

## THE USE OF ENGLISH SUBTITLES IN AN ENGLISH MOVIE TITLED HARRY POTTER AND THE PHILOSOPHER STONE FOR READING COMPREHENSION FOR HIGH SCHOOL STUDENTS

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### ABSTRAK

Tujuan kajian dalam penelitian ini adalah agar penulis lebih memfokuskan pada hasil pembelajaran membaca melalui media audio visual yang dikenal dengan film. Metode yang digunakan dalam penelitian ini adalah deskriptif kualitatif. Dalam hal ini subjek penelitiannya adalah siswa SMA N 1 Wiradesa dan mereka diminta untuk menonton film berjudul "Harry Potter and the Philosopher's Stone". Namun, berbeda dengan pemutaran film di bioskop-bioskop Indonesia yang subtitle-nya berbahasa Indonesia, penelitian ini akan meminta subjek untuk menjawab beberapa pertanyaan mengenai pemahaman mereka dalam membaca pemahaman dalam membaca subtitle bahasa Inggris di film tersebut. penulis akan melakukan survei kuesioner untuk mengetahui kemampuan mereka dalam memahami plot film serta menentukan hasil dan manfaat menggunakan subtitle bahasa Inggris daripada subtitle bahasa Indonesia menggunakan tes dan kuesioner sederhana.

**Kata Kunci** : terjemahan, film

### ABSTRACT

*The purpose of the study in this particular research is that the writer would be mainly focusing on the reading learning result through an audio visual media known as movies. The method used in this research was descriptive qualitative. In this case, the research subject would be the high school students of SMA N 1 Wiradesa and they would be asked to watch a movie titled "Harry Potter and the Philosopher's Stone". However, different from how movies are being played in Indonesian cinemas where the subtitles are in Indonesian, the research would be asking the subjects to answer a few questions regarding their understanding in reading comprehension in reading English subtitles in said movie. the author would be conducting a survey of questionnaire to figure out their capability in understanding the movie plot as well as determining the result and the benefits of using English subtitles rather than Indonesian subtitles using a simple test and questionnaire.*

**Key words** : Subtitles, movies

### INTRODUCTION

English is a universal language. It is used in almost every part of the world. According to the latest statistics English has been the official language in 55 sovereign states and 27 non-sovereign entities. (Rao, 2019) But apart from that, English is also spoken in many countries where it's not an official language. Although it is a universal language, English as a language can be hard and complex, which makes it difficult for most foreign learners to understand.

Growing up as a kid that is foreign to another language such as English, it can come to be intimidating. Teachers in schools start introducing English as a foreign language pretty quickly. In the writer's case, they started learning the language when they were only 5 years old. The younger the learner is, the more variations the teachers use to teach them, although mostly to keep the young students entertained.

When we say that someone speaks a language fluently, we usually assume that they have a high level in all four skills which are listening, speaking, reading and writing. But, as any teacher knows, learners often have strengths or weaknesses in particular skills, and in some cases can achieve higher levels in, for example, reading and writing, while not being able to speak or listen at a comparable level.

According to Galaczi, there are four vital skills that come with mastering English as a foreign language. (Galaczi, 2018) Doesn't matter who the subject is, the methods used are always the same. In practice as well as in daily occasions, there are four main methods to learn a language, which are; speaking, listening, writing, and reading.

Movies as teaching aids have been used for centuries. Movies are great educational resource for helping students understand school material outside of the classroom environment, as they enable them to see life through different perspectives and provide a visual aid to understand major changes in life such as historical

events for example. They also help students understand concepts like theme, style, and genre, and foreign movies can help teach language. Movies also is a big aid to teach students foreign languages. When students are learning a new language like French, subtitles help them watch a movie in French and try to follow along as much as possible so they can apply everything that they learned. (The Educational Value of Films, 2016)

A study conducted by Atac and Koprulu (2018) explored the role of English subtitles in which they find out what method works best and the reason English language teaching department students prefer to improve their English language skills by watching movies on foreign language with English subtitles. Factors such as the selection of movies to be used in foreign language learning, the subtitle as a method of film translation, the place of subtitles in language learning, and the positive and negative aspects of film translation with the subtitle method were considered. An appropriate sampling questionnaire was distributed to the students and collected data was analyzed by the SPSS program. Results showed that watching English movies with English subtitles has improved their reading and listening comprehension skills and has a positive contribution to the development of their speaking skills. (Atac and Koprulu, 2018)

The purpose of the study in this particular research is that the writer would be mainly focusing on the reading learning process through an audio visual media known as movies. In this case, the research subject would be the high school students of SMA N 1 Wiradesa and they would be asked to watch a movie titled "Harry Potter and the Philosopher's Stone". However, different from how movies are being played in Indonesian cinemas where the subtitles are in Indonesian, the research would be asking the subjects to watch the movies in English subtitles. Thus, at the end of the movie, the author would be conducting a survey to figure out their capability in understanding the movie plot as well as determining the effectiveness and the benefits of using English subtitles rather than Indonesian subtitles using a simple test.

Based on the description above, this research is aimed to investigate the utilization of English subtitles in an English movie titled Harry Potter and the Philosopher stone for eleventh graders of SMA 1 Wiradesa students' reading comprehension.. Hopefully, the results of this research are obtained as a new reference for educators and students in utilizing English subtitles in an English movie

## **RESEARCH METHOD**

This study used descriptive qualitative in term of content analysis in research design. According to Gay in Utari (2022), descriptive research involves collecting data in order to test hypotheses or to answer questions concerning the current status of the subject of the study. This study was conducted in SMAN 1 Wiradesa which is located at Jl. Pattimura No.467, Mayangkumpul, Pekuncen, Kec. Wiradesa, Pekalongan Regency, Central Java.

The subject of the study were the eleventh graders science students which consists of 33 students. The writer chose this school because the writer had an internship as an English Teacher of grade XI students in that school and the writer did a new research about the use of English subtitles in watching an English movie titled Harry Potter and the Philosopher's Stone.

According to Sugiyono (2013) there are fourth ways on how to collect data such as, interviews, observations, questionnaire, documentations and triangulations. In this study, the researchers used questionnaire in collecting the data.

## **FINDING(S) AND DISCUSSION**

In this part, the researcher is going to show the data found by the researcher. The researcher got the data from questionnaire and interview. To know how the utilization of English subtitles in English movie titled

Harry Potter and the Philosopher Stone as a media for reading comprehension for high school students, the researcher made a questionnaire and a survey. The researcher will show the most defining parts in the questionnaire and survey given.



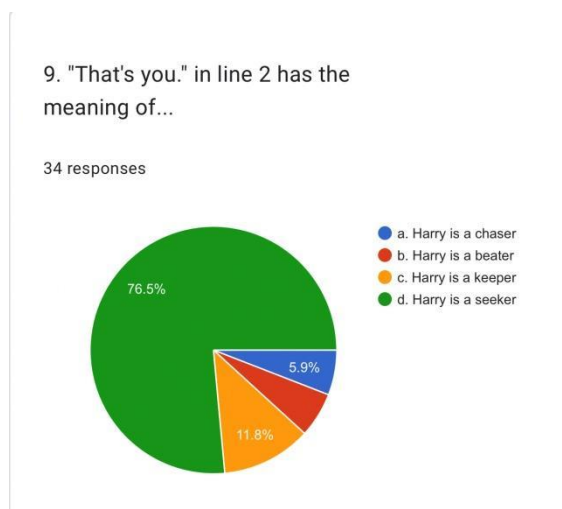
**Image 1**  
**Habit of students**

As for the first result of the survey conducted, according to the pie chart shown above, it could be stated that more than 50% of the respondents have the habit of watching English movies with English subtitles, with around 13.3% frequently doing so. The other 46.7% are quite the opposite, as they do not have the same habit as the first group of students. From this data, it could be said that the majority of the respondents already have the habit and the interest to watch movies with foreign language subtitles.



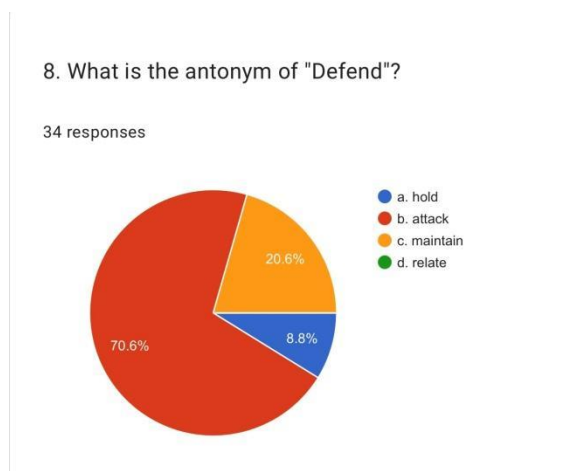
**Image 2**  
**Subtitles Impact on Reading Comprehension**

As for the second result of the survey conducted, according to the pie chart shown above, it could be stated that almost 95% of the respondents felt that reading English subtitles in an English movie helped improve their reading comprehension. While the other 6.7% did not feel the same way with the majority of the respondents



**Image 3**  
**Understandability on Reading Comprehension Test**

As for the third result of the survey conducted, according to the pie chart shown above, it could be stated that 76.5% of the students understood what the question meant in certain line of the movie, that proved their understandability on reading comprehension test.



**Image 4**  
**Accuracy on Reading Comprehension**

As for the first result of the survey conducted, according to the pie chart shown above, it could be stated that 70.6% of the students were accurate in knowing their vocabulary especially around antonyms and synonyms. While the other 29.4% were tricked and gave the wrong answers.

After assessing the result of the survey and the questionnaire shared to the respondents, it could be said that the majority of the students in SMAN 1 Wiradesa already have the habit and the interest to learn English through movies as the media. Not only that, the students also believed that movies as a medium of learning could also improve their English skill, including their reading comprehension in foreign languages. This is accurately reflected in the result of the questionnaire, where the researcher provided the respondents with a list of dialogues to read and to find the answer to every question given. The result of the questionnaire is

inarguably satisfying, as it shows the students' reading comprehension ability to be quite satisfactory. It could be underlined that movies and subtitles do have an impact on improving the language skill of the respondents.

## **CONCLUSION**

The results showed that the reading comprehension of the students when tested by the researcher utilizing subtitles in Harry Potter movie is considerably high. From the data gathered, majority of the students were able to answer the questions given correctly. This phenomenon could be derived from the habit of consuming foreign media in english that made them accustomed to the language. Reading the english subtitles in different paces is also not a major issue for them. They can understand the plot of the whole movie more or less, even if they can find some words that were untranslatable at the moment. This also does not change the fact that even if the movie was played without subtitles, the audience would still be able to pick up the contextual meaning from things such as signs and body language.

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