت جميع مكونات الكتابة والتحدث للطلاب. كما وجد أن المعلمين يستخدمون التحليل السياقي في تدريس مفردات منتجة. من خلال الوسائط والواجبات المعطاة ، يدعو المعلم الطلاب لربط المعرفة المكتسبة بالحياة اليومية.

CHAPTER I

INTRODUCTION

This chapter consists of background of the study, research questions, adective of the study, scope and limitation of the study, significance of the study and some definition of key terms.

1.1 Background of the Study

English has become an international language and is studied in all schools around the world. In Indonesia, English is taught since students are at the elementary school level up to tertiary level education or higher degree (Gunantar, 2016). In learning a language, there are four basic skills that must be mastered, those are listening, speaking, reading and writing. Before mastering those skills, vocabulary is the first step to learn (Yieng & Aziz, 2022). Vocabulary as the central of language is foundation of learning language, it needs to be mastered. By mastering vocabulary, students will be able to express thoughts using the language. In contrast, without adequate vocabulary, they will encounter problems to communicate in English. It is in concordance with QS. Al-Alaq (98) ; 1-5 :

اِقْرَأْ بِاسْمِ رَبِّكَ الَّذِيْ خَلَقَ (١) خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ (٢) اِقْرَأْ وَ رَبُّكَ الْأَكْرَمُ (٣) الَّذِيْ عَلَّمَ بِالْقَلَمِ (٤) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (٥)

Recite in the name of your Lord who created (1) Created man from a clot of congealed blood (2) Recite: and your Lord is Most Generous (3) Who taught by the pen (4) Taught man what he did not know (5)

Based on this verse, it is explained that one way to gain knowledge is by reading. Reading is the foundation in the world of literacy, because by reading, a person will be able to capture the meaning of the information obtained. Moreover, a person will collect information, select it, then process it in order to communicate with others. In this modern era, reading sources can not only be obtained from books, but also by using technology. Especially in language learning, reading is an important factor that can improve one's ability (Wenny, 2021). As learners, humans will be more skilled in the search and evaluation process when the wider and more authentic sources of information or reading are obtained. In reading, learner needs to master vocabulary, the more vocabulary has, the easier it will be to understand the reading text.

In this modern era, conventional learning that is less interesting makes students tend to get bored and do not understand what is conveyed by the teacher (Rahayu & Fujiati, 2018). Text book provided by school does not foster students' interest in learning vocabulary, so that they find it difficult. The result is that they only have a few words that they really remember and use in contexts outside of learning activities. One of the factors that causes students to have little interest in learning English, especially in learning vocabulary, is that they use traditional methods. Usually the teacher uses textbooks completed with text, pictures and a collection of vocabulary to learn in each chapter. Students usually do not pay attention when teaching learning activities are carried out using textbooks, do direct translation or reading and writing test using text. The students already feel bored with teaching and learning activities like this, because in real life they have been treated to many interesting things through technology. Caused by the lack of

interest, many students only mastered a little vocabulary, this is what then makes them say that English is a difficult subject.

Based on preliminary research done in MAN 1 Kota Probolinggo there are some problems that can cause students to have difficulty in mastering vocabulary as follow. First, students feel bored if they are only given an explanation and discuss the material in the book. This method may work for advanced levels, but it will be tedious for students who have little interest in learning English and only have a limited vocabulary. The second is learning about grammar. Grammar is indeed an important part of the language, but it is a major problem for students with small vocabulary. The students will feel pressured because they have to learn many formulas, changing one verb to another, remembering some to be which has rules in its use. Third, learn how to pronounce and spell words. The students were tired of this kind of traditional way of teaching. Since childhood they have taught how to pronounce words in English, especially now that there is Google translator which can also help students understand how to pronounce words, they used to easily access the internet and find out words they do not know how to pronounce, without having to learn the pronunciation of the entire text.

In addition, students think that the vocabulary they learn is only used during the lesson, they do not feel they will use it for other contexts. This is a common problem that occurs in learning English at various levels (Saputra & Hadi, 2019). In accordance with the provisions of the syllabus provided by the school, the teacher delivers the chapters studied each week. The vocabulary learned is of course related to the chapter being taught, but usually does not associate the vocabulary with the real context that exists in the student's environment. This is

what then makes students do not use the English vocabulary they have learned. In the end, because it is not used for a long time, the vocabulary will be forgotten since students feel that there is nothing in common with daily activities. Based on the problems above, the teacher analyzes and determines teaching media that suit the needs of students, using media that can better direct students to learn English, so that the vocabulary they have learned can be practiced.

Nowadays, many media can be used to improve and exercise students' ability in English. So, rather than just using traditional media such as textbook, teacher prefers to use technology which is currently developing rapidly, such as music, video, movies, etc. Then the teacher chooses to use movie because it is in great demand by students, also watching movie has become hobby for many people of all ages. Moreover, learning activities considers to be fun because movie is audio-visual media that can be enjoyed by the students.

Movie helps students to improve the amount of vocabulary and increase listening skill through the conversation of the actors. By listening as the first input for knowledge, students start to produce words or sentences by speaking as their first output, then writing is the second output (Simamora & Oktaviani, 2020). Movies provide examples of real contexts that can show students how and when an expression can be used. Students usually only learn an expression through a book and read the expression without knowing the proper facial expressions and body gestures, then movies provide all of that. In fact, students can hear more vocabulary and expressions from movies than from books.

However, the main problem being discussed in this research is how to help students enriching their vocabulary. The students score in speaking and writing

are 65% below the standard (75), so they have to take remedial test. On the other hand, only 35% of the students passed the test in mastering vocabulary. Therefore, providing movie with English subtitle considered to be helpful for the students. If the full movie shown is in English without subtitle, equipped with native speaker's accent which is sometimes difficult to digest, of course students who only have less vocabulary will find it difficult, or even lose concentration from the movie. As a research by conducted by Mulyanto & Syahman (2009) which involved senior high school students showed that English subtitle movie can support students success in speaking English. It is revealed that English subtitle movies help students to improve their ability in developing ideas in speaking and writing. The researcher concluded that movies can become an alternative medium for training students in learning English, especially related to speaking and writing competence. Because of this, the researcher conducted a research entitled Vocabulary Building through English Subtitle Movie in MAN 1 Kota Probolinggo.

In order to support this research, there are several relevant previous studies which are used as references. The first research was conducted by Fatma. et al., (2021) that identified the effects of learning English Language through subtitled movies among EFL students at Salahaddin University – college of education – English department. This research found that English movie subtitled in English or Kurdish has positive impacts on students vocabulary skill. The second research was written by Annisa (2022) which focused on how much a movie contributed to students' vocabulary knowledge and how their reactions to the movie affected them to master new words. This research was found that the Cruella Movie helped

students in MAN 1 Brebes learn more vocabulary and their reaction of the movie was positive as well as very excited during the learning process.

Another research was conducted by Islamia, et al., (2020). The aim of the research was to find out the correlation between watching movie with subtitle and students' vocabulary mastery, also to identify students' perspective that affects students' watching subtitled movie at Universitas Bina Darma. The analysis of the reserach found that there was a positive correlation between watching movie and students' vocabulary mastery. Soundous (2020) also conducted a research to explore whether the use of subtitled English movies would help EFL learners to acquire new English vocabulary autonomously. It was found that the use of subtitled English movies could be an alternative tool for autonomous vocabulary acquisition also it has positive impact on vocabulary enhancement among EFL learners.

The previous studies are different from the present research. Those are focused on the effectiveness of a movie in improving students' vocabulary, while this research focuses on the role of watching a movie for students' productive vocabulary building. Beside that, another difference of the previous researches with the present research is the participants. The participants of the previous researches was university students, while the participants of this research was senior high school students at English class in MAN 1 Kota Probolinggo.

1.2 Research Question

Based on the background of the study above, the research question can formulated as follow: How does English subtitle movie build the students' vocabulary in terms of productive vocabulary at English subject in MAN 1 Kota Probolinggo?

1.3 Objective of the study

Based on the research questions above, the objectives of the sudy formulated by researcher is: To identify how English subtitle movie builds the vocabulary, especially the productive vocabulary of students at English class in MAN 1 Kota Probolinggo.

1.4 Scope and Limitation of the Study

This study focused on the need of students at English subject in MAN 1 Kota Probolinggo. The researcher focused on using English subtitle movies to increase students' productive vocabulary which consists of writing vocabulary and speaking vocabulary. The subtitle reffered to in this research is bimodal subtitle. It is the subtitling from English dialogue to English subtitle. The participants of the research are 20 students, consist of 7 males and 13 females. All those students are in the same class at X-B. The researcher chose this school as a place to collect research data because this school is close to the city center. The C-B was also chose beacause it s one of the classes that uses English subtitle movie as media for learning activity.

1.5 Significance of the study

Theoritically, this research was intended to identify the impact of subtitled movie on enhancing the vocabulary of EFL students in MAN 1 Kota Probolinggo, particularly in icreasing vocabulary. Therefore the result of this research can be the reference in finding media for enhancing vocabulary that attracts students' interest. Practically, the result of the research can help students to provide information that by watching English subtitle movie can enhance vocabulary. It

also can be an entertaiment tool for students with low motivation to learn English and enhancing vocabulary in fun way. For teacher, this research can help to provide reference in determining movie as media in teaching vocabulary using the media that students are interested in. because the movie is equipped with translation. It is hoped that the movie media can be used as the teacher's choice to help students master vocabulary. Then for further researcher, this research provides data needed as reference for the next research about the use of subtitled movie in enhancing vocabulary that will be conducted.

1.6 Definition of Key Terms

Definition of key terms as follows were used to avoid misunderstanding the terms used in this research.

1. Vocabulary Building

    Vocabulary building in this research is the addition of English words about the meaning and pronunciation. Vocabulary building is the development of information held regarding the words needed to communicate using English.

2. Productive Vocabulary

    Productive vocabulary refers to a collection of words that are understood, mastered and able to be used to communicate. It means that language learners are able to use their vocabulary in speaking and writing activities.

3. English Subtitle Movie

English subtitle movie is a subtitle from English dialogue to written text that is equipped in the form of screen translations in a movie.

CHAPTER II

LITERATURE REVIEW

This chapter will discuss theories that relevant and support the research. Those are vocabulary building, productive vocabulary and English subtitle movie.

2.1 Vocabulary Building

In the era of globalization, English has one of the most important role. Together with pronounciation and grammar as language elements, vocabulary is the most essential part (Bai, 2018). Vocabulary is a group of words that are part of a language that everyone have. Another definition stated that vocabulary is a basic element needed to communicate effectively (Takac, 2008). All words in a language that someone understands and able to be used to communicate with other person (Utami, 2015). Vocabulary is the number of words in a language that can be used to communicate with other people (Setiawan & Wiedarti, 2020). Vocabulary also defined as word list compiled from certain alphabets that has meaning (Alizadeh, 2016). Vocabulary can also be defined as many words that have special connotation, these words have different meanings.

Based on the definitions above, it can be concluded that vocabulary is all words in a specific language that have meanings. Someone understands the words and he or she as the learner or the user of a partticular language can use those words to communicate effectively with other people. Vocabulary can be used to show a context. In other words, vocabulary can be used in sentences that show a certain meaning and context. Vocabulary is not only related to all the words in the

dictionary, although there are several new vocabulary that are automatically entered and added in English.

Vocabulary that becomes Vocabulary knowledge is very important in improving four basic language skills. When learning a language, vocabulary becomes a core component or the main resource when someone wants to speak the particular language being studied. A student will have better abilities in mastering a language when he understands more nouns, verbs, adjectives, pronouns, etc. (Taslim et al., 2021). Students must learn vocabulary that can be started from vocabulary related to the environment, so that they are more proficient at selecting and using words to express ideas.

The more vocabulary mastered, students will be easier to understand the meaning, they will also be more proficient in choosing words to express feelings. It can also be said that someone's language skills can also be determined from the size of the vocabulary. So, the more developed someone's vocabulary, the proficiency in the language skills will increase as well. This is supported by the opinion that vocabulary should be taught to support the language skills development (Salsabila et al., 2016). In addition, while learning a language, students need to learn words, the meaning and how to use them. Building students' vocabulary will help them to be aware of the vocabulary they need for their level and which words they have selected to use or words they want to use (Harmer, 1991).

2.2 Productive Vocabulary

To understand better about vocabulary, it is necessary to know the types of vocabulary. By understanding the various types of vocabulary, teaching and learning activities of a language can be held effectively. One of the most famous types of vocabulary are receptive and productive vocabulary (Salsabila et al., 2016). Receptive vocabulary refers to words that students have been taught, they recognize but they probably not be able to pronounce. Receptive vocabulary which can also be referred to as passive vocabulary is received language input obtained from listening and reading activities (Karimah, 2019). Receptive vocabulary is words that can be recognized by learners when they find in the text. Learners can understand these words when used in certain contexts, but they cannot use them for speaking and writing activities (Webb, 2008). Receptive vocabulary used in the reading and listening process. It involves a movement from the received word form to the meaning (Makarcbuk, 2013).

On the other hand, productive vocabulary refers to words that students have been taught, they recognize and understand, and they able to use those words in communication with others. In short, receptive vocabulary means comprehending words in reading and listening activities, while productive vocabulary means producing words in writing and speaking activities (Heidari, 2019). Productive vocabulary which can also be referred to as active vocabulary is produced language from speaking and writing activities to express thoughts and convey messages (Karimah, 2019). Productive vocabulary is words that have been mastered by a learner, they are able to understand the meaning, they are able to pronounce it correctly, and understand well how to use it to express their opinions

and thoughts to others. Learners can actively use productive vocabulary when they communicate and know when is the right time to use it in writing and speaking activities. In the process of using this vocabulary, the learner begins with the words in mother tongue, then translate it to a learned language to express feelings in the correct word form (Makarcbuk, 2013). In short, Dakhi, et al., (2019) stated that productive vocabulary is a student's ability to be productive in using a language. Therefore, the productive vocabulary can also be addressed as an active process in learning a language (Webb, 2008).

Based on the explanation above, this can be concluded that the productive vocabulary consists of speaking vocabulary and writing vocabulary. Furthermore, each has components that can be used to analyse its improvement. Huges (1989) stated five components of speaking, those are pronunciation, grammar, vocabulary, fluency and accuracy. Pronounciation is the way we pronounce a word in a language. Pronunciation referred to in this study is the way students pronounce a word in English. grammar is a set of rules about how to arrange words become sentences and sentences become paragraph. Vocabulary in this study is words students use when they are talk about a certain topic. This is an active vocabulary because students use words in speaking activities. Fluency in speaking is the ability of students to convey their opinions, feelings, or thoughts fluently, meaning that students do not make many long pauses while speaking. The last is accuracy, accuracy related to grammar, vocabulary, and mastery of pronunciation.

According to Jacobs, et al,. (1981), Muth'im (2018) and Yaghoubi, et al,. (2015), there were five components of writing, those are content, organization,

vocabulary, language use and mechanics. Content is the idea to be conveyed in writing, related to the knowledge possessed by the writer. Organization shows the accuracy of the overall structure of writing. It shows the sequence and development of an idea and the clarity of the idea. Vocabulary is the right and effective choice of words for a sentence, so that the sentence is easy to understand. Language use is related to grammar, related to the use of tenses, pronouns, propositions and affixes. The last is mechanics, it refers to spelling, capital letters and punctuation marks.

2.2 English Subtitle Movie

Movie as one of the types of video is a very precious language learning resource for EFL students because it povides amount of vocabulary that can be presented (Kord et al., 2022). Movie is an effective medium to use in the classroom because they affect writing, speaking and grammar skills (Ayand & Shafiee, 2016). English Movie motivates students to take part in learning activities, the enthusiasm of the students helps the teacher in the teaching process. In addition, students no longer feel anxious because they feel they have weak students' abilities in English. Not only as a source of fun learning, movie is also a source of entertainment, because of that there is no feeling of pressure or fear in learning activities. Furthermore, apart from getting pleasure and enjoyment, students can also get information about the culture and style used by speakers of the languages shown in the movie.

However, it is also necessary to know that to make it easier for students to understand the movie, the teacher needs to add explanations about things that are difficult to understand (Rao, 2019). In this case, subtitle helps language learners to

memory for the concrete words (Gorjian, 2014). While watching movie, subtitle is a great tool that can helps viewers understand the plot of the movie and all the information in the movie (Afifa, 2022). Subtitle can help build vocabulary through the use of audio-visual media when learning language. In addition, to learn vocabulary from movie, students need to watch movie with high frequency. It will be easier for them to build new vocabulary if they often watching movie. Beside that, movie might also develop their basic skills in reading, listening, speaking and writing.

The most important advantage of subtitle for foreign language learning is the learners can watch the movie in the original language and the learners who has knowledge of the language can get benefit when they do not understand the audio (Aksu Ataç & Günay-Köprülü, 2018). In addition, subtitle can provide a stronger understanding regarding the use of contextual expressions. In addition, subtitle helps students to acquire more easily new vocabulary and idioms. Movies that are equipped with subtitle can help language learners in developing word recognition, they can find out how to pronounce a word correctly by listening to dialogue that is equipped with text on the screen. Furthermore, learning English in this way can motivate students to learn English outside the classroom context (Karimah, 2019). Therefore, watching movie using English subtitle is an effective method for language learning, especially for improving students' English vocabulary (Karimah, 2019).

Subtitle based on screenplays or movie transcripts is written from a foreign language or the same language for stressed dialogue. (Afifa, 2022). It is translation that appear below the screen in the form of fragments of dialogue or

printed statements. Subtitle appears during scenes in movie or television show (Merriam-Webster, 2023). Subtitle also defined as the written translation of movie dialogues that appears on the screen, it appears synchronously with the dialogues produced (Arbogast, 2008). There are three types of subtitling (Zanón, 2006). The first type is bimodal subtitling, it is the subtitling from English dialogue to English subtitle. The second type is standard subtitling, it is subtitling from English dialogue to subtitle in learner's mother tongue. The third is reversed subtitling, this is subtitling from learner's mother tongue dialogue to subtitle in English. In another research, it is mentioned that there are two types of subtitle, interlingual and intralingual subtitling. Iterlingual subtitle is subtitling from origin language to another (English audio to indonesian sutitle). In other hand, intralingual subtitle is the textual version of the same as the dialogue language (Cordella, 2006).

2.3 Contextual Teaching Learning

Initially, contextual learning was based on John Dewey's research results. Contextual learning is a learning concept, it assumes that students will learn better if they experience what they are learning for themselves, not just knowing because learning is not just transferring knowledge from teacher to student (Kadir, 2013). Students need to understand the meaning of learning and its benefits for their future lives. Thus, students will learn more enthusiastically. Furthermore, through contextual teaching learning, students will become more productive and innovative because this learning concept encourages students to learn actively.

Contextual learning is a learning strategy that helps teachers make connections between the material with real situations of students and encourage

students to make connections between existing knowledge they have with its application in their daily life. Learning using this model is carried out in an authentic context, the aim is for students to gain skills in a real life context. Contextual teaching and learning is a learning strategy in which students are fully involved in discovering the material being studied and relating it to real-life situations (Afriani, 2018). So they are encouraged to use the knowledge they get in real life. This is an effective way to see the relationship between learning materials and everyday life. This strategy can enable students to use their academic experience and abilities in school and outside of school to solve real problems that they experience.

There are seven components in contextual learning (Kadir, 2013). The seven components are; first constructivism. In this component, students build new experiences. Second is inquiry. It is a process from observation to understanding using a critical thinking process. The third is questioning. It is an activity to guide and encourage students' abilities. Fourth is the learning community, where students exchange experiences and work together, sharing ideas to optimize the learning process. Fifth, modeling, in this process the teacher gives examples so students can think and learn by understanding what the teacher wants students to do. Sixth, reflection, in this process students record what they have learned in the form of written works, journals or the results of group work. The last is authentic assessment, in this process the teacher assesses student work that is relevant and contextual. The point is to measure the knowledge and skills of students.

2.4 Previous Studies

Several researches have been conducted to investigate the role of English subtitle in the movie to build vocabulary in language learning class. The first research was conducted by Islamia, et al., (2020). The aim of the research was to find the correlation between watching movie with subtitle and students' vocabulary mastery, also to identify students' perspective that affects students' watching subtitled movie at Universitas Bina Darma. The participants of the research were 60 students of Information System Study Program at Universitas Bina Darma. This research used quantitative method, and the instruments used were vocabulary test and questionnaire. The result stated that there were a positive correlation between watching movie and students' vocabulary mastery at Universitas Bina darma. The second research was conducted in 2020 by Sundous. The aim of the research was to explore whether the use of subtitled English movies would help EFL learners to acquire new English vocabulary autonomously. Mixed method was used to collect data from the participants that consist of 31 students from the First year LMD. Questionaire was used as instrument to examine the use of subtitled English movies among EFL learners for acquiring new vocabulary. It was found that the use of subtitled English movies could be effective tool for autonomous vocabulary acquisition also it has positive impact on vocabulary enhancement among EFL learners.

The third research by Fatma, et al., (2021) was conducted to identify the effects of learning English Language through subtitled movies among EFL students. The participants were 43 students, they were elected randomly

from Senior and Junior undergraduate students at Salahaddin University –
college of education – English department. All of the students with
intermediate level of English were devided into two groups, the group that
were made based on their stage. The data gathered through quantitative and
qualitative method. The instrument of the research were multitle choice. This
research was found that English movie subtitled in English or Kurdish has
positive impacts on students vocabulary skill. Another research was
conducted by Annisa (2022). This research focused on determining on how
much a movie entitled "Cruella" contributed to students' vocabulary
knowledge and how their reactions after watching the movie affected them to
master new words. The participants of this quantitative research were 26
students from the same class in MAN 1 Brebes. The design of the research
was a pre experimental design with a one-group pretest-posttest type. The
instruments compares test and questionnaire. This research found that the
Cruella fillm helped students learn more vocabulary and their reaction of the
movie was positive.

The present research has several similarities and differences from the
previous studies. Comparing to the first previous research, this research differ
from its subject, object and the method used. The next difference is the aim,
this research is only focus on the role of subtitle English movie in to build
students' productive vocabulary which is vocabulary for speaking and writing
activities. Beside that, the present research used qualitative method, and the
participants were 20 students in MAN 1 Kota Probolinggo.

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CHAPTER III

METHODOLOGY

This chapter explains the research design, subject of the study, research instrument, data collection, data analysis and data validity.

3.1 Research Design

This research used qualitative research method. It aims at understanding the phenomena experienced by the subjects studied. This phenomenon can be in the form of behavior, perception, action and motivation. In addition, qualitative research also aims at interpreting phenomena that occur using a natural background. Various methods used in this research include interviews, observations and utilization of documents (Sidiq & Choiri, 2019). In this research, the researcher conducted interviews with students using a series of questions. The results of the interviews are then presented in the form of written report as the findings of the research. The researcher also distributed questionnaire to the students.

For the deeper investigation about how English subtitle movie develops vocabulary of students at English class in MAN 1 Kota Probolinggo, the researcher chose a case study as a research method. Case study research is used to reveal the characteristics of the case of the research, also to explain and understand the case comprehensively and more deeply (Hidayat, 2019). Then, the main urgency of using case study in this research is to describe the development of students' productive vocabulary skills in the form of their

ability to speak and write after watching English subtitled movie. In this case, the researcher made conclusions based on research data as natural as possible.

3.2 Subject of the Study

The subject of this study was the first-grade students of MAN 1 Kota Probolinggo in the academic year 2022/2023. The researcher chose X-B class as the subject of the study because of the following reasons. First, the 20 students that consist of 7 males and 13 females in that class had various English skills. The English teacher in the class stated that some students were proficient in writing, while some students were proficient in speaking. This diverse ability of students prompted researcher to analyze how students with low writing skills or students with low speaking skills can improve their productive vocabulary skills after watching English subtitle movie. Second, the teacher also stated that in the previous semester he had used movie as a learning medium, this received good responses from students. Because students were more enthusiastic about participating in learning activities, the teacher re-implemented the movie in the following semester.

3.3 Research Instrument

The instruments used here are a list of questionnaire and interview guidelines. Questionnaire is a collection of written questions or statements that are made with the aim of being given to the respondents, then the respondents fill them out without the intervention of other people (Nugraha, 2014). The questionnaire in this reseach consists of 10 statements to find out students perspective about how English subtitle movies for building their productive vocabulary. In addition, interview is conversation between re-

searcher and research subjects. Interview is conducted by researcher asking several questions to be answered by research subjects. The interview used in this research is a structured interview. The researcher interviewed the students used interview guidelines to ask about how their productive vocabulary improve after watching English subtitle movie.

3.4 Data Collection

Data collection is a technique used to obtain data from the field to help generate findings or theories from research conducted. Data collection technique is needed to collect data from research subjects (Sidiq & Choiri, 2019). As a data collection technique, researcher used interview and questionnaire. The researcher collect the data by interviewing and giving questionnaire to the 20 students in MAN 1 Kota Probolinggo from X-B class. First, the researcher was to distribute questionnaires to 20 students to answer, then the researcher interviewed 4 participants from the class who had participated in learning activities using English subtitle movies. Those 4 participants were one student with an increase in speaking ability which was better than his writing ability, one student with an increase in writing ability better than speaking ability, one student with an increase in writing ability and balanced speaking ability, and one student who did not experience an increase in speaking or writing ability. Then, through the results of the questionnaires dan interviews, the researcher will analyze the data to find the research result and present it in the form of descriptive text.

3.4.1 Questionnaire

Questionnaire is a data collection technique in the form of a list of questions or written statements given to respondents to answer (Sugiyono, 2013). Researcher used an open-ended questionnaire. The questionnaire consists of 10 statements to find out students perspective about how English subtitle movies for building their productive vocabulary. Researcher chose to distribute questionnaire using sheets of paper because the internet access that students have at the school is deemed inadequate. The questionnaire uses a rating scale of Likert scale. It consists of five points, they are strongly agree, agree, neutral, disagree and strongly disagree.

3.4.2 Interview

Interview is the process of obtaining research data through question and answer between the interviewer and the informant. The interview used in this research is a structured interview. Structured interview is interview that is used when researcher already know for sure what information will be obtained. The researcher interviewed the students used interview guidelines to ask about how their productive vocabulary improve after the teaching and learning process using English subtitle movie in building productive vocabulary. The 4 students in MAN 1 Kota Probolinggo fro X-B class were the participants of the interview and answer 8 questions provided. Each student will be interviewed face to face with the researcher. Interview for each student were also carried out separately so that no answers were influenced by the answers of other students.

3.4.3 Instrument Validation

The instruments used expert validation. The instruments used in this study were validated by Mr. Harir Mubarok, M.Pd. The researcher chose this validator because he is a lecturer at the English Education Department of Maulana Malik Ibrahim State University, Malang. Apart from that, he has also used movies in teaching a course using movies. The instrument was submitted on 23 February 2023 and has been approved for further use in research activities.

3.5 Data Analysis

After collecting the data through interview and questionnaire, the researcher analyzed the data. In data analysis, researcher organized and sort data based on patterns and categories (Moleong, 2017). In this research, the results of interview and questionnaires were analyzed to be able to find research results, so that data can be presented in the form of descriptive results.

3.5.1 Data Reduction

The data obtained from qualitative research may be very large, the reduction process will really need to reduce data so that it is more manageable (Mezmir, 2020). Data reduction helps researcher to edit and summarize the data also make the data presentable. To reduce data, the information obtained from interview and questionnaire were thoroughly examined, the required information was selected, then simplified. This is done so that it is easier for researcher to obtain relevant information and determine appropriate conclusions according to the research objectives. Data reduction is widely

used in interview results. The researcher will only use the data needed to answer the research questions and research objectives. The focus of the research is only to analyse the role of English subtitle movie for building students' vocabulary, so if the data obtained discusses other matters, it will be reduced.

3.5.2 Data Display

Display data can be interpreted as an activity when a set of information is compiled to draw conclusions (Rijali, 2019). In general, the presentation of data is in the form of a collection of information that has been compiled and organized which is used to draw conclusions and take action. The form of data presentation in a qualitative research can be in the form of narrative text, matrix, graph or chart. The form of data presented comes from information that has been cohesively compiled, so that researcher can see what happened and can determine whether the conclusions made are appropriate or need to require further analysis. The data display in this research is presented in narrative text. Before being converted into narrative text, the researcher changed the data from the questionnaire results into 2 tables in the form of one table about English subtitle movies in building writing vocabulary and one table about English subtitle movies in building speaking vocabulary. Finally, the results of the interview will be extracted.

3.5.3 Conclussion Drawing

The conclusion drawing is the final stage of the qualitative research data analysis process which is carried out through data reflection (Gumilang, 2016). The results of reflection are carried out by completing notes or

rewriting field notes based on facts in the research field. In reflecting on data, it is necessary to be careful so that researcher does not write stories that did not happen or add data that does not match the facts on the field. So in this process, researcher reflects by always referring to notes from the field.

3.5.4 Triangulation

Triangulation is a data collection technique that combines various existing data and sources (Bachri, 2010). Triangulation is basically a data checking model that aims to find out whether the data really describes the phenomena that exist in a research. In this case, the researcher confirms the data by checking the data obtained from the results of the questionnaires and interviews.

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the finding of the reseach as well as the discussion. They are based on the analysis of the collected data from questionanire and interview.

4.1 Finding

In this research, the researcher used research instruments to obtain data. After the data is obtained, the researcher analyzed the data using data analysis technique, so that the data can be arranged systematically and can be easily analyzed. The researcher described the findings in this research into several sections, each section is explained as follows:

4.1.1 Questionnaire

In this section, the researcher explained the results of the questionnaire distributed to X-B class students at MAN 1 Kota Probolinggo. The researcher took data in April 2023 by distributing questionnaires to 20 students. The uestionnaires were distributed through papers. 13 students filled out the questionnaire using paper and 7 other students used the google form because they could not attend the class on the day of the questionnaire distributed. This questionnaire included the questions of whether there is an increase in students' vocabulary after the teacher used movies in teaching learning activity, the increase reffered to in the questions are increase in speaking

vocabulary and writing vocabulary. Various answers emerged through the questionnaire, the data is presented in tabular form as follows.

a. **English Subtitle Movie in Building Writing Vocabulary**

The following table showed the percentage of students' answers on how English subtitle movie build their writing vocabulary.

No	Statement	Respond					Total
		SA	A	N	D	SD	
1	English subtitle in the movie really motivates me to engage my writing skill	5 25%	10 50%	2 10%	3 15%	0 0%	20 100%
2	English subtitle in movie provides new vocabulary that helps me engage my writing skill	4 20%	13 65%	0 0%	3 15%	0 0%	20 100%
3	The new vocabulary that I got from the English subtitle in the movie made me more confident in writing	3 15%	4 20%	9 45%	3 15%	0 0%	20 100%

4	The English subtitle in the movie provides examples of expressions that I can use for writing activity.	3 15%	10 50%	4 20%	3 15%	0 0%	20 100%
5	The English subtitle in the movie provides examples of sentence structures that I can use for writing activity	3 15%	8 40%	5 25%	4 20%	0 0%	20 100%

Based on the results of the questionnaire above, it can be seen from the first statement that English subtitle movie motivated students to improve their writing vocabulary. This can be seen from the results of the questionnaire which showed that 10 of 20 participants (50%) agreed and 5 participants (25%) strongly agreed. Otherwise there was no students who disagree. Even so, there were 2 participants (10%) who chose neutral, in which they agreed and disagreed with the statement submitted by the researcher. In addition there were 3 participants (15%) who chose not to agree. From this, it can be concluded that English vocabulary in a movie motivated students to improve their writing vocabulary which can be used for writing activity.

The second statement stated that English subtitle in movie provide new vocabulary that helps students improve writing skills. In this statement, 13

participants (65%) claimed to agree, even 4 out of 20 participants (20%) strongly agreed. No participants choose neutral and strongly disagree. Even so, there were 3 participants (15%) who disagreed. This proves that students get new vocabulary from watching movies accompanied by English subtitle. This is what later became the reason for the students' opinion that they were able to improve their writing skills.

The third statement discussed students' confidence in using new vocabulary obtained through English subtitle movies. The data show that most of the participants, 9 of them (45%) chose neutral. This means that they are on the side between agreeing and disagreeing. Even so, it turned out that 4 participants (20%) agreed and 3 participants (15%) strongly agreed, there were not even participants who strongly disagreed. On the other hand, there were 3 participants (15%) who disagreed. Based on the data listed, it can be concluded that English subtitle movie help increase students' confidence in writing activities. The results of this statement can also be concluded that the students' writing vocabulary increased, as well as their self-confidence.

The forth statement was about whether the examples of expressions provided by English subtitle movie can be used by students for writing activities or not. From the data presented, it can be seen that the participants agree with this statement. Of the 20 participants who filled out the questionnaire, 10 of them (50%) chose to agree, there were even 3 participants (15%) who chose to strongly agree. Even so, there were 3 participants (20%) who stated that they did not agree. There were also 4 participants (20%) who chose neutral, meaning they weren't sure whether

English subtitle movie provided a new vocabulary that they could use for writing activities.

b. English Subtitle Movie in Building Speaking Vocabulary

The following table showed the percentage of students' answers on how English subtitle movie build their speaking vocabulary.

No	Statement	Respond					Total
		SA	A	N	D	SD	
1	English subtitle in the movie really motivates me to engage my speaking skill	6 30%	12 60%	2 10%	0 0%	0 0%	20 100%
2	English subtitle in movie provides new vocabulary that helps me engage my speaking skill	4 20%	9 45%	4 20%	2 10%	1 5%	20 100%
3	The new vocabulary that I got from the English subtitle in the movie made me more confident in speaking	2 10%	12 60%	3 15%	3 15%	0 0%	20 100%
4	The English subtitle in the movie provides	4	12	3	1	0	20

	examples of expressions that I can use for speaking	20%	60%	15%	5%	0%	100%
5	The English subtitle in the movie provides examples of sentence structures that I can use for speaking	2 10%	12 60%	2 10%	4 20%	0 0%	20 100%

As the data obtained in the table above, the participants also gave positive responses to the statements given. The first statement in the table above contains motivation to learn English using English subtitle movie. Most of the answers were in the agree option, as many as 12 participants (60%) agreed that English subtitle movie really motivated them to improve their speaking skills in learning English. In fact, 6 out of 20 participants (30%) of all students voted strongly agree. There were no participants who chose to disagree and strongly disagree. Even so, there were 2 participants (10%) who chose neutral.

At the second statement, 9 participants (45%) agreed that English subtitle in movie provides new vocabulary that helped them improve speaking skill. At this point, the asnwer were more variant, all the options were chosen by participants. Beside the 9 participants voted agree, it found that 1 partcipant (5%) voted strongly disagree and 2 participants (10%) voted disagree. In addition, neutral answer choices also got quite a lot of voters,

namely 4 participants (20%) of a total of 20 participants. However, 4 partcipants (20%) voted strongly agree.

The following statement discussed the new vocabulary from English subtitle movie made students more confident in speaking. It showed that most of the participants, 12 of 20 (60%) stated agree. In fact, there were 2 participants (10%) who chose to agree. Even so, the data showed that 3 participants (15%) chose neutral, meaning they were between agreeing and disagreeing. Besides, there were also 3 participants (15%) chose not to agree, it means that they disagreed with the statement presented in the third point.

The fourth statement discussed wether the English subtitle in the movie provides examples of expressions that can students use for speaking or not. At this statement, as many as 12 participants (60%) stated agree and 4 students (20%) stated strongly agree, it means that they agree that they get new vocabulary from English subtitle movie, and those vocabulary can be used for speaking activity. There were no partcipant chose strongly disagree. However, 1 participant (5%) stated disagree for the statement and 4 partcipants (20%) chose neutral.

The last statement discussed sentence structures provided by English subtitle movie that can be used for speaking. Here, more students gave positive responses. This can be seen from the most participants chosen agree option, as many as 12 participants chose this answer, there were even 2 participants (10%) who chose strongly agree and none of the participants who filled out this questionnaire chose strongly disagree. Even so, there was also negative response as shown by the data that there were 2 participants (10%)

who chose not to agree. On the other hand, there are also participants who are neutral, they are neither on the side of agreeing nor disagreeing with the last statement. This can be seen from as many as 4 participants (20%) who chose neutral.

4.1.2 Interview

In this section, the researcher explained the results of the interview with 4 participants with different English proficiency especially in productive vocabulary. In this study, the researcher chose 1 student with better speaking skill than writing skill, 1 student with better writing skill than speaking skill, 1 student with equally good speaking and writing skill, and 1 student with low speaking and writing skill. The researcher asked 4 students whether English subtitle movie affected their vocabulary skill, especially on speaking vocabulary and writing vocabulary. The researcher chose the four stuents to find out wether having different English proficiency would affect the vocabulary building using English subtitle movie as teaching learning media. The question and answer session in this interview was conducted in indonesian to make it easier to collect the data as well as to make it easier for the researcher and the students.

The data wich is obtained through interview is used to strengthen and complete the questionnaire. The data from the interview are presented in the form of transcripts with R as the interviewer, S as the student who has better speaking skill than writing skill, W as the student who has better writing skill than speaking skill, G as the student with equally good speaking and writing skill, finally L as the student with low speaking and writing abilities. On this

research, each student answered eight questions based on their experiences in participating learning activities which used English subtitle movie as media. Each student was interviewed separately so that they answered based on personal opinion and were not influenced by the answers of other friends.

The first question was intended to find out whether students like the use of English subtitle movie for teaching and learning activities. This question related to students' interest in using movie media for learning a chapter with the teacher. The first question in this interview was "Do you like the use of English subtitle in movie for teaching-learning activities? Why?". The researcher asked the four students the same question, along with the answers given by each student:

S: Yes, I like learning in class use movies with subtitle, because I think using movies to learn English is awesome l. Because there is subtitle, I also feel comfortable while studying.

W   : Yes, I like it, because I don't understand English, so when the teacher shows a movie with subtitle it makes me more comfortable watching it, even though I don't really understand the storyline because the subtitle is in English.

G   : Yes, I like learning to use movies that have subtitle, because if I just listen, I don't really understand the storyline or what they're talking about. Besides that, I think English subtitle is very suitable for learning. Besides listening, I also see how to write a word correctly.

L   : Yes, I like it when the teacher invites the class to watch movies to learn English. Because I am not good at English, if learning using movies, it

is more fun. Even though the subtitle provided did not really help me understand the plot, at least I could enjoy the movie and enjoy studying without a textbook.

Based on all of the answers given by the students, it is known that the students like it when learning activities in class are carried out using English subtitle movies as teaching learning medium because class activities are more fun. Moreover, other student answers that watching movie for learning is awesome. English subtitle is indeed suitable for learning English. It is just that not all of the transcripts shown in the English subtitle of the movie are understood by students. So that sometimes students do not fully understand the storyline.

Students may like learning with English subtitle movie, but researcher want to know more about whether they feel comfortable watching movies with English subtitle. The same question was asked again to all students involved in the interview. For the second question "Does the use of English subtitle in movies make you more comfortable participating in teaching-learning activities? Why?" Following are the answers given by the students:

S   : Even though I do not feel comfortable when the movies used are equipped with English subtitle, at least I can watch movies in class, I can also get new vocabulary and learn to understand how to pronounce.

W   : To be honest, I am not comfortable with English subtitle, but I think it's very suitable for learning English. I think so because I am usually motivated to find out new vocabulary that I get from the subtitle in movies.

G   : I am not comfortable, but for studying in class, I prefer to use English subtitle, because it is suitable for learning and makes me focus more on learning English.

L   : I feel uncomfortable because my English skills are weak, I have difficulty understanding the storyline. There is a lot of vocabulary that I do not understand, even though it is shown in the subtitle, it is not very helpful.

Based on all students' answers to the second question, it was found that the students were uncomfortable when the subtitle used English subtitle. They could gain the existing vocabulary, so they could not understand the storyline. Even so, they agreed that English subtitle were suitable for them to learn English in class. English subtitle makes them more focused on acquiring and understanding new vocabulary. Students feel they can strengthen their knowledge of the pronunciation of new or known vocabulary. In addition, students are motivated to find out the meaning of new vocabulary.

In the second question, the researcher wanted to know the role of English subtitle movies to improve students' writing and speaking skills. the researcher asked the role of english subtitle on each student's writing and speaking skills. What is the role of English subtitle to improve these two skills. For the question "What do you think about the role of English subtitle in movie for improving your writing skill and speaking skill?" The following are the answers given by the students:

S   : In my opinion, in improving writing skills, English subtitle help me get vocabulary, I get new vocabulary and then look up the meaning in the dictionary. As for improving my speaking skills, English subtitle make it

easier for me to learn to pronounce words, while listening to them I also read. If I only watch movies without subtitle, I feel confused, because usually people in movies speak too fast.

W   : For speaking skills, after watching the movie I got knowledge that all this time there were several vocabulary words that I had mispronounced, but after watching, I know how to pronounce them correctly. For writing skills, I feel that English subtitle does not really help improve writing skills, because I rarely use the new vocabulary that I get from movies.

G   : In my opinion, movie do not really help to improve my writing skills, because in movie, usually people use non-standard language, while in school lessons when I write, I use standard language. It's another matter for learning speaking, in my opinion, movie is very suitable for learning speaking because the language is light and makes it easier for me to imitate non-standard language.

L   : In my opinion, English subtitle have little effect on my writing and speaking skills. There are very few new vocabulary that I get after watching the movie. In fact, I rarely even use vocabulary from movies to do my writing assignments after watching movies.

All of the students' answers explained that English subtitle of movies helped students more in improving their speaking skills. The role of English subtitle movies in this case is to help students understand how to pronounce new vocabulary and improve the pronunciation of vocabulary that students previously mispronounced. Students catch vocabulary more easily from movies because the language uses everyday language. Then, for writing

skills, students rarely use vocabulary from movies for writing activities, even though the writing assignment given by the teacher is related to movies.

The fourth question posed by the researcher to the interviewees was "In your opinion, how can using English subtitle in movies help improve your writing skills?". This question is intended to find out how English subtitle movies help improve students' writing skills. the researcher wants to know how much students' writing ability increases after using this media in class. The following are the answers given to students:

S   : In my opinion, movies play a role in improving writing skills. I often do not know the meaning of the vocabulary in the subtitle.

W   :In my opinion, even though my writing skills have not improved by watching movies, at least there are a few words that I can know how to write correctly, although not many, I can get a few new words which after I write them down and find out their meaning in the dictionary, then I use them to write.

G   :After watching the movie, I can improve the writing vocabulary, because I can clearly read the transcript that is on the screen. I can also know the dictation correctly, because it has been exemplified in the subtitle.

L   : In my opinion, movies really do not help me improve my writing skill, I mostly use vocabulary that I already know to do writing assignments from the teacher. There is very little new vocabulary that I usually memorize.

Based on the interviewees' answers, it can be concluded that what increased in students' writing abilities after watching the movie varied, this also depended on the interests of each student. There is an increase in the

form of learning the order of writing, increasing new vocabulary after taking notes and finding out their meaning. However, it can also be concluded that the students' abilities did not improve significantly by watching English subtitle movie. This is because they do not understand the meaning of many of the vocabulary displayed, some of them also only memorize some of the new vocabulary they get.

In the fifth question, the researcher wants to know the role of English subtitle at the level of expression. From the question "Do expressions shown via English subtitle in movies ease you to improve your writing skills? Why?" the researcher wants to explore whether the students get new expressions from the transcripts that are displayed in English subtitle. Are they able to use it for speaking and writing activities. The following are the students' answers regarding the fifth question:

S : I think subtitle helps me write, both through expressions that I already know and new ones. Usually to use a new expression, I look up the meaning first. Even so, I rarely find expressions, it is easier for me to find new vocabulary than expressions. English subtitle is helpful, but they don't really have much effect on improving my writing skills.

W   : There are only a few expressions that I can remember after watching the movie, so I'm not sure if it will improve my writing skills.

G   : Yes, expressions in movies help me improve my writing skills. I think subtitle is like a complement to movies, while watching movies I read the subtitle, so it's easier for me to get new expressions.

L   : I have my own difficulties when watching movies. To understand the meaning of simple vocabulary, I have quite a hard time, let alone finding new expressions. Movies make it a bit easier to improve my writing skills, but I need further help from the teacher to clarify what the scripts are in the movie. It is hard for me to find it myself.

Based on the results of interviews with the students regarding the fifth question, it can be concluded that there are indeed not many expressions that students can get, so they say that their improvement in abilities is not too affected by acquiring new expressions from movies. In fact, from the answers of students with less writing skills and skills obtained that he needed the help of the teacher. Teachers need to discuss again what expressions are in the movie, so they will get more new knowledge.

The sixth question is "In your opinion, how can using English subtitle in movie help improve your speaking skill?". Through this question, the researcher wants to find out more about the influence of English movie subtitle on students' speaking abilities. The following is the result of the interview:

S: Movies with subtitle gives clear examples of how to pronounce a word, because every word spoken is written on the screen, so I know what they are saying, then I can imitate it. However, more often they speak less clearly. Because of that, I usually repeat the movie many times when I get home.

W   : In my opinion, what helps me improve my speaking skills more is listening, not reading subtitle, but in fact subtitle clarify the vocabulary that

should be spoken like the actors in a movie are these words. My speaking ability is quite helpful after watching movies with subtitle.

G   :Because people's words are also written on the screen, I can also know the pronunciation by hearing the person speaking. I think that's what helped me improve my speaking ability.

L   : I like learning English using movies even though it's hard to understand their conversation. However, even though I gained a little vocabulary or expression, I feel that it still has an impact on my speaking ability.

Some of the points that could be obtained from this interview, among others, according to the students, movies with subtitle helped them improve their speaking skills, although it was not a significant improvement. Because their level of vocabulary ability is not too much, the vocabulary and expressions they acquire are not much, they have difficulty remembering too much. Interestingly, some have watched the movie many times to deepen their language skills.

The seventh question in the interview is "Do the expressions shown via English subtitle in movie ease you to improve your speaking skill? Why?". Through this question the researcher wants to know the students' opinion why the expression shown through the English subtitle of the movie helps improve speaking skills, the researcher wants to know more deeply why they agree or why they disagree.

S : Yes, every time I watch a movie, I always get a new expression. When I watch it I remember, but when the movie ends, usually if I don't write it down I will forget.

W : In my opinion, expressions in movies don't really help me improve my speaking. It's hard for me to remember the expression from the movie.

G : There are expressions that I get, but not much. I only use a little for speaking. Maybe it's because I'm too focused on mastery per vocabulary, I don't even realize that sometimes I also get new expressions.

L : While watching, I focus more on the movie and pay less attention to the subtitle because I don't know what it means. Finding new vocabulary I had quite a hard time, let alone finding new expressions.

Based on the results of the interviews above, it can be seen that students have difficulty using new expressions in speaking, especially if they are not recorded. There are those who focus more on movies and pay less attention to subtitle because they do not know what they mean.

In the eighth question as the last question, the researcher wanted to find out more about which abilities would increase after students took part in learning activities using movies. The last question asked is "In your opinion, English subtitle in movie is more helpful in improving your writing skill or speaking skill? Why?" the researcher wanted to know, with different abilities, whether their increase in vocabulary would also be different. The following are the results of the interview:

S : English movies help me more in improving my speaking, because I really like speaking.

W　　: I feel that my speaking ability has improved more than writing. I think this is because English is difficult, writing and pronunciation are different. I know better how to pronounce than write the word.

G　　: I think movies are more helpful in speaking, because I'm really more interested in peaking and from the subtitle shown on the screen I can better know the right way to say a vocabulary.

L　　: Nothing has improved a lot after watching Choose, but my speaking ability has improved more than writing. Because writing is really hard.

After obtaining the answer of the last question, it can be concluded that the most improved vocabulary ability is speaking ability. Students with various abilities convey the same thing, even by students with better writing skills than speaking.

4.2 Discussion

The purpose of this qualitative research is to answer the research question how English subtitle movie build the students' vocabulary in terms of productive vocabulary. Based on the data obtained through questionnaires and, the researcher then conveys interpretation and further discussion.

4.2.1 English Subtitle Movie in Building Writing Vocabulary

English subtitle movie motivated the the students to improve their writing vocabulary. Based on the research data, it was found that the role of English subtitle movie in improving students' vocabulary writing was as an appropriate medium to motivate students in improving their writing vocabulary. This can be seen from the increased student writing components. The first component in

writing is vocabulary. From the results of the study it was found that the students agreed that their writing vocabulary had increased, although it is not significant enough. It was found that English subtitle movie are an audio-visual medium that benefits students' writing vocabulary. The students experienced an increase in their ability to choose words and idioms, so that the message they wanted to convey in communicating was in accordance with the intended meaning.

Even though students often did not understand the plot of the movie as a whole, they still stated that they enjoyed learning English using movie media. Students feel comfortable during the learning process and acquire new vocabularies in a fun way. For the students, watching movie is a great way to learn English, acquire new vocabulary, and even new expressions. Learning English using movie does not make students feel stressed. Students can develop ideas to make a paragraph. They understand the content spoken of in every sentence. This proves that the ability to develop content as a component in writing also increases. Students can add deeper details regarding an idea they want to convey. The students in the study said that they did not get a lot of vocabulary through watching movies, but they did not deny that this affected their writing skill so that they could improve. This is because even though the movie provided by the teacher is in accordance with students' favorite genre, it is not certain that students will understand the storyline better. This is because the vocabulary factor that the students have is not too much, so that it affects students in understanding each dialogue.

Apart from vocabulary, new expressions are one of the things that can also be obtained through watching English subtitle movies. Regarding the organization

component, English subtitle movie helps students fluently use expressions. They know more for sure regarding clarity in expressing ideas, adding supporting ideas, organizing ideas and developing them. From the results of the study it was found that students agreed that English subtitle movies helped them improve their writing vocabulary through new expressions printed on the screen. This research finding shows that students could acquire new vocabulary independently through subtitle English movie. The more movies they watch, the more new vocabulary they get, students can more easily acquire new vocabulary and even expressions when they find new vocabulary that they have seen or heard before.

In addition to vocabulary and expressions, grammar is an important aspect of writing activities. The fifth statement in the questionnaire gave positive results which showed that students agreed that the subtitle English movie provided example of sentence structures that could be used in writing. It was found that movies function as valuable learning additions for students who want to improve their language skills, because movies are complemented by listening comprehension, writing skills, understanding sentence structure and expression in English. This shows that through English subtitle movie, students' grammar skills improve because they are able to use sentence structures and constructions better. They are more careful in arranging nouns, verbs, articles, pronouns and prepositions.

4.2.2 English Subtitle Movie in Building Speaking Vocabulary

In speaking, there are five components that language learners must fulfill (Philip, 2007). If these five components increase, the student's skill also increases. Beside that, there is also one main thing that is needed in learning activities is

motivation to learn. The English teacher at the school where the research was conducted was of the opinion that the higher the student's learning motivation, the better the learning outcomes obtained. Based on the results of the research previously presented, it was found that the role of English subtitle movies in increasing students' speaking vocabulary was to increase their speaking vocabulary by motivating them. English subtitle movies motivate students to learn English better. The students in this study believed that English subtitle movie helped them improve their listening and speaking skills. The results of this study prove that using English subtitle movies has increased the first speaking component, it is the vocabulary component.

The second component is pronounciation. From the research results it was found that students agreed on the point that English subtitle movies provide new vocabulary that helps them improve their speaking vocabulary. Subtitle clarify the vocabulary in the movie, so students know what vocabulary they are hearing. By listening to a lot of new vocabulary from foreign speakers, students believe that they can understand and add new speaking vocabulary. English subtitle in movie help better to learn new vocabulary. This is because in learning a foreign language, vocabulary and pronunciation are basically the first things that must be mastered by language learners. English subtitle in movie helps the students to pronounce the word correctly and reduces errors.

The third component is fluency. Through English subtitle movies, language learners can learn various expressions in conversation. Especially with the motivation to increase speaking vocabulary through English subtitle movies. Subtitle English movie has an important role in improving the speaking skills of

foreign language learners because English subtitle movie as an audio-visual medium will stimulate the human senses to hear and see, so that various types of conversational contexts will be easily captured, then imitated. The students agreed that watching English subtitle movie helped them speak fluently. By listening to the conversation directly from native speakers from the movie, students agree that it is easier for them to speak and redices problems related to fluency.

Regarding the organizational component, this study shows that students gain knowledge about the structure of English sentences through the subtitle provided. The students believed that movie equipped by subtitle helped them improve their speaking skills, although not a significant increase. Influenced by their not too much vocabulary, the vocabulary and expressions they acquire are not many, students have difficulty getting too much vocabulary at once. Students get better at organizing sentences. once again, even though the progress obtained is not significant, there is still development that they get. They understand more about the choice of words to make sentences, and how to make appropriate sentences to write a paragraph. Interestingly, some have watched the movie many times to deepen their language skills. This shows that students do not simply gain speaking skills, but subtitle in movie help them understand and improve speaking vocabulary, especially in terms of grammar. The research results at this point fulfill the components that students must improve to get better speaking vocabulary.

4.2.3 Contextual Teaching Learning

The proficiency of students in English subjects varies. To carry out the learning activities, teacher uses Contextual Approach or Contextual Teaching and

Learning. This approach helps teacher relate the material being taught to students' real-world situations and encourages students to make connections between the knowledge acquired and its application in the social environment. So, learning is not only a way to acquire knowledge, but also to teach students to understand the meaning of learning, its benefits and how to achieve them. With this students will realize that what they learn is useful for their life later. Thus, it will make them position themselves as those who need a provision that is useful for their life later and students will try to reach it.

The teacher uses contextual teaching learning approach when he associates a new concept with something students already know. The first component in contextual teaching learning is inquiry. The teacher asks what students already know about the new material. In descriptive text material, the teacher warms up by first asking students' understanding regarding their initial understanding of what is meant by descriptive text. Without giving an explanation in advance, the teacher invites students not to be ashamed of expressing their opinions. In order to obtain conclusions about the meaning of descriptive text. At the next component namely modeling, the teacher conveys an oral text and asks students to identify the text. The students connect new information with previous knowledge. Learning can take place faster when students actively examine and identify the text conveyed by the teacher. In addition to giving direct example, the teacher also invites students to ask questions if there are things that make them confused or there are other things about the material that they want to know. In this case the teacher fulfills the questioning component in contextual teaching learning.

At the constructivism, the teacher shows an English subtitle movie. Students are invited to watch the movie together with their classmates. They were asked to understand the storyline in order to then be able to proceed with the implementation process. The students were asked to make a description text by using vocabulary from the movie and construct their new knowledge and skill. For instance, from x movie they noticed "pandora, creatures, tribe", then the teacher ask to make description text like:

Pandora is an exotic, beautiful moon where also accupied by many dangerous creatures. This planet is where na'vi tribe lives and where the place where humn minding a valuable mineral, covered in big trees where the na'vi tribe lives.

Using the learning community component, the teacher asks students to work together with friends in doing the assignment given. In practice, it has been found that working in groups can often solve problems more quickly. The teacher provides a variety of exercises that are given as a learning experience and not just memorization.

As authentic assessment, the teacher gives assignments both in the form of writing and speaking assignments. The teacher gives freedom to students to talk about the most interesting parts of the movie that are remembered and captured. Using the new vocabulary obtained from movie, students write their descriptions about the movies they watch. The results of the writing are in the form of an assignment book to be presented in front of the class. In addition, the teacher also gives assignments related to the surrounding environment. For example, in the

descriptive text chapter, students are asked to use historical places in their city to make descriptive texts. When the learning activities have been completed, the teacher reflects on the learning outcomes. so that students can ask questions related to the new knowledge they get, as well as provide suggestions to the teacher for further learning activities.

CHAPTER V

CONCLUSSION AND SUGGESTION

This chapter consists of two parts; the first part discussed the conclusion of the research. In the second part the researcher conveys for students, teachers, lecturers and future researchers.

5.1 Conclussion

Based on the result and duscussion in this study, it was concluded that English subtitle movie is helpful medium to build students' productive vocabulary. Both the students' writing vocabulary and speaking vocabulary improved after they participated in teaching learning activities using English subtitle movie as learning media even though the vocabulary obtained was not significant. Students can learn English in fun way and not make them feel stressed. From the results of the study it was found that the students' writing components, namely vocabulary, content, organization and grammar, experienced an increase. In addition, speaking vocabulary also increased when viewed from the components of speaking, namely vocabulary, pronunciation, fluency, organization and grammar.

English subtitle movie actually helped students build their speaking vocabulary rather writing vocabulary. This was because for students, writing was one of skills that was difficult to master. English subtitle movie provided transcript of each word, but sometimes students still find it difficult because the pronounciation and the writing is different. This was experienced by the studnets

with better writing skill as well as the students with better speaking skill. For the speaking vocabulary, students find it easier to improve their vocabulary because the language used in the movie was considered easier because it can be imitated from the pronounciation of the characters in the movie.

Teacher uses Contextual Approach or Contextual Teaching and Learning. This approach helps teacher relate the material being taught to students' real-world situations. The teacher applies all components of contextual teaching learning to speaking and writing activities. Using English subtitle movie as the medium, the teacher motivates students to find their own speaking and writing vocabulary, and makes text in the group. The teacher connects learning material with student interests and the environment around them. So that students can interpret learning outcomes and increase their productive vocabulary not only from the memorization process.

5.2 Suggestion

After presenting the result of this study, the researcher will provide suggestion to the English teacher. It would be better if the movie used as learning media were sorted first according to the pronounciation of the actors. The teacher should choose movies that are equipped with actors who have good pronounciation for students. In addition, teacher should invite students to be more enthusiastic about improving their writing vocabulary by inviting students to take notes of new vocabulary.

Further suggestion for students. It is not enough for students to watch a movie once, they need to watch it several times to get better understanding and

add more vocabulary. Then for further researcher, the researcher suggest that future research also investigates related to increasing receptive vocabulary, because English subtitle movie is indeed a medium which provides complete facilities to learn all English skills.

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Appendix 1

Questionnaire

No	Statement	Respond				
		SS	S	RG	KS	SS
**English Subtitle Movie in Building Writing Vocabulary**					
1	English subtitle in the movie really motivates me to engage my writing skill					
2	English subtitle in movie provides new vocabulary that helps me engage my writing skill					
3	The new vocabulary that I got from the English subtitle in the movie made me more confident in writing					
4	The English subtitle in the movie provides examples of expressions that I can use for writing activity.					
5	The English subtitle in the movie provides examples of sentence structures that I can use for writing activity					
**English Subtitle Movie in Building Speaking Vocabulary**					
No	Statement	SS	S	RG	KS	SS
1	English subtitle in the movie really motivates me to engage my speaking skill					

						62
2	English subtitle in movie provides new vocabulary that helps me engage my speaking skill					
3	The new vocabulary that I got from the English subtitle in the movie made me more confident in speaking					
4	The English subtitle in the movie provides examples of expressions that I can use for speaking					
5	The English subtitle in the movie provides examples of sentence structures that I can use for speaking					

Appendix 2

Interview

1. Do you like the use of English subtitle in movie for teaching-learning activities? Why?

2. Does the use of English subtitle in movie make you more comfortable participating in teaching-learning activities? Why?

3. What do you think about the role of English subtitle in movie for improving your writing skill and speaking skill?

4. In your opinion, how can using English subtitle in movie help improve your writing skill?

5. Do expressions shown via English subtitle in movie ease you to improve your writing skill? Why?

6. In your opinion, how can using English subtitle in movie help improve your speaking skill?

7. Do the expressions shown via English subtitle in movie ease you to improve your speaking skill? Why?

8. In your opinion, English subtitle in movie is more helpful in improving your writing skill or speaking skill? Why?

Appendix 3

Intrument Validation Sheet

APPENDIX

Appendix 1 Instrument Validation Sheet

INTSRUMENT VALIDATION SHEET

VOCABULARY BUILDING THROUGH ENGLISH SUBTITLE MOVIE IN MAN 1 KOTA PROBOLINGGO

Validator	Harir Mubarok, M. Pd
NIP	19870708 20180201 1 152
Instance	UIN Maulana Malik Ibrahim Malang
Validation Date	

A. **Introduction**

This instrument validation sheet was made with the aim of determining the validity of the instrument used in the research. All suggestions and feedback provided by the validator are needed to improve the quality of this instrument. The researcher is very grateful to the validator for filling out the validator sheet below.

B. **Guidance**

1. The assessment of the validation sheet used in this study is carried out by placing a check mark (√) in the assessment column provided.

2. Please, the validator provides an objective assessment of this research instrument using the following assessment information:

   1 : Very poor

   2 : Poor

   3 : Average

   4 : Good

   5 : Very good

3   The validator can provide suggestions or comments in the feedback column provided

C. **Validation Sheet**

QUESTIONNAIRE

No	Statement	English Subtitle Movie in Building Writing Vocabulary					Feedback
		Score					
		1	2	3	4	5	
1	English subtitle in the movie really motivates me to improve my writing skill					✓	
2	English subtitle in movie provides new vocabulary that helps me improve my writing skill					✓	
3	The new vocabulary that I got from the English subtitle in the movie made me more confident in writing					✓	
4	The English subtitle in the movie provides examples of expressions that I can use for writing activity.					✓	
5	The English subtitle in the movie provides examples of sentence structures that I can use for writing activity					✓	
English Subtitle Movie in Building Speaking Vocabulary							
No	Statement	Score					Feedback
		1	2	3	4	5	
1	English subtitle in the movie really motivates me to improve my speaking skill					✓	

No	Statement						Feedback
2	English subtitle in movie provides new vocabulary that helps me improve my speaking skill					✓	
3	The new vocabulary that I got from the English subtitle in the movie made me more confident in speaking					✓	
4	The English subtitle in the movie provides examples of expressions that I can use for speaking					✓	
5	The English subtitle in the movie provides examples of sentence structures that I can use for speaking					✓	

INTERVIEW

No	Statement	Score					Feedback
		1	2	3	4	5	
1	What do you think about the use of English subtitle in movie for teaching-learning activities?					✓	
2	Do you like the use of English subtitle in movie for teaching-learning activities? Why?					✓	
3	Does the use of English subtitle in movie make you more comfortable participating in teaching-learning activities? Why?					✓	

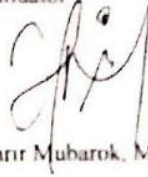|							
4	In your opinion, how can using English subtitle in movie help improve your writing skill?						
5	What have you done so that English subtitle in movie can help improve your writing skill?					✓	
6	Do expressions shown via English subtitle in movie make it easier for you to improve your writing skill? Why?					✓	
7	In your opinion, how can using English subtitle in movie help improve your speaking skill?				✓		
8	In your opinion, how can using English subtitle in movie help improve your speaking skill?				✓		
9	Do the expressions shown via English subtitle in movie make it easier for you to improve your speaking skill? Why?				✓		
10	In your opinion, English subtitle in movie is more helpful in improving your writing skill or speaking skill? Why?				✓		

D. Conclussion

Based on the validation sheet above, it can be concluded that the instruments that have been made is:

1. The instrument can be used without revision
2. The instrument can be used with slight revision
3. The instrument can be used with many revision
4. The instrument cannot be used

Malang, February 2023

Validator

Hanif Mubarok, M.Pd

NIP 19870708 20180201 1 152

Appendix 4

Application Letter to Become a Valiator

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Gajayana 50 Telepon (0341) 552398 Faximile (0341) 552398 Malang
http://fitk.uin-malang.ac.id email fitk@uin_malang.ac.id

Nomor : B-1332 /Un 03/FITK/PP 00 9/02/2023   21 Februari 2023
Lampiran :
Perihal : Permohonan Menjadi Validator (Ahli Instrumen)

Kepada Yth
Harir Mubarok, M.Pd
di –
        Tempat

Assalamualaikum Wr. Wb.

Sehubungan dengan proses penyusunan skripsi mahasiswa berikut:

Nama	:	Rita Alfiyah
NIM	:	19180025
Program Studi	:	Tadris Bahasa Inggris (TBI)
Judul Skripsi	:	Vocabulary Building Through English Subtitle Movie In MAN 1 Kota Probolinggo
Dosen Pembimbing	:	Septia Dwi Jayanti, M Pd

maka dimohon Bapak/Ibu berkenan menjadi validator media skripsi tersebut. Adapun segala hal berkaitan dengan apresiasi terhadap kegiatan validasi sebagaimana dimaksud sepenuhnya menjadi tanggung jawab mahasiswa bersangkutan.

Demikian Permohonan ini disampaikan, atas perkenan dan kerjasamanya yang baik disampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.

a.n Dekan
Wakil Dekan Bid. Akademik

Muhammad Walid, M A
197308232000031002

Appendix 5

Research Permit Letter

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
JalanGajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
http:// fitk.uin-malang.ac.id. email : fitk@uin_malang.ac.id

Nomor	: 843/Un.03.1/TL.00.1/03/2023	30 Maret 2023
Sifat	: Penting	
Lampiran	: -	
Hal	: **Izin Penelitian**	

Kepada
Yth. Kepala MAN 1 Kota Probolinggo
di
    Probolinggo

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama	:	Rita Alfiyah
NIM	:	19180025
Jurusan	:	Tadris Bahasa Inggris (TBI)
Semester - Tahun Akademik	:	Genap - 2022/2023
Judul Skripsi	:	**Vocabulary Building Through English Subtitle Movie in MAN Kota Probolinggo**
Lama Penelitian	:	**Maret 2023** sampai dengan **Mei 2023** (3 bulan)

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.

An.Dekan,
Wakil Dekan Bidang Akaddemik

Dr. Muhammad Walid, MA
19730823 200003 1 002

Tembusan :
1. Yth. Ketua Program Studi TBI
2. Arsip

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Appendix 6

Pra Research Permit Letter

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
JalanGajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
http:// fitk.uin-malang.ac.id. email : fitk@uin_malang.ac.id

Nomor	: 705/Un.03.1/TL.00.1/03/2023	20 Maret 2023
Sifat.	: Penting	
Lampiran	: -	
Hal	: **Izin Survey**	

Kepada

Yth. Kepala MAN 1 Kota Probolinggo
di
    Probolinggo

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka penyusunan proposal Skripsi pada Jurusan Tadris Bahasa Inggris (TBI) Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama	:	Rita Alfiyah
NIM	:	19180025
Tahun Akademik	:	Ganjil - 2022/2023
Judul Proposal	:	**Vocabulary Building Through English Subtitle Movie In MAN 1 Kota Probolinggo**

diberi izin untuk melakukan survey/studi pendahuluan di lembaga/instansi yang menjadi wewenang Bapak/Ibu

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.

An. Dekan,
Wakil Dekan Bidang Akaddemik

Muhammad Walid, MA
NIP. 19730823 200003 1 002

Tembusan :
1. Ketua Program Studi TBI
2. Arsip

Appendix 7

Research completion information letter

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KEMENTERIAN AGAMA KOTA PROBOLINGGO
MADRASAH ALIYAH NEGERI 1PROBOLINGGO
JL. Jeruk Nomor 07 Wonoasih Probolinggo 67233
Telpon./Faksimili. (0335) 425169
Email : man1kotaprobolinggo@gmail.com

SURAT KETERANGAN
Nomor : B- 311 /Ma.13.26.01/HM.00/04/2023

Yang bertanda tangan di bawah ini:

Nama	: Drs. Hairul Saleh, M.Pd
NIP	: 196901261995031001
Pangkat/Golongan	: Pembina IV/a
Jabatan	: Kepala Madrasah
Alamat Instansi	: Jl. Jeruk No. 07 Wonoasih Kota Probolinggo

Menerangkan dengan sesungguhnya bahwa mahasiswi atas nama:

Nama	: Rita Alfiyah
NIM	: 19180025
Program	: Sarjana (S-1)
Jurusan	: Tadris Bahasa Inggris
Fakutas	: Ilmu tarbiyah dan Keguruan
Perguruan Tinggi	: Universitas Islam Negeri (UIN) Maulana Malik Ibrahim Malang

Telah melaksanakan penelitian di Madrasah Aliyah Negeri 1 Kota Proboloinggo dengan judul Skripsi: *"Vocabulary Building Through English Subtitle Movie In MAN 1 Kota Probolinggo"* Demikian keterangan ini dibuat, untuk dipergunakan sebagaimana mestinya.

Probolinggo, 13 April 2023

Kepala Madrasah

Hairul Saleh

Appendix 8

Curriculum Vitae

Name   :Rita Alfiyah
Birthday   :05 December 2000
Gender   :Female
Address   :Kencong, Jember, Jawa Timur
E-mail   :rita10ipa1@gmail.com
Contact   :0822-3312-7834