WATCHING VIDEO WITH ENGLISH SUBTITLE AS AN ALTERNATIVE TO IMPROVE READING SKILL

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Abstract: The objective of this study is to find out the correlation of the habit of watching video with English subtitle and its contribution toward reading skill. This research used a quantitative method: correlation study. The subject of this research was 33 of second semester students of English Education Department of Universitas Sebelas Maret in the academic year of 2017/2018. The data were collected through questionnaire and test. The results of data analysis show that there is a positive correlation between the habit of watching video with English subtitle and reading skill (r_{x1y}=0.665 and t_o=4.957 > t_t=1.696), the determination shows that 44.22% variance of reading skill is determined by the habit of watching video with English subtitle (r^2=0.4422). Therefore, it is essential to consider the habit of watching video with English subtitle as an alternative to improve reading skill.

Keywords: correlation study, video with English subtitle, reading skill.

INTRODUCTION

English has become the most spoken language in the world. Both native and non-native English speakers meet the international language in everyday life, so do Indonesians. Many people in this country are required to master the language to deal with various aspects in life. Most people learn English to get a job and prepare their future careers, many people learn the language to get knowledge because many science sources are presented in the international language, some people learn it to take a higher degree of education, and the others learn the language for pleasure. For students, most of them study it to pass the examination and get better knowledge.

Due to the goals of learning English, reading skill becomes the most important skill to be acquired since many English tests are in the form of written texts. The requirement of English proficiency to get a job or enter post graduate education make the applicants have to take English test such as TOEFL which is in written form. It means that mastering reading skill is a must.

Reading is a complex processing skill combining physical and mental activity to create meaning and interpretation of information from written language symbols on text. As a skill, reading should be done continuously. Grabe and Stoller (2011) state that skills represent linguistic processing abilities that are automatic in their use and their combination. They are essential academic habit which are routinized. Thus, reading skills must be trained repeatedly as a routine activity or in other word as an habit.

Reading habit does not only refer to reading books or reading materials intentionally. Aebersold and Field (1997) say that reading texts does not mean reading

books only, people may read different types of texts everyday, such as labels, instructions, advertisements, and notes. They add that text can be anything from a few words, to one sentence, to thousands of words comprising thousands of sentences.

From the statement above, it can be concluded that the texts which are used to practice reading can be varied in the form of media, so readers may have reading habit by utilizing various types of them.

Dealing with reading, visual media has been widely used to serve texts as reading input. However, audiovisual media can also be used as the supporting media to practice reading skill. According to Celce-Murcia (2001), audiovisual materials provide students with content, meaning, and guidance. The audiovisual medium such as video can combine both audio and visual supports at the same time, therefore it might be a reason why expert says that video can present language comprehensively than any other teaching medium (Stemplesky in Apriliawati, 2011). Hence, video has been commonly used in English skills teaching and learning activity. In addition, the narrative images of video can be a potential source of real understanding (Armes, 1988), so it enables students to use it not only in class, but also outside class as language input for individual study.

Although video has been widely known as potential medium for learning English skills like listening and speaking, learning reading skill through video is a different case. The main input of reading is not the sound or motion pictures on video. Dechant (1991) defines reading as an interpretation of graphic symbols, so the requirement of reading input is the availability of text in the form of alphabetical letters which are used as written English symbols. Therefore, the video which is used to practice reading skill must be equipped with text which can be referred to subtitle.

According to Reich (2006) quoted in Zarei and Rashvand (2011), subtitling is audiovisual translation in which viewers can read statements of dialogues on the screen as well as watch the images and listen to the dialogues. Subtitle enables viewers to understand what the speakers are talking about in order to absorb the message of video. There are, at least, two main reasons why viewers of videos with foreign language usually read English subtitles than the ones in other languages: some English learners purposefully practice reading skills by reading English subtitle whether the language used in the video is English or other foreign languages, the other people who love to watch foreign videos (like movie, film, drama, anime, or other foreign variety shows) have no choice because usually the videos are only provided with English subtitles. The video viewers with the second reason read the subtitle in order to understand the contents of them, so they become readers intentionally, unintentionally or even forcefully.

Watching video with English subtitle can ease students in reading activity. The sound and narrative images on video help the purposeful readers visualize the reading text as well as the subtitle helps the foreign video lovers get the meaning on video. The excitement of the activity may encourage students having reading habit which can affect reading skill, that is why the habit of watching video with English subtitle may become one factor that can influence reading skills.

Thus, the writer conducted this research to find out the correlation of the habit of watching video with English subtitle and its contribution toward reading skill.

LITERATURE REVIEW

Reading

Aebersold and Field (1997) define reading as an interaction between the text and the reader. They add that reading is what happens when people look at a text and assign meaning to the written symbols in that text.

Richards and Schmidt (2002), and Broughton, et al (2003) differentiate reading into two interpretations; it may mean reading aloud or silent reading. Reading aloud is primarily an oral matter; it deals with pronunciation. It can be done with or without an understanding of the contents of the text. While silent reading is more complex, perceiving a written text in order to understand its content. It deals with comprehension and the depth understanding of text. Almost all experts consider the second definition as the interpretation which is most likely for the term.

Grabe and Stoller (2011) define reading as a way to form an interpretation of information from a text, it involves many processing skills that are coordinated in very efficient combination. Similarly, Silberstein (1994) states that reading is a complex information processing skill to create meaningful discourse from text which the reader interacts with.

From the explanation above, it can be concluded that reading is complex processing skill combining physical and mental activity to create meaning and interpretation of information from written language symbols on text.

Reading Skill

Grabe and Stoller (2011) state that skills for reading represent linguistic processing abilities that are relatively automatic in their use and their combination. They mention several skills that are used to deal with different kinds of reading purposes, namely: (1) scanning, (2) skimming, (3) inferencing, (4) evaluating and integrating information, and (5) selecting, making critique, and composing information.

Jordan (1997) mentions some skills in reading, which are: (1) prediction, (2) skimming, (3) scanning, (4) distinguishing between factual and non-factual information, important and less important items, relevant and irrelevant information, explicit and implicit information, and ideas and examples opinions, (5) drawing inference and conclusion, (6) deducing unknown word, (7) understanding graphic presentation, (8) understanding text organization and linguistic/semantic aspects.

Reading skill in this study is considered as automatic processing abilities to create interpretation of information from text which is set up by specific purpose. Reading skill involves some aspects which can be applied and coordinated in their use for reading process. The aspects include: skimming for gist or main idea, scanning for explicit information, inferring implicit information based on context, guessing the meaning of words, and recognizing word references.

Video

Video refers to electronic media format that employs motion picture to present a message (Smaldino, et al, 2005). Dealing with learning process, Sadiman provides the definition of video which is audio visual medium to distribute message from sender to receiver so it can be used to facilitate learners to study about certain material (Sadiman quoted in Cahyaningrum, 2010).

From those definitions, it is concluded that video is electronic medium which combines audio and visual aspects to present message to the viewer. Dealing with language learning process, video that can be

used as medium must facilitate the learner with studied material and consist of aspects that provide an input whether from sound, graphics, or pictures, and whether for comprehension or skill.

Subtitle

Gerzymisch-arbogast (2008) quoted in Zarei and Rashvand (2011) defines subtitle as the written translation of film dialogues appearing synchronously with the corresponding dialogues produced on the screen. Subtitle is used to make sense the content spoken by the individual in video (Kanade, et al, 2015). Therefore, it enables the viewers to understand what the speakers are talking about in order to absorb the message of video.

The writer concludes that subtitle is text translation appearing synchronously with the translated dialogue or content spoken by individual on video which is aimed to convey the message of it.

Habit

Habit is defined as an action practiced continuously until becoming a patterned behaviour (Carter quoted in Gefani, 2015). Similarly, Richards and Schmidt (2002) state that habit is a pattern behaviour that is regular and which has become almost automatic as a result of repetition.

Verplanken and Orbell (2003) define habit as learned sequences of acts that have become automatic responses to specific cues, and are functional in obtaining certain goals and end states. They mention that the aspects of habit include frequency, automaticity, and interest.

Knight (2012) mention several aspects of habit, which are: the number of repetition, frequency, uniformity, interest, and resulted pleasure of the feeling of success.

The habit of watching video with English subtitle

The habit of watching video with English subtitle refers to the routine reading behaviour through subtitle reading caused by the hobby of watching (foreign) videos completed with English subtitle. In this research, the indicators for the habit of watching video with English subtitle are repetition, automatism, interest, uniformity, duration, and purpose.

RESEARCH METHOD

The research method that was used in this study is correlation method. Lodico, Spaulding, and Voegtle (2006) define Correlational research as a quantitative method designed to show the relationship between two or more variables. In this study, there are two kinds of variable; dependent variable and independent variable. The dependent variable is reading skill (Y) and the independent variable is the habit of watching video with English subtitle (X).

To collect the data, the researcher used the second semester students of English Education Department of Teacher Training and Education Faculty of Universitas Sebelas Maret in the academic year of 2017/2018 as the population. The sample was A class consists of 33 students which was selected by using cluster random sampling.

The researcher used two types of instrument to collect the data for this research: questionnaire and test. The questionnaire was used to obtain the data of the students' habit of watching video with English subtitle while the test is used to collect the data of reading skill. Before being used, the instruments was tried out to verify the validity and reliability.

After collecting the data, the writer used descriptive statistics to provide basic information about variables in data sets and

highlight potential relationships among those variables. Before analyzing the data, the writer conducted pre-requisite test which includes normality test, linearity of regression test, and significance of regression test.

To test the correlation between the habit of watching video with English subtitle and reading skill, the researcher used the formula which is presented below:

$$r = \frac{\sum XY - \dfrac{(\sum X)(\sum Y)}{n}}{\sqrt{\left\{\sum X^2 - \dfrac{(\sum X)^2}{n}\right\}\left\{\sum Y^2 - \dfrac{(\sum Y)^2}{n}\right\}}}$$

To find out the significance of correlation coefficient, the researcher used the formula as follows:

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

RESEARCH FINDINGS AND DISCUSSION

The results of pre-requisite test show that at the level of significance (α)=0.05, the data of the students' habit of watching video with English subtitle (L_o=0.061<L_t=0.154) and reading skill (L_o= 0.148< L_t=0.154) are in normal distribution. The regression between the students' habit of watching video with English subtitle and reading skill is linear (F_o = 2.391 < $F_{t(19,12)}$ = 2.56) and significant (F_o = 24.573 > $F_{t(1,31)}$ = 4.17).

Based on data analysis, it is found that there is a positive correlation between the students' habit of watching video with English subtitle and reading skill of the second semester students of English Education Department of Universitas Sebelas Maret in the academic year of 2017/2018; and the correlation is significant (r_{x1y} = 0.665, t_o = 4.957 > t_t = 1.696). The determination shows that the students' habit of watching video with English subtitle supports 44.22% variance of reading skill (r^2=0.4422).

The finding of this research reveals that there is a positive correlation between the students' habit of watching video with English subtitle and reading skill. It means that the students' habit of watching video with English subtitle can be a contributing factor to increase reading skill. The activity of watching draws the students' interest to read the subtitle in order to get the message of the video; or the opposite, the students utilize the ease of watching video to help them practice their reading skill. No matter how it is, whatever the purpose is, the process of watching video with English subtitle provides the students a chance to practice reading skill even perhaps without realizing it.

Video which is equipped by English subtitle enables students to implement several skills in reading. The audio and visual aspects of video could help the students visualize some words on subtitle that they might not understand. They also provide contexts of sentences to obtain complete understanding. Thus, it can be understood that those aspects can help the students apply some specific reading skills: guessing the meaning of words and inferring implicit information based on context, and perhaps also recognizing word references. The running sentences in subtitle which appear periodically should be advantageous for students to train themselves to control their speed in reading so whenever they intend to search or understand certain information either on the video screen or in the subtitle, they will attempt to use the appropriate method to get specific purpose without distracting the process of watching as well as reading. Thus, it can be said that the students are able to implement the

specific reading skill which is scanning for explicit information. In addition, as a source of information, story, and message, video with certain length of duration will make students attempt to think about the main points while summarize the whole content of it; this process enables students to apply certain reading skill which is skimming for gist or main idea.

The process of watching video as well as reading the English subtitle is undoubted as the activity of reading skill practice. Having the habit of watching video with English subtitle could be the joyful alternative to increase the amount of reading habit and improve reading skill.

CONCLUSION AND SUGGESTION

Based on the findings, it can be concluded that there is a positive correlation between the students' habit of watching video with English subtitle and reading skill. It indicates that the increase or the decrease of reading skill is in line with the increase or the decrease of the habit of watching video with English subtitle. Therefore, it is good to consider watching video with English subtitle as an alternative to improve students' reading skill.

Regarding to the conclusion above, the researcher suggests the EFL teachers to motivate the students to have various reading habit in order to improve their reading skill. The teachers could play video with English subtitle at class and demonstrate how to implement some reading skills while watching the video as well as reading the subtitle.

For students, practicing reading skill continuously and excessively is very essential. They should know their preference of reading activities that can help them improve their reading skill and enjoy doing the activities as well. They could utilize video with English subtitle to practice applying some skills in reading.

For other researchers, the researcher suggests that they investigate linguistic and non-linguistic aspects that highly possible influence reading skill, then propose better ideas, methods, or alternatives related to the improvement of reading skill. It is also recommended for them to develop research dealing with utilization of video with English subtitle in educational field especially English learning classroom.

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