

**THE USE OF MOVIE SUBTITLES IN TEACHING ENGLISH
AT MTs BAITUL ARQAM**

Thesis

Submitted by :

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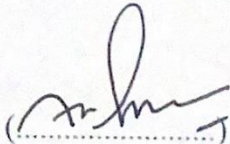
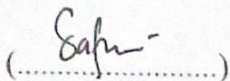
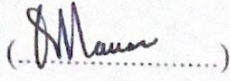
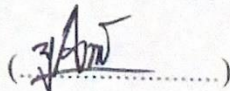
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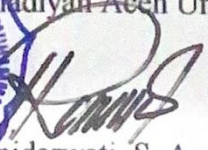
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DECLARATION

I declare that the thesis entitled "*THE USE OF MOVIE SUBTITLES IN TEACHING ENGLISH AT MTs BAITUL ARQAM*" is entirely my own work. There is no part in it that contains plagiarism from other people's work nor I plagiarize or cite in ways that are not in accordance with the prevailing scientific knowledge in the scientific community. For this statement, I am ready to bear the risk/sanctions imposed on me if in the future it is found that there is a violation of scientific ethics in my work, or there are claims from other parties about the authenticity of my work.

Banda Aceh, August 14, 2023

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Bismillahirrahmanirrahim

Praise be to Allah SWT who has given his mercy and grace to the writer, so that the writer can finish this thesis well, shalawat and greetings are always bestowed on Rasulullah SAW who brought people from the dark ages to this bright era. The preparation of this thesis is intended to fulfill some of the requirements in order to achieve the title of Bachelor of English Teacher at the Muhammadiyah University of Aceh. The author realizes that, this writing could not have been completed without the support of various parties, both moral and material.

Therefore, the writer would like to express his gratitude to all those who have helped in the preparation of this thesis, especially to: Both parents, beloved father Mursid and my beloved mother Asnani who have provided moral and material support as well as unceasing prayers for the writer.

Mrs. Rahmatun Nisa, S.Pd. M.Pd. as thesis advisor I who has been willing to provide additional knowledge and solution to every problem of difficulty. And for Mrs. Siti Safura S.Pd, M.Ed as thesis advisor II Who has helped the writer to find solution of problem when the writer has problem in writing this thesis. Also all of the lecturers of the English Department.

Hopefully this thesis can be useful for readers and the author expects all of suggestions and criticism from all parties, especially in the field of English.

Banda Aceh, 11 August 2023

CUT ITAWARI

ABSTRACT

Cut Itawari (2023). The Use of *Movie Subtitles* in *Teaching English* at Baitul Arqam

The title of study is " *The Use of Movie Subtitles in Teaching English at MTs Baitul Arqam* The study was intended to find out whether movie subtitles have effect in teaching at MTs Baitul Arqam and find out the significant difference between the student taught using English subtitle movies and without using English subtitle Movies at Baitul Arqam. This research used quantitative research design. The sample of this research was 14 students of MTs VII at Baitul Arqam. To collect the data, the writer used test and questionnaire as an instrument. The first result of this research shows that the English subtitles movie have positive effect in teaching at Baitul Arqam. This can be seen from the results of questionnaire which indicated that the majority of student answered strongly agree and agree. Besides, for the second result shows the significant difference before and after using English subtitles movie in which the significance value (0.00) is smaller than α (0,05). Thus, the use of English movie subtitles in teaching English is very helpful to ease students' understanding in learning English.

Key Words: *Movie Subtitles, Teaching English*

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CHAPTER I

INTRODUCTION

A. Background of Research

Language is the main tool for communicating in life human beings, both for the benefit of individuals and the social environment. According to (Mahyuddin, 2019) put forward several meanings of language namely (a) language is a collection of sounds that have a purpose certain and organized by the grammar rules (b) language is daily conversation expression of most people who spoken at normal speed (c) language is a system to express intent (d) language is a set of rules grammar and language consist of parts.

Language is one arbitrary vowel system, allowing everyone in one particular culture or other people who have studied the system culture to communicate or interact. Furthermore, Siahaan (2018) explains that language is wrong a human legacy that plays an important role in human life itself, as in thinking, conveying ideas, and communicating with the others. According to Farhan (2018) Language is a unique human inheritance that plays the very important role in human's life, such as in thinking, communicating ideas, and negotiating with the others. In general, language is used as a tool to communicate. The communication process will go well when both parties who communicate have been equipped with knowledge of language and language skills. Mastery of vocabulary and grammar are two aspects that must be mastered by someone who wants to learn a language, especially foreign languages.

English is very important in the globalization era. English also becomes an international language. When we want to go abroad, everyone should speak English. In Indonesia, the students must learn English. Learning English is really fun for a few people, but not for either. Many students are confused with this subject. They think that there are many words that they must keep in mind. It is so hard for them. This is become a big problem because of the lack of vocabulary to remember and speak. The student lazy learn English, since they are afraid to speak and get bored.

In learning English, sometimes students get bored with the teacher's way teach. There are various techniques that can used by teachers to teach reading, writing, speaking, and especially listen . Some teachers think that Foreign language proficiency is the most important skill to be able to communicate well in English. So many ingredients or the English handbook put it on initial materials. Actually we can Use lots of interesting media to teach them language skills English. For example, by using English songs, movies, or maybe chatting in interesting English . By watching English films as one of the media in teaching and learning language lessons help improve sensitivity of students in understanding language. Matter this is because the film is very interesting and students in all ages like that. There's a story for follow and observe. It will create teaching and learning process more interested and fun for teachers and students. Related by watching English films, subtitles is a must factor observed by a teacher.

According to Spears (2017) subtitles is a wonderful tool to people enjoy movies from culture and other countries, but from subtitle language learners maybe even tend to make students more lazy to understand language. Center for Innovative Technologies National and Technology Implementation Center in Education (2017) confirms that for students who are studying English (or foreign language), movies with subtitles can have benefits. Film use with subtitles have sure to be more effective for improve auditory comprehension whole of movies.

Furthermore, Markus (2017) stated that students who watch subtitle movies to learn foreign languages have shown an increase in reading and listening understanding, word recognition, skills decoding, motivation and vocabulary mastery. Moreover, Susanto (2019) stated that movies with the same subtitles as what the existing actors and actresses expressed in the film (English subtitles) then students are expected to be able to identify how to phrase and pronounce the text English directly from native speakers so with the learning process. It is hoped that students can get used to it hear conversational expressions in the language English. With this process, students can further improve students' foreign language skills.

In this case, it can be known that the problems are caused by how the teacher teaching the students. The teacher should provide them language input, which is an increasing student's vocabulary. Become a teacher is something big responsibility to make their students smart. In order to make it easier for students to learn English, the teacher often uses media as one strategy to increase the student's motivation. The good media is teaching English using the movie with

subtitles. It is because of the movie as a medium of learning English because the movie can make students interesting and motivate in learning English. Like the past researcher, Rosamia Citra Lestari (2015) stated that using English subtitle in the movie was make the teaching and learning process more interesting and enjoyable for teachers and students by watching movie and subtitles are one of the factors that must be observed by a teacher, so, watching a movie with subtitle may help the teacher to teach vocabulary for the students with easier and the teaching-learning was been fun.

Movie with subtitles are expected to be able to identify how students express and pronounce English texts directly from native speakers so that the learning process can get used to hearing conversational expressions in English. Through this process, students can be more advance in vocabulary. However, there is uncertainty when teachers use English subtitles in the movie, and also there are so many arguments about this.

Movies with subtitles are a learning medium that can be used by teachers in the teaching and learning process which has a positive effect to ease students understanding English learning. The use of English subtittle films as a medium to increase students' vocabulary is preferred by most students. Instead of reaching new words, the student also can increase their four major skills in English, Those the information above, the writer are interested to do a research entitled "***The Use of Movie Subtitles in Teaching English at MTs Baitul Arqam***"

B. Research Questions

Based on the background of study, the writer takes two questions there are:

1. Does English subtitles Movies have effect in teaching at MTs Baitul Arqam?
2. Is there any significant difference between the student taught using English subtitles movies and without using English subtitle Movies at MTs Baitul Arqam?

C. The Aim of Study

The aim of this research were :

1. To find out whether the English subtitles Movies have effect in teaching at MTs Baitul Arqam.
2. To find out the significant difference between the students taught using English subtitles movies and without using English subtitle Movies at MTs Baitul Arqam.

D. Significance of Study

In this research, the researcher expects the usefulness of the research both theoretically and practically as follows:

1. Theoretically

This research can be useful for teachers and students to learn, practice, and improve their vocabulary, listening and speaking by using films with English subtitles.

2. Practically

The use of English subtitle films is expected to help teachers in teaching to improve vocabulary, listening and speaking of students, and the results of this research can be provide benefits as a reference for English teachers at MTs Baitul Arqam.

E. Terminology

In this research, the writer takes 3 terminologies from some references, as follow :

1. Movie

According to Hornby (2016) movie means a series of moving pictures recorded with the sound that tells a story shown at cinema or movie. In this research, movies is a medium that can be used in the teaching and learning process to make students more interested in learning.

2. Subtitles

Reich (2016) stated that the subtitle is a branch of translation called audiovisual translation in which viewers can read statements of dialogues on the screen as well as watch the images and listen to the dialogues.

3. Teaching English

Burhan (2016) stated that teaching is a social process, where the teacher gives or transfers knowledge to their students and to make them comperhence about the material which is given by the teacher.

CHAPTER II

LITERATURE REVIEW

A. Movie

1. Definition of Movie

A movie is one of the visual aids that can be used in learning media. In making lessons more enjoyable more clearly, that the students have big enthusiasm in teaching learning process. However, Hornby (2016) stated that movie means a series of moving picture recorded with sound that tells a story, shown at cinema/movie. In this research, movie or film is a term that encompassed individual motion pictures, the field of movie as an art form, and the motion pictures industry.

Furthemore, Ely (2017) stated that movies are produced by recording image from the world with cameras, or by creating images using animation techniques or special effect. In the film or movie theory, genre refers to the primary method of movie categorization. The main types are often used to categorized movie genre; setting, mood, and format. The movie's location is defined as the setting. The emotional charge carried throughout the movie is known as its mood. The film may also have been shot using particular equipment or is presented in a specific manner, or format.

The function of film/movie is to educate, entertain and inspire the reader's international language. A movie/film can teach people about history, science, and human behavior. Some films combine entertainment with instruction, makes the learning process more enjoyable. Movie will be very successful if they are used

carefully and creatively prepared by the teacher, and they used effectively to support the presentation of the teachers' explanation.

Moreover, Kurniyawati (2017) explain that as a good teacher need to use media as a method in teaching learning process because by using media as film or movie, teacher can give new atmosphere in their class so that the students enthusiasm in teaching learning process, beside media can help students master the material that the teacher gives them.

Furthermore, Azhar (2017) explain that movie can be an effective media in teaching learning process because it stimulates students both receptive skills (listening and reading) and productive skill (speaking and writing). Actually, movie can fulfill different function for learners at different level of proficiency. For beginning learners, it can provide examples of authentic language use in limited context of use. For higher level students, movie can provide variety, interest, stimulation and help to maintain motivation.

2. The type of Movie

Bordwell and Thompson that was cited on Retno Ayu's (2018) thesis defined the types of movie as follows:

1) Documentary Film

A documentary film supports to present factual information about the world outside the film. As a type of films, documentary present themselves as factually trustworthy. According to Bardwell and Thompson there are two types of documentary films, they are:

- a) Compilation films; produced by assembling images from archival sources.
- b) Direct cinema; recording an on going event as it happens with minimal interference by the filmmaker.

2) Fictional Film

A fictional film presents imaginary beings, places or events. Yet, if a film is fictional, that does not mean that it is completely unrelated actuality. For one thing, not everything shown or implied by the fiction films needs to be imaginary, a typical fictional film stages its events; they are designed, planned, rehearsed, filmed and re-filmed. In a fictional film the agents are portrayed or depicted by an intermediate, not photographed directly in documentary Ayu's (2018).

3) Animated Film

Animated films are distinguished from live-action ones by the unusual kinds of work that are done at production stage. Animation films do not do continuously filming outdooraction in the real time, but they create a series of images by shooting one frame at a time Ayu's (2018).

3. The advadtages of Movie

The success of teaching is not determined by a single component, by the roles of all components involved. However, in teaching and learning process, a teacher must bring all components into classroom and apply them. Harmer (2019) states that there are many reasons why movie (film) can be used in language learning. Moreover, the advantages of using movie will be explained as follows:

1) Seeing language-in-use

When using movie, students do not just hearing language, they see it too. This greatly aids comprehension, for example; general meaning and moods are often conveyed through expression, gestures, and other visual clues. Students can imitate some expressions or gesture in spoken language.

2) Cross cultural awarness

A movie uniquely allows students beyond their classroom. This is especially useful if they want to see, for example, typical British “body language” when inviting someone out, or how American speaks to waiters. Movie is also of great value in giving students a chance to see such thing as what of food people eat in other countries, and what they wear. They not only learn about language, but also they can learn about culture of another country.

3) The power of creation

When students make their own movie as media in teaching and learning process, they are given potential to create something memorable and enjoyable, so students will be enjoyable in learning activity.

4) Motivation

For all of the reasons so far mentioned, most students show an increase level of interest when they have a chance to see language in use as well as hear it. It can motivate students in teaching learning process.

4. Element of Movie

According to Suryono (2018), the elements of the movie are the basics that make the film appear alive, including narrative and cinematic elements. Besides to analyze the movie, the first thing is to understand the elements of it. There are five elements of story, they are:

1) Setting

The setting is the time and place in which it happens. Authors often use descriptions of landscape, scenery, building, seasons, and weathers to provide a strong sense of setting.

2) Character

A character is a person or sometimes events an animal, who takes part in action of a story or other literary work. There are two characters of story:

- a. Protagonist, the protagonist character is the central character or the hero, also called as good guy.
- b. Antagonist, the antagonist character is the enemy of the protagonist, also called as bad guy.

3) Plot A plot is series of events and character actions that relate of the central conflict, it is the sequence of events in a story or play. The plot is planned, logical series of events having a beginning, middle and end.

3) Conflict The conflict is a struggle between two people or things in a story.

There two types of conflict: a) External, a struggle with a force outside one's self. b) Internal, a struggle within one's self: a person must make some decisions, overcome, paint, quiet their temper, resist an urge, etc. 5)

Theme The theme is the central idea or belief in a story.

Through recognizing the important elements of a film, students are expected to be able to master the material related to narrative effectively. Besides by recognizing the elements of film, students will be easy to arrange their idea in retelling the movie to the others.

B. Synopsis

Synopsis is a summary or outline of a manuscript describes the contents of a film, book, or performance that is performed both concretely and abstractly. Usually used as prologue which aims to make it easier for the audience to understand briefly the contents what's in the script. A brief statement or outline, for example a narrative or treatise. An overview of the usual scientific writing published together with the original paper on which the summary is based the. The synopsis is not the conclusion of the essay (Komaruddin, 2016: 242).

A synopsis is an overview of an essay that is usually published together with the original essay on which the synopsis is based; summary; abstraction (Haryanta, 2017: 251). The synopsis is generally interpreted as a summary of a book or text. Synopsis in literature refers to a summary of a literary work. The synopsis is arranged based on the chronological order of events in the text you can see the sequence of the story (Susanto, 2015: 807). From the explanation above, can concluded that the synopsis is a summary of a book, or scripts in theater plays that describe the contents in outline just. The synopsis consists of three parts, namely the introduction, the contents, and the chapter closing.

Turning Red is an animated film about a young girl who has to be a dutiful daughter to her parents, but also wants to live a free teenage life. Here's a synopsis of Turning Red, starring Rosalie Chang and Sandra Oh as voice actors.

Turning Red tells the story of Meilin Lee or usually called Mei, a 13 years old teenage girl who is confident, accomplished, and also sociable. He has a solid group of friends along with Miriam, Abby and Priya. The three of them are big fans of a boy band called Town. Apart from being active in friendship life, Mei is also friendly and obedient to her parents. He helped maintain and care for his family's ancestral shrine along with his mother, Ming Lee.

One morning, Mei's life, which was initially fine, turned into disaster. He suddenly turned into a giant red panda after his emotions overflowed. Mei, who turns into a giant red panda, can only turn back into a human if she is able to calm herself down. This then made Mei feel embarrassed and afraid to interact with other people. It wasn't long before Mei found out that her transformation into a red panda had something to do with her family's past history. Ming Lee then reveals that Mei's ancestor worked together with the giant red panda spirit to protect his family in the past. This allows every descendant of the Mei family to transform into a giant red panda. However, the curse can be removed by performing a special ritual on a full moon night.

C. The Definition of Subtitle

Watching subtitles in films and series can help to learn a foreign language. English is the world's most widely learned foreign language; hence the

potential of learning through watching subtitle movie can have great to learn and social impact. Besides, this widespread claim in society lacks conclusive scientific evidence. Actually,, the education experts and the public media have mixed opinions about the feasibility of learning languages through watching a film with subtitles. Zarie (2016) explain that subtitle audiovisual in English is becoming increasingly popular because access to audiovisual media in its original language with a subtitle is easy. It is such a good thing if the students master English and can improve their speaking skills in the world.

Neves (2018) believes that captioning and subtitling have exactly the same definition, although some make a distinction and believe that captioning is considered to be for both deaf and hearing-impaired viewers while subtitling is special to hearers.

According to Gerzymisch-Arbogast (2017), subtitles are the written translation of film dialogues produced on the screen. He adds that the process of subtitling involves three steps; 1) from one 'language' to another, 2) from verbal speech to a written text, 3) from a non-condensed (verbatim) to a condensed (non-verbatim). The National Captioning Institute (2019) defines captions as the process of converting the audio portion of video production into text, which is displayed on a television screen. The caption is typical, which upper-case letters against a black background. Subtitles, on the other hand, are defined as the permanently affixed onscreen text that represents the narration, dialogue, music, or sound effects in a program.

From the statements above, it can be concluded that subtitle is the

monologue text of a movie that appears along with the picture at the bottom of the screen. Through subtitles, people easily understand the storyline or information to be conveyed also it is so good for teaching and make the learning process more interesting. Adding a subtitle in the movie is very useful to improve the student's vocabulary. The researcher is really interested in making a learning-teaching process using a movie with subtitles.

1. The Advantages and Disadvantages of Subtitle

a) The Advantages of Subtitle

According to Vanderplank (2015), there are two potential benefits of subtitles. One is that subtitles might have potential value in helping the language acquisition process by providing the learners with the key to massive quantities of authentic and comprehensible input. The second is that subtitles might help to develop language proficiency by enabling learners to be conscious of the new and unfamiliar language that might otherwise be lost in the stream of speech. Subtitles are so beneficial to students in improving their vocabulary. With the advantages of subtitles, many students get new words, and day by day, they were master the vocabulary. Not only based on Vanderplank's opinion, according to Kellerman (2016), subtitles also are beneficial as an information processing aid. Encoding spoken information psychologically requires less effort than the more effortful semantic coding. The researcher can see that both of their opinions' about subtitles are so beneficial in improving

vocabulary. In the subtitle, the students can learn how the words are produced, sound, meaning. It is not expensive too.

b) The Disadvantage of Subtitle

For a few people, they say that putting subtitles in a movie is very noisy, disturbing, and many more. Like, Zanon (2016) said that many viewers consider subtitles a nuisance because they cover visual information, and so lessen the credibility of the film. Also, according to Reese (2015) subtitles either impede or have no effect on learning from news stories. He believes that the reason may be the limitations of single-channel processing, in which humans can attend to only one channel at a time. Switching attention from spoken text to written text impairs performance when processing demands are heavy because some information is lost in the process. Another possible disadvantage of the use of subtitles is that they might distract the viewer's attention away from the screen.

2. Subtitling Techniques Based

Karamitroglou (2018) stated that there are four aspects that need attention in making subtitles. This should be paid attention because it affects how the subtitle looked on screen. These are the aspects.

1) Spatial Parameter/Layout

Position on the screen talked about position on the screen, Karamitroglou (2018) stated that subtitles should be positioned at the lower

part of the screen, so that they cover an area usually occupied by image action which is of lesser importance to the general aesthetic appreciation of the target film. It shows that the position should consider the aesthetic aspect. the movies should be placed at least 1/12 of the total screen and on the horizontal axis, number of lines the subtitles should consist of maximum two lines on each screen, text Positioning The subtitles should be placed on the center of the screen to ease viewers focus on the films.

Type face and distribution Helvetica and Arial are more preferred to be the font for the subtitle. Besides Font colour and background Pale white is used for the font while for the “ghost box”, grey is the best color. This choice makes viewers read the subtitle more easily because the background of the box is fixed. The layout should be put well. So, it will not disturb the comfort of the audience. The aim of the film should be delivered without being disturbed by the subtitle.

2) Temporal parameter/duration

Duration of a full two-line subtitle (maximum duration): The reading speed of the “average” viewers (aged between 14-65, from an uppermiddle socio-educational class) for a text of average complexity (a combination of formal and informal language) has been proven to range between 150-180 words per minute, between 2 1/2-3 words per second. From this statement, it can be concluded that a full two line subtitle should contain 14-16 words for maximum time seconds.

3) Punctuation and Letter case

According to Farhan (2019) there are some rules for the punctuation and letter case, this can be known as follows: First, Italics [/], used to separate dialogue between two people. Before the slash, do not include a period. Second, Dot Three [...], is used at the end of a sentence to indicate that the sentence continues to the next broadcast. The triple dot is also used at the beginning of a sentence to indicate that the sentence is a continuation of the previous action. Third, double dot [..], used at the end of a sentence to indicate that the sentence is indeed interrupted, not uttered completely by the actor in the picture.

Fourth, double quotation marks [“...”], are used to write quotes, movie titles, books, songs, etc. Fifth, Single quotation marks ['...'], are used to write quotations that are arranged in other quotations as well as words that contain connotative meanings. Sixth, the brackets [(...)] are used when there is something in the subtitle that needs to be explained. This can only be done if sufficient space and time are available.

Besides, full stops (.) used to show that the sentence ends. Then, Dashes and hyphens (-) used to show the exchange of speaker's conversation. Question Marks (?) and Exclamation Points (!) These punctuations are used to emphasize the utterance. They are put after the last character of the subtitle. Parentheses () these punctuations are used to put comments, Commas(,), colons (;), semicolons (;) These punctuations are used to give a short pause on the sentences. Italics, used when there is

foreign language inside the subtitle and Upper-and lower case letters

When the subtitle is about to appear, upper case should be used directly.

4) Target Text Editing

Segmentation should be at the highest nodes means subtitle text should appear segmented at the highest syntactic nodes possible. This can be concluded that subtitle contain one complete sentence. If the screen is not enough, the segmentation should still be divided well so it can be understandable.

Based on the explanation above, it can be concluded that subtitles are the transcription or translation of movie or television dialogue presented simultaneously at the bottom of the. The subtitles are used as the media to help the viewers understand what is said by the speakers in a foreign-language movie. Besides subtitles also have several elements that must be considered.

D. Teaching

1. Definition of Teaching

Teaching is a social process, where the teacher gives or transfers knowledge to their students and to make them comprehend about the material which is given by the teacher. In Meriam Webster Dictionary (2013) teaching is *“Profession of those who give instruction, especially in an elementary or secondary school or a university”*. Traditionally, parents, elders, religious leaders, and sages were responsible for teaching children how to behave and think and what to believe. It means teaching activity has done a long time ago.

Teaching activity will be successful if it is supported by three main components: teacher, learner and material. Besides, the teacher should have an appropriate method that will give a good result in teaching. Besides Brown (2018) stated that teaching is guiding, facilitating learning, enabling the learner to learn and setting the condition for learning.

As the learning facilitator, the teacher has to provide facilities to help the students accept the knowledge and to create atmosphere learners to do the learning activity. To be a good teacher, there are some suggestions that should be highlighted for the teacher as stated by Jeremy Harmer, (2017). The teacher should make their lesson interesting, so the students do not feel asleep, a teacher must love his/her job. If they really enjoy their job, it will make the lesson more interesting, the teacher must have his or her personality, The teacher must have lots of knowledge, not only of their subject. Moreover, a good teacher is an entertainer in positive sense not a negative sense.

The definition of teaching cannot be separated from the definition of learning. The understanding towards the concepts of teaching and learning may underlie the success of language teaching and learning process. However, Tomlinson (2017) explained that learning is normally considered to be a conscious process which consists of the committing to memory of information relevant to what is being learned.

In addition, Murray (2015) stated that learning is a process that brings together cognitive, emotional, and environmental influences for the purpose of making changes in one's knowledge, skills, values, and worldviews. Learning

also refers to a relatively permanent change in behavior as a result of practice or experience. So, it can be concluded that teaching is the process of attending to people's needs, experiences and feelings, and making specific interventions to help students learn.

2. Teaching English as a Foreign Language

By the end of the twentieth century, English was already well on its way to becoming a genuine *lingua franca*, that is a language used widely for communication between people who do not share the same first (or even second) language Harmer (2017). This rapid expansion of the use of English as an international language led its position including in Indonesia. In Indonesia, English might be categorized as a foreign language. It denotes that the learners of the language are the foreigners who study it for various purposes.

Moreover, Brown (2018) explained that English increasingly used as a tool for interaction among non-native speakers. Furthermore he adds that most of English language teacher across the globe are non-native English speaker. Instead, English as a second language has become a tool for international communication in transportation, education, commerce, banking, tourism, technology, diplomacy, scientific researcher in the world including in Indonesia.

In addition, Brown (2017) states that English as a foreign language always refers specifically to English taught in countries where English is not a major language of commerce and education. They may be obtainable through language clubs, special media, opportunity books, or on occasional tourist, but efforts must be made to create such opportunities. Concerning the way in English

teaching, Harmer (2016) stated that a foreign language does not have an immediate social and communication function within the community where it is learned. It is mostly to communicate elsewhere. Furthermore, foreign languages are those in which the students do not have a readiness for communication beyond their classroom, they may be obtainable through language clubs, special media, or books.

Based on those statements above, it can be concluded that teaching English in Indonesia is regarded as teaching English as a foreign language and to communication function within the community where it is learned.

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CHAPTER III

RESEARCH METHOD

A. Research Design

In this research, the writer was used an quantitative research design. According to Sugiyono (2017), quantitative research is research that starts from data collection, interpretation, as well as the appearance of the result is much required to use numbers. Thereby also with understanding and research conclusions will be better if also accompanied by tables, graphs, charts, pictures or displays other. The reason of writer use the quantitative method to see does English subtitle Movies have effect in teaching at Baitul Arqam and Is there any significant difference between the student taught using English subtitle movies and without using English subtitle Movies at Baitul Arqam.

B. Population and sample

Population is a generalization area consisting of objects or subjects that have certain quantities and characteristics that are applied by researchers to be studied and then conclusions drawn. According to Arikunto (2019), the population in this research that all junior high school students in MTs Baitul Arqam for the 2022-2023 academic year totaling 43 students.

Sample is a part of a large whole. "Sample refers to the small subgroup which is thought to be representative of the larger population". The sample is a subject of a population (Triola, 2016). The writer determined the sample using random sampling. The writer use random sampling because the writer will take a

random sample. The writer took the sample based on the number of students in the class. The sample of this research was the of 14 students of MTs VII at Baitul Arqam.

C. Research Instrumen

To gather the data, the researcher needs to choose and use a certain instrument. Instrument means advice which is able to show temporary result and/or evidence such as questionnaire and checklist. The instrument used in this research are:

1. Experimental teaching

Experimental instruments were used by the writer to see the influence of movie subtitles in doing the research. This experimental was conducted in two meetings during this research. In the first meeting, the writer provided movies with no subtitles, and for the second meeting, the writer used movie with subtitles.

2. Tests

The test is a type of data collection used by the writer and is given to students with answers to questions. The test used consists of two pre-test and post-test. The pre-test questions before using the film while the post-test questions after using the movie, related to does English subtitle movies has an effect or not in teaching at Baitul Arqam and What is the significant difference between the students taught using English subtitle movies and without using English subtitle Movies at Baitul Arqam.

3. Questionnaires

The questionnaire was administered by the researcher to several students

regarding the foreign language skills of VII junior high school students and teacher at MTs Baitul Arqam. Questionnaires are an efficient instrument technique when researchers know for sure the variables to be measured and know what can be expected from respondents (Sugiono, 2015). The questionnaire was used to see whether movie subtitles in teaching English at MTs Baitul Arqam has effect or not.

D. Technique of Data Collection

To gather the data, the researcher needs to choose and use a certain instrument. Instrument means advice which is able to show temporary result and/or evidence; such as questioner, checklist, observation sheet or observation schedule, test question (sometimes only called test), inventory, and scale (Arikunto, 2003, p. 134). In this research, the writer made some set of an instrument to collect the data for her study.

First, the writer conducted an experiment with the students, namely with two meetings, the first meeting the writer did not use subtitles and the second meeting the writer used subtitles.

Second, the writer provided two tests namely pre-test and post-test. According to Ary (1985) a test is a set of presented to an individual in order to elicit responses on the basic of which a numerical score can be assigned. Moreover, Kerlinger (1986) also believes that a test is a systematic procedure in which the individuals tested are presented with a set of constructed stimuli to which they respond, the responses enabling the tester to assign the tested

numerals. Pre-test was given without subtitles, then post-test was given with subtitles.

Third, the writer distributed questionnaire to find out students perception about the movie subtitles. The researcher passed the questionnaire which consisted of 10 questions. Through this questionnaire, the students chose one of the four options according to their perception.

E. Technique of Data Analysis

Data analysis according to Firman (2018) is the process of managing data affairs, organizing it into a pattern, category and basic description channel that differentiates from interpreting, namely giving significant meaning to the analysis, explaining the description and looking for relationships between the dimensions of the description. According to Arikunto (2018) data analysis methods are computational and statistical methods that focus on statistical, mathematical or numerical analysis of data.

First, for analyzing test, the writer used SPSS to see the significant difference between using film subtitles and without subtitles. Second, the writer used questionnaire to see the effect of using movie subtitles in teaching English at Baitul Arqam. In this research, to analyze questionnaire the writer use the following formula by Sugiyono (2017):

$$P = \frac{N}{A} \times 100 \%$$

P : Percentage of foreign language ability level of students

N : Obtained Value

A : Respondents

CHAPTER IV

THE RESULT OF RESEARCH

A Brief Description of Research Location

1. Profile Swasta Baitul Arqam

The Aceh Muhammadiyah Regional Leadership established an educational institution in the form of a Islamic Boarding School Dayah with the name Baitul Arqam Islamic Boarding School which is located in Sibreh, Aceh Besar District, precisely on Jl. T. Fakinah (Sibreh Market - Peukan Bilui) Sibreh Settlement, Tampok Blang Village, Suka Makmur District.

At first, the Baitul Arqam Islamic Boarding School Dayah, which was built on a 2 hectare plot of land, was a Children's Parenting/Development Center in collaboration with Muhammadiyah and the Youth of The Street Overseas Realief Fund Australia. The level of comfort, beauty and tidiness of the facilities provided is of international standard consisting of 12 dormitories, a two-story Madrasah building, a public library, dining room, canteen, study hall, sports field and a mushalla as the center for educational activities and fostering students in the context of building budding ummah who lead a life in accordance with the Qur'an and Sunnah and prioritizing congregational activities through the method of fostering students by memorizing the Al-Quran and hadith accompanied by an understanding of their contents.

Based on the Aceh Muhammadiyah Regional Leadership Meeting. The used to be an orphanage was upgraded to a boarding school. The name "Baitul Arqam" is exemplified by the spirit of Rasulullah SAW who started his preaching

from the house of Arqam bin Abi Arqam. It is on the basis of this spirit that the Baitul Arqam Islamic Boarding School Dayah aspires to become an Islamic educational institution that educates, fosters and forms the younger generation of Muslims so that they can become cadres of Islamic da'wah in the future.

The Regional Leadership of Muhammadiyah Aceh through the Baitul Arqam Islamic Boarding School Dayah decided to organize Tsanawiyah level Education () in 2012. so that people around Aceh Besar as well as throughout Aceh and outside Aceh province continue to get access to educational services from Islamic education institutions.

Based on the meeting of the Aceh Muhammadiyah Regional Leadership and Aceh Muhammadiyah University (UNMUHA) Leadership on November 16 2018 concerning the transition of the management of the Baitul Arqam Islamic Boarding School Dayah from the Aceh Muhammadiyah Regional Leadership to UNMUHA while continuing to provide reports to the Aceh Muhammadiyah Regional Leadership.

2. Vision

Become a superior and Islamic Islamic boarding school education institution in the fields of Tahfidh, ICT and Journalism in Aceh in 2022.

3. Mission

1. Build the character of the students in accordance with the Al Quran and Sunnah.
2. Organizing integrative and dynamic dayah education in accordance with the times.

3. Creating cadres of people who are moral, intelligent and independent and have competence in the fields of Tahfidh, Journalism and ICT
4. Equip students with foreign language skills.

4. Objective

In line with the Basic Education Objectives in Government Regulation No. 19 of 2005, namely laying the foundation of intelligence, knowledge, personality, noble character, and being skilled and able to live independently and attend further education, the objectives of the MTs Baitul Arqam are as follows:

1. Producing students who have faith and piety to Allah SWT.
2. Forming a madrasa community that is noble, healthy, knowledgeable, capable, creative, independent, and always adheres to Islamic law.
3. Producing students who have the basic knowledge, abilities and skills to continue on to a higher level of education.
4. Develop broad insights in the field of science and religion.

Table 4.1 The Condition of Teachers and Employees

No	Position	Total		Employee Status		Total
		M	F	PNS	Non PNS	
1	Headmaster	1	-	-	1	1
2	Subject teachers	4	17	3	18	21
3	School guard	1	-	-	1	1
4	Operator	1	-	-	1	1
5	K.TU	1	-	-	1	1

Table 4.2 Student State

Class	The Number of Students			Information
	Male	Female	Total	
VII	6	8	14	
VIII	11	5	16	
IX	7	6	13	
Total	24	19	43	

Table 4.3 School State

Room Type	Total		Rombel	Information
	Units	Room		
Study room	1	3	3	Whole Building
Office room	1	1		Whole Building
MCK	1	2		Whole Building
Library	1	1		Whole Building
UKS	1	1		Whole Building
Canteen	1	1		Whole Building
Islamic Prayer Room	1			Whole Building
	1			Whole Building
Total	7	8	3	

F. Research Result

Based on the results of research conducted by the writer, the results of the pre-test and post-test can be found as follows:

1. Questionnaire

A questionnaire was given to students to find out the effect of English subtitle Movies in teaching at Baitul Arqam. The results of the questionnaire with 10 questions to 14 samples are as follows:

Table 4.4 I often watching English movie with Subtittle

Question	Option	Frequency	Precentage (%)
1	a. Strongly agree	12	85,8 %
	b. Agree	2	14,2 %
	c. Disagree	-	-
	d. Strongly disagree	-	-

According to the data above, it shows that the students often watching English movie with subtitle with the option strongly agree (85,8%), and agree (14,2%). So, the writer concluded that students at Baitul Arqam often watching English movie with subtitle.

Table 4.5 I Do not usually use Subttile while watching movies

Question	Option	Frequency	Precentage (%)
2	a. Strongly agree	1	7,1 %
	b. Agree	3	21,4 %
	c. Disagree	7	50 %
	d. Strongly disagree	3	21,4 %

According to data above, it presents that students with percentage of 7,1% said that they do not usually use subttile while watching Movies, then students agree with percentage 21,4 %, disagree with percentage 50% and strongly disagree with percentage 21,4%. The writer concluded that students not usually use Subttile while watching Movies.

Table 4.6 The use of movie subtitles is interesting

Question	Option	Frequency	Precentage (%)
3	a. Strongly agree	2	14, 2 %
	b. Agree	10	71,4 %
	c. Disagree	1	7,1 %
	d. Strongly disagree	1	7,1 %

According to the data above, it presents that students with percentage 14,2% said strongly agree and 71,4% said agree with the use of movie subtitles is interesting. Then, 7,1 of students said disagree agree and then strongly disagree with percentage of 7,1%. The writer concluded that students is interesting of using movie subtitles.

Table 4.7 I do not find the difficulty to understand English by using movie subtitles

Question	Option	Frequency	Precentage (%)
4	a. Strongly agree	2	14, 2 %
	b. Agree	10	71,4 %
	c. Disagree	1	7,1 %
	d. Strongly disagree	1	7,1 %

According to the data above, it presents that 14,2% of students said strongly agree and 71,4% said agree about they do not find the difficulty to understand English by using movie subtitles. While, 7,1% of students voted disagree and strongly disagree about this statement. The writer concluded that students do not find it difficult to understand English by using movie subtitles.

Table 4.8 The use movie subtitles motivates me to be more active in learning English

Question	Option	Frequency	Precentage (%)
5	a. Strongly agree	4	28,5 %
	b. Agree	10	71,4 %
	c. Disagree		
	d. Strongly disagree		

Based on the table above, it shows that 28,5% of students voted strongly agree with the use movie subtitles that could motivates to be more active in

learning English and 71,4% of students said agree. The writer concluded that students use Movie Subtitles motivates me to be more active in learning English.

Table 4.9 In my opinion using movie subtitles provides new knowledge.

Question	Option	Frequency	Percentage (%)
6	a. Strongly agree	10	71,4 %
	b. Agree	4	28,5 %
	c. Disagree		
	d. Strongly disagree		

Based to the data above, it shows that 71,4% of students confirmed strongly agree with the use of Movie Subtitles could provide new knowledge and 28,5% of students said that agree. The writer concluded that students opinion using movie subtitles provides new knowledge.

Table 4.10 Watching English more interested me on learning English

Question	Option	Frequency	Percentage (%)
7	a. Strongly agree	2	14, 2 %
	b. Agree	10	71,4 %
	c. Disagree	1	7,1 %
	d. Strongly disagree	1	7,1 %

According to the table above, it presents that 14,2% of students strongly agreed with watching English is more interested on learning English then agreed with 71,4% of students. Meanwhile, 7,1% of students disagreed and strongly disagreed about this statement. The writer concluded that Watching English is more interested student on learning English.

Table 4.11 I am enthusiastic watching English movie by using Subtitles

Question	Option	Frequency	Precentage (%)
8	a. Strongly agree	10	71,4 %
	b. Agree	4	28,5 %
	c. Disagree		
	d. Strongly disagree		

From the table above, it shows that 71,4% of students voted strongly agree and 28,5% of students agreed with enthusiastic watching English movie by using subtitles. The writer concluded that students are enthusiastic watching English movie by using subtitles.

Table 4.12 By watching English movie, it can help me to improve my listening skill

Question	Option	Frequency	Precentage (%)
9	a. Strongly agree	4	28,5 %
	b. Agree	10	71,4 %
	c. Don't agree		
	d. Strongly disagree		

Based on the table above, it shows that 28,5% of students said strongly agree and 71,4% of students said agree by watching English movie, so it could help to improve my listening skill. The write concluded that by watching movie help students to improve my listening skill.

Table 4.13 The use of English subttile in the movie makes me understand English dialouge better

Question	Option	Frequency	Precentage (%)
10	a. Strongly agree	4	28,5 %
	b. Agree	10	71,4 %

-
- c. Don't agree
-
- d. Strongly disagree
-

Based on the table above, it shows that 28,50% students strongly agreed and 71,4% of students agreed with the use of English subtitle in the movie could ease to understand English dialouge better. It can be concluded that English subtitle movies could make students understand English easily.

2. Pre-Test

Pre Test can be interpreted as an activity to test the level of students' knowledge of the material to be delivered, pre test activities are carried out for 10% before teaching activities are given. As for the results of the pre-test conducted on 14 class VII students at MTs Baitul Arqam, they are as follows:

Table.4.14 Pre-Test at MTs Baitul Arqam

No	Students Name	Questions	Answer	Ceklis
1	KP	1. In the movie, what the animal Mei transforming into?	Red Panda	✓
		2. What is the name of Mei and her friends' favorite Boyband group?	4 Town	✓
		3. How many bestfriend did Mei have?	3	✓
		4. What is the name of girl who has cute hair bangs in the movie?	Abby	✓
		5. Why did Mei Transformed into Red Panda?	Because, Mei's family lineage has a long history that the female in the family could transform into red	✓

			Panda when they are a teenager	
2		1. In the movie, what the animal Mei transforming into?	Red Panda	✓
		2. What is the name of Mei and her friends' favorite Boyband group?	4 Town	✓
		3. How many bestfriend did Mei have?	3	
		4. What is the name of girl who has cute hair bangs in the movie?	Priya	✓
		5. Why did Mei Transformed into Red Panda?	Because, Mei's family lineage has a long history that the female in the family could transform into red Panda when they are a teenager	X
3	HR	1. In the movie, what the animal Mei transforming into?	Red Panda	✓
		2. What is the name of Mei and her friends' favorite Boyband group?	4 Town	✓
		3. How many bestfriend did Mei have?	3	
		4. What is the name of girl who has cute hair bangs in the movie?	Priya	✓
		5. Why did Mei Transformed into Red Panda?	Because, Mei's family lineage has a long history that the female in the family could transform into red Panda when they are a	X
				✓

teenager				
4	AZ	1. In the movie, what the animal Mei transforming into?	Red Panda	✓
		2. What is the name of Mei and her friends' favorite Boyband group?	Bigbang	X
		3. How many bestfriend did Mei have?	3	✓
		4. What is the name of girl who has cute hair bangs in the movie?	Abby	✓
		5. Why did Mei Transformed into Red Panda?	Because, Mei likes Red Panda a lot	X
5	SY	1. In the movie, what the animal Mei transforming into?	Red Panda	✓
		2. What is the name of Mei and her friends' favorite Boyband group?	Bigbang	X
		3. How many bestfriend did Mei have?	3	✓
		4. What is the name of girl who has cute hair bangs in the movie?	Abby	✓
		5. Why did Mei Transformed into Red Panda?	Because, Mei likes Red Panda a lot	X
6	RN	1. In the movie, what the animal Mei transforming into?	Red Panda	✓
		2. What is the name of Mei and her friends' favorite Boyband group?	4 Town	✓
		3. How many bestfriend did Mei have?	3	✓
		4. What is the name of girl who has cute hair bangs in the movie?	Abby	✓
		5. Why did Mei Transformed into Red Panda?	Because, Mei likes Red Panda a lot	X
7	SH	1. In the movie, what the animal	Red Panda	✓

		Mei transforming into?		
		2. What is the name of Mei and her friends' favorite Boyband group?	4 Town	✓
		3. How many bestfriend did Mei have?	3	✓
		4. What is the name of girl who has cute hair bangs in the movie?	Abby	✓
		5. Why did Mei Transformed into Red Panda?	Because, Mei's family lineage has a long history that the female in the family could transform into red Panda when they are a teenager	✓
8	RY	1. In the movie, what the animal Mei transforming into?	Red Panda	✓
		2. What is the name of Mei and her friends' favorite Boyband group?	4 Town	✓
		3. How many bestfriend did Mei have?	3	✓
		4. What is the name of girl who has cute hair bangs in the movie?	Priya	X
		5. Why did Mei Transformed into Red Panda?	Because, Mei's family lineage has a long history that the female in the family could transform into red Panda when they are a teenager	✓
9	HS	1. In the movie, what the animal Mei transforming into?	Red Panda	✓

		2. What is the name of Mei and her friends' favorite Boyband group?	4 Town	✓
		3. How many bestfriend did Mei have?	3	
		4. What is the name of girl who has cute hair bangs in the movie?	Priya	✓
		5. Why did Mei Transformed into Red Panda?	Because, Mei's family lineage has a long history that the female in the family could transform into red Panda when they are a teenager	X
10	NT	1. In the movie, what the animal Mei transforming into?	Red Panda	✓
		2. What is the name of Mei and her friends' favorite Boyband group?	4 Town	✓
		3. How many bestfriend did Mei have?	3	✓
		4. What is the name of girl who has cute hair bangs in the movie?	Priya	X
		5. Why did Mei Transformed into Red Panda?	Because, Mei's family lineage has a long history that the female in the family could transform into red Panda when they are a teenager	✓
11	FI	1. In the movie, what the animal Mei transforming into?	Red Panda	✓

		2. What is the name of Mei and her friends' favorite Boyband group?	4 Town	✓
		3. How many bestfriend did Mei have?	3	✓
		4. What is the name of girl who has cute hair bangs in the movie?	Abby	✓
		5. Why did Mei Transformed into Red Panda?	Because, Mei's family lineage has a long history that the female in the family could transform into red Panda when they are a teenager	✓
12	NN	1. In the movie, what the animal Mei transforming into?	Red Panda	✓
		2. What is the name of Mei and her friends' favorite Boyband group?	4 Town	✓
		3. How many bestfriend did Mei have?	3	✓
		4. What is the name of girl who has cute hair bangs in the movie?	Abby	✓
		5. Why did Mei Transformed into Red Panda?	Because, Mei's family lineage has a long history that the female in the family could transform into red Panda when they are a teenager	✓
13	BR	1. In the movie, what the animal Mei transforming into?	Red Panda	✓

		2. What is the name of Mei and her friends' favorite Boyband group?	4 Town	✓
		3. How many bestfriend did Mei have?	3	
		4. What is the name of girl who has cute hair bangs in the movie?	Abby	✓
		5. Why did Mei Transformed into Red Panda?	Because, Mei's family lineage has a long history that the female in the family could transform into red Panda when they are a teenager	✓
14	AL	1. In the movie, what the animal Mei transforming into?	Red Panda	✓
		2. What is the name of Mei and her friends' favorite Boyband group?	4 Town	✓
		3. How many bestfriend did Mei have?	3	✓
		4. What is the name of girl who has cute hair bangs in the movie?	Abby	✓
		5. Why did Mei Transformed into Red Panda?	Because, Mei's family lineage has a long history that the female in the family could transform into red Panda when they are a teenager	✓

From the table above, it can be seen that the pre-test results showed that

there were still students who answered incorrectly. The student's mistakes most often occur in answers to numbers 2, 4 and 5. So the writer gives a post test for the next meeting after the writer gives the movies with subtitles.

3. Post-Test

The post test is carried out for 20% in the form of questions given after the lesson/material has been delivered. In short, the post test is the final evaluation when the material is being taught.

Table 4.15 Post-Test at MTss Baitul Arqam

No	Students Name	Questions	Answer	Ceklis
1	KP	1. When did Mei transform into Red Panda?	When she becomes emotional	✓
		2. Why Mei's mama transform into big Red Panda?	Because she is angry with her daughter	✓
		3. Who is the one that give Mei's grandmother a big scar on her face?	Mei's Mama	✓
		4. How did Mei breaks her family curse?	She gathered her family and doing a specific in order to break the curse	✓
		5. Why did Mei choose to keep her Red Panda form?	Because she feels the Red Panda is a part of her	✓
2	ZK	1. When did Mei transform into Red Panda?	When she becomes emotional	✓

		2. Why Mei's mama transform into big Red Panda?	Because she is angry with her daughter	✓
		3. Who is the one that give Mei's grandmother a big scar on her face?	Mei's Mama	✓
		4. How did Mei breaks her family curse?	She gathered her family and doing a specific in order to break the curse	✓
		5. Why did Mei choose to keep her Red Panda form?	Because she feels the Red Panda is a part of her	✓
3	HR	1. When did Mei transform into Red Panda?	When she becomes emotional	✓
		2. Why Mei's mama transform into big Red Panda?	Because she is angry with her daughter	✓
		3. Who is the one that give Mei's grandmother a big scar on her face?	Mei	✓
		4. How did Mei breaks her family curse?	She gathered her family and doing a specific in order to break the curse	X
		5. Why did Mei choose to keep her Red Panda form?	Because she feels the Red Panda is a part of her	✓
4	AZ	1. When did Mei transform into Red Panda?	When she becomes emotional	✓

		2. Why Mei's mama transform into big Red Panda?	Because she is angry with her daughter	✓
		3. Who is the one that give Mei's grandmother a big scar on her face?	Mei's Mama	✓
		4. How did Mei breaks her family curse?	She gathered her family and doing a specific in order to break the curse	✓
		5. Why did Mei choose to keep her Red Panda form?	Because she feels the Red Panda is a part of her	✓
5	SY	1. When did Mei transform into Red Panda?	When she becomes emotional	✓
		2. Why Mei's mama transform into big Red Panda?	Because she is angry with her daughter	✓
		3. Who is the one that give Mei's grandmother a big scar on her face?	Mei's Mama	
		4. How did Mei breaks her family curse?	She gathered her family and doing a specific in order to break the curse	✓
		5. Why did Mei choose to keep her Red Panda form?	Because she feels the Red Panda is a	✓

			part of her	✓
6	RN	1. When did Mei transform into Red Panda?	When she becomes emotional	✓
		2. Why Mei's mama transform into big Red Panda?	Because she is angry with her daughter	✓
		3. Who is the one that give Mei's grandmother a big scar on her face?	Mei	X
		4. How did Mei breaks her family curse?	She gathered her family and doing a specific in order to break the curse	✓
		5. Why did Mei choose to keep her Red Panda form?	Because she feels the Red Panda is a part of her	✓
7	SH	1. When did Mei transform into Red Panda?	When she becomes emotional	✓
		2. Why Mei's mama transform into big Red Panda?	Because she is angry with her daughter	✓
		3. Who is the one that give Mei's grandmother a big scar on her face?	Mei's mama	✓
		4. How did Mei breaks her family curse?	She gathered her family and doing a specific in order to break the curse	✓

		5. Why did Mei choose to keep her Red Panda form?	Because she feels the Red Panda is a part of her	✓
8	RY	1. When did Mei transform into Red Panda?	When she becomes emotional	✓
		2. Why Mei's mama transform into big Red Panda?	Because she is angry with her daughter	✓ ✓
		3. Who is the one that give Mei's grandmother a big scar on her face?	Mei' mama	✓
		4. How did Mei breaks her family curse?	She gathered her family and doing a specific in order to break the curse	✓
		5. Why did Mei choose to keep her Red Panda form?	Because she feels the Red Panda is a part of her	✓
9	HS	1. When did Mei transform into Red Panda?	When she becomes emotional	✓
		2. Why Mei's mama transform into big Red Panda?	Because she is angry with her daughter	✓
		3. Who is the one that give mei's grandmother a big scar on her face?	mei' mama	✓
		4. How did Mei breaks her family curse?	She gathered her family and doing a specific in order to break the	✓

		5. Why did Mei choose to keep her Red Panda form?	curse Because she feels the Red Panda is a part of her	✓
10	NT	1. When did Mei transform into Red Panda?	When she becomes emotional	✓
		2. Why Mei's mama transform into big Red Panda	Because she is angry with her daughter	✓
		3. Who is the one that give Mei's grandmother a big scar on her face?	Mei' mama	✓
		4. How did Mei breaks her family curse?	She gathered her family and doing a specific in order to break the curse	✓
		5. Why did Mei choose to keep her Red Panda form?	Because she feels the Red Panda is a part of her	✓
11	FI	1. When did Mei transform into Red Panda?	When she becomes emotional	✓
		2. Why Mei's mama transform into big Red Panda?	Because she is angry with her daughter	✓
		3. Who is the one that give Mei's grandmother a big scar on her face?	Mei' mama	✓
		4. How did Mei breaks her family curse?	She gathered her family and doing a specific in order to break the curse	✓
		5. Why did Mei choose to keep her Red Panda form?	Because she feels the Red Panda is a	

			part of her	✓
12	NN	1. When did Mei transform into Red Panda?	When she becomes emotional	✓
		2. Why Mei's mama transform into big Red Panda?	Because she is angry with her daughter	✓
		3. Who is the one that give Mei's grandmother a big scar on her face?	Mei's mama	✓
		4. How did Mei breaks her family curse?	She gathered her family and doing a specific in order to break the curse	✓
		5. Why did Mei choose to keep her Red Panda form?	Because she feels the Red Panda is a part of her	✓
13	BR	1. When did Mei transform into Red Panda?	When she becomes emotional	✓
		2. Why Mei's mama transform into big Red Panda?	Because she is angry with her daughter	✓
		3. Who is the one that give Mei's grandmother a big scar on her face?	Mei's mama	✓
		4. How did Mei breaks her family curse?	She gathered her family and doing a specific in order to break the curse	✓
		5. Why did Mei choose to keep her	Because she	

		Red Panda form?	feels the Red Panda is a part of her	✓
14	AL	1. When did Mei transform into Red Panda?	When she becomes emotional	✓
		2. Why Mei's mama transform into big Red Panda?	Because she is angry with her daughter	✓
		3. Who is the one that give Mei's grandmother a big scar on her face?	Mei' mama	✓
		4. How did Mei breaks her family curse?	She gathered her family and doing a specific in order to break the curse	✓
		5. Why did Mei choose to keep her Red Panda form?	Because she feels the Red Panda is a part of her	✓

Based on the results of the pre test and post test above, the writer analyzed the SPSS data using the T Test formula to find out the significant difference between the student taught using English subtitle movies and without using English subtitle movies at MTs Baitul Arqam. The results of the pre test and post test are as follows:

Table 4.16 Paired Samples Statistics

Paired Samples Statistics			
		Mean	N
Pair 1	Pre Test	9,2857	14
	Post Tes	9,8571	14

Based on the data above, it can be seen that the mean value of the pre-test is 9.2857 while the mean value of the post-test is 9.8571 with a sample of 14 students. As the result, it has significant difference between the student taught using English subtittle movies and without using English subtittle movies at Baitul Arqam:

Table 4.17 Paired Sample Test

Paired Samples Test									
		Paired Differences							
		Std. Deviatio		95% Confidence Interval					Sig. (2-tailed)
		Mean	n	Std. Error Mean	of the Difference		t	Df	
Pair 1	Pre Test - Post Tes	- ,75593		,20203	-1,00789	-,13497	-2,828	13	,000

From the result of t test above, it can be seen that the pre-test and post-test scores have a significant difference between the student taught using English subtittle movies and without using English subtittle movies at Baitul Arqam with a significant value of 0.000 which is smaller than α 0.05.

B. Discussion

Based on the finding, the first result of this research shows that the English subtitles movie have positive effect in teaching at Baitul Arqam. This can be seen from the results of questionnaire which indicated that the majority of student

answered strongly agree and agree. Besides, for the second result shows the significant difference before and after using English subtitles movie in which the significance value (0.00) is smaller than α (0,05). Thus, it indicates that the use of English movie subtitles in teaching English is very helpful to ease students' understanding in learning English. This is in accordance with previous research Nurul (2020), which shows that there is an average difference in student learning outcomes between students who are taught by English subtitles in film media compared to students who do not use English subtitles in film media.

Subtitles allow an accented language become intelligible to any viewer. To understand the content of a movie, subtitle plays the important role to bridge the audience need, such as deliver the word according to the audience native and culture. Because, if the audience does not understand the meaning of the utterance, automatically the audience would read and process the subtitles in their native. But, when the subtitles are in the language of the film, the audience is able to hear the new accent while reading the text. Simultaneously hearing and reading foreign words help incorporate what the audience hears through their phonetic understanding of the language, then it can understand the future words as they come up and familiarize themselves with the sounds of their new language. Grignon, Lavour & Blanc (2015) compared three versions of a film sequence (that is, dubbed, subtitle, and original versions) and they found that the dubbed and subtitle versions lead to better.

Movie subtitles reduce affective burden when learners use movies as an educational medium (Ahn, 2018), which leads them to read subtitles. It means

that the difficulty from listening can be relieved through reading subtitles. Subtitles enable learners to understand movies comprehensively and let them pick up the meaning of specific scenes quickly under the condition of less stress.

The significant difference between the students taught using English subtitle movies and without using English subtitle Movies at Baitul Arqam proves that watching English movies lead students improve their English skill. This can be seen that the result of pre-test and post-test scores that have a significant difference before and after using English Subtitles movies at Baitul Arqam with a significant value of 0.000 which is smaller than α 0.05.

CHAPTER V

CONCLUSION AND SUGGESTION

The chapter deals with some conclusions and suggestions that had been concluded as follows:

A. Conclusion

1. The first result show that the English subtitles movie have positive effect in teaching English at MTs Baitul Arqam in which watching English movie could help students to improve English skill.
2. The second result shows that there is a significant difference between watching English movie with subtitles and without subtitles at MTs Baitul Arqam with a significant value of 0.000 which is smaller than α 0.05.

B. Suggestion

This research are some suggestions as follows:

1. It is recommended for teachers to use subtitle movies during the English learning process.
2. It is suggested to students to be more motivated in learning English
3. It is recommended for other researchers to apply fun learning methods.

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1. An Appointment Letter of The Supervisors For Thesis

	UNIVERSITAS MUHAMMADIYAH ACEH FAKULTAS AGAMA ISLAM (STATUS TERAKREDITASI) Jalan Muhammadiyah No. 91 Batoh Lueng Bata Email : fai.tarbiyah@unmuha.ac.id BANDA ACEH 23245
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Nomor	: 502 /UM. M6/Q/FAI/2023	Banda Aceh, 28 Juli 2023
Lampiran	: --	
Hal	: Permohonan Rekomendasi Izin Penelitian <u>Data Menyusun Skripsi</u>	

Kepada Yth :
Sdr. Kepala Sekolah MTs Baitul Arqam Aceh Besar
Di-
Tempat

Assalamu'alaikum Wr.Wb.

Dengan Hormat. Dekan Fakultas Agama Islam Universitas Muhammadiyah Aceh dengan ini memohon agar kiranya Bapak/Ibu memberi izin dan bantuan kepada :

Nama	: Cut Itawari
NPM	: 1905180004
Jurusan	: Tadris Bahasa Inggris
Semester	: VIII (Delapan)
Alamat	: Desa Lamdom Kec. Lueng Bata Kota Banda Aceh

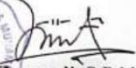
Untuk mengumpulkan data :
Pada MTs Baitul Arqam Aceh Besar dalam Rangka Menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studinya pada Fakultas Agama Islam Universitas Muhammadiyah Aceh, yang berjudul :

"The Use of Movie Subtitles in Teaching English at MTs Baitul Arqam"

Demikianlah harapan kami, atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

Wassalam

An. Dekan,
Kabag Tata Usaha,


Dedi Zumardi, S.Pd.I



2. Recommendation of Conducting Research

	UNIVERSITAS MUHAMMADIYAH ACEH FAKULTAS AGAMA ISLAM (STATUS TERAKREDITASI) Jalan Muhammadiyah No. 91 Batoh Lueng Bata Email : fai.tarbiyah@unmuha.ac.id BANDA ACEH 23245
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Nomor	: 502 /UM. M6/Q/FAI/2023	Banda Aceh, 28 Juli 2023
Lampiran	: --	
Hal	: Permohonan Rekomendasi Izin Penelitian <u>Data Menyusun Skripsi</u>	

Kepada Yth :
Sdr. Kepala Sekolah MTs Baitul Arqam Aceh Besar
Di-
Tempat

Assalamu'alaikum Wr.Wb.

Dengan Hormat. Dekan Fakultas Agama Islam Universitas Muhammadiyah Aceh dengan ini memohon agar kiranya Bapak/Ibu memberi izin dan bantuan kepada :

Nama	: Cut Itawari
NPM	: 1905180004
Jurusan	: Tadris Bahasa Inggris
Semester	: VIII (Delapan)
Alamat	: Desa Lamdom Kec. Lueng Bata Kota Banda Aceh

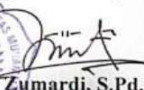
Untuk mengumpulkan data :
Pada MTs Baitul Arqam Aceh Besar dalam Rangka Menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studinya pada Fakultas Agama Islam Universitas Muhammadiyah Aceh, yang berjudul :

"The Use of Movie Subtitles in Teaching English at MTs Baitul Arqam"

Demikianlah harapan kami, atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

Wassalam

An. Dekan,
Kabag Tata Usaha,


Dedi Zumardi, S.Pd.I



3. Certificate of Research Conducted By MTs Baitul Arqam

 **PIMPINAN WILAYAH MUHAMMADIYAH ACEH**
MADRASAH TSANAWIYAH
BAITUL ARQAM
Jalan Banda Aceh - Medan Km 15.5 Tgk. Fakuah Desa Tampok Blang Kemukiman Sibreh
Kecamatan Suka Makmur - Kabupaten Aceh Besar, 23361 

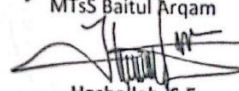
SURAT KETERANGAN
Nomor : MTs.03.04/360/S.Ket/VII/2023

Yang bertanda tangan di bawah ini Kepala Madrasah Tsanawiyah Swasta Baitul Arqam,
Menerangkan bahwa:

Nama : Cut Itawari
NPM : 19051800004
Prodi : Tadris Bahasa Inggris

Yang bersangkutan telah mengadakan penelitian (Research) di Madrasah Tsanawiyah
Swasta Baitul Arqam, terhitung tanggal 29 Juli – 05 Agustus 2023 guna penulisan skripsi dengan
judul : “The Use of Movies Subtitles in Teaching English at MTsS Baitul Arqam”.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya,

Aceh Besar, 07 Agustus 2023
Kepala Madrasah
MTsS Baitul Arqam

Hasballah, S.E

4. Questionnaire

Name :

Gender :

Answer the questions below by using a cross (X) on the answer that suits you.

1. . I often watch English movies with subtitle
 - a. Strongly agree
 - b. Agree
 - c. Disagree
 - d. Strongly disagree

2. I do not usually use subtitle while watching Movies
 - a. Strongly agree
 - b. Agree
 - c. Disagree
 - d. Strongly disagree

3. The use Movie Subtitles is interesting
 - a. Strongly agree
 - b. Agree
 - c. Disagree
 - d. Strongly disagree

4. I do not find it difficult to understand English by using Movie Subtitles.
 - a. Strongly agree
 - b. Agree
 - c. Disagree
 - d. Strongly disagree

5. The use Movie Subtitles makes more efficient in learning English
 - a. Strongly agree
 - b. Agree
 - c. Disagree
 - d. Strongly disagree

6. . In my opinion using Movie Subtitles provides new knowledge
 - a. Strongly agree
 - b. Agree
 - c. Disagree
 - d. Strongly disagree

7. Watching English more interested me on learning English.
- a. Strongly agree
 - b. Agree
 - c. Disagree
 - d. Strongly disagree
8. I am enthusiastic watching English movie by using Subtitles.
- a. Strongly agree
 - b. Agree
 - c. Disagree
 - d. Strongly disagree
9. By watching movie, it help me to improve my listening skill
- a. Strongly agree
 - b. Agree
 - c. Disagree
 - d. Strongly disagree
10. The use of English subtitle in the movie makes me understand the dialouge better
- a. Strongly agree
 - b. Agree
 - c. Disagree
 - d. Strongly disagree

5. Pre-Test

1. In the movie, what is the animal Mei transforming into?
 - a. Lion
 - b. Monkey
 - c. Bear
 - d. Red Panda
2. What is the name of Mei and her friends' favorite Boyband group?
 - a. Bigbang
 - b. BTS
 - c. 4Town
 - d. Blackpink
3. How many bestfriend did Mei have?
 - a. 2
 - b. 5
 - c. 8
 - d. 3
4. What is the name of girl who has cute hair bangs in the movie?
 - a. Abby
 - b. Miriam
 - c. Asep
 - d. Priya
5. Why did Mei Transformed into Red Panda?
 - a. Because, Mei is a Transformer
 - b. Because, Mei likes Red Panda a lot
 - c. Because, Mei's family lineage has a long history that the female in the family could transform into red panda when they are a teenager.

6. Post-Test

1. When did Mei transform into Red Panda?
 - a. When she was running
 - b. When she was eating
 - c. When she becomes emotional
 - d. When she was studying
2. Why Mei's mama transform into big Red Panda?
 - a. Because she feels bored
 - b. Because she was starving
 - c. Because she feels sleepy
 - d. Because she is angry with her daughter
3. Who is the one that give Mei's grandmother a big scar on her face?
 - a. Mei
 - b. Abby
 - c. Miriam
 - d. Mei's Mama
4. How did Mei breaks her family curse?
 - a. By sleeping
 - b. She needs to eat an apple to break the curse
 - c. She gathered her family and doing a specific ritual in order to break the curse
 - d. She does not need to do anything, the curse will disappear.
5. Why did Mei choose to keep her Red Panda form?
 - a. Because she likes Red Panda a lot.
 - b. Because she feels the Red Panda is a part of her
 - c. Because she can not transform back into human
 - d. Because her mother told her to keep her Red Panda form

7. Movie Cover



8. Research Documentation





9. Autobiography

1. Name : Cut Itawari
2. Place/Date of Birth : Pondok baru 18 april 2001
3. Sex : Female
4. Religion : Islam
5. Nationally/ Ethnicity : Indonesia/ Acehnese
6. Marital Status : Single
7. Address : Ramung jaya Kec. Permata Kab. Bener Meriah
Prov. Aceh
8. Occupation/ Reg. Number : English Department /1905180004

9. Parent

- a. Father's Name : Mursid
 - Occupation : Farmer
- b. Mother's Name : Asnani
 - Occupation : House Wife

10. Education

- a. SDN Ramung Jaya, Graduated in 2012
- b. MTs Al Zahrah Bireun, Graduated in 2015
- c. MAS Babun Najah Ulee Kareng, Graduated in 2019
- d. English Department of Faculty of Islamic Studies Muhammadiyah Aceh
University Banda Aceh, Graduated in 2023