

Using Closed Caption In Improving Students Reading Comprehension at UIN Alauddin Makassar

Ibrahim Manda, S.Pd.I, M.Pd.¹ ; Suleha, S.Pd., M.Pd.²

¹Dept. Of English Language Education / STKIP Muhammadiyah Rappang, Indonesia

²Dept. Of Indonesian Language Education / STKIP Muhammadiyah Rappang, Indonesia

ABSTRACT

This research aims at finding out whether or not the use of closed caption technique can develop students' reading comprehension and to know the students' interest toward the use of closed caption in students' reading comprehension at English Language and Literature Department at UIN Alauddin Makassar. The research employed quasi-experimental method. The sample consisted of 40 students which belonged to two groups; 20 students in experimental group and 20 students in control group. The data was collected by using closed caption for the students' reading comprehension and questionnaire to know the students' interest which was analysed through SPSS. The research result indicated that the use of closed caption technique can develop students' reading comprehension at English Language and Literature Department at UIN Alauddin Makassar. The students' result of posttest for experimental group was higher than the students' result of posttest for control group. It was proven by the mean score of posttest of experimental was higher than the control group reading (86,50 > 79,50). Difference of those mean score was statistically significant level (0,00 < 0,05). Based on the students' response on the questionnaire, it was found that the mean score is (76,55), which was categorized "interested". Specifically, the research result indicated that the use of closed caption get good respond and effective to apply in reading English.

INTRODUCTION

In teaching English, the teachers should have various methods of teaching English. The central activity at this method is in attractive and convenient classroom. After intensive experimentation with students, he found that music was the key. Relaxation is induced by specific music leaves the mind alert and able to concentrate. Using Closed Caption allows doing strenuous mental work while remaining relaxed and focused. With Closed Caption the effects as follows: (1) the pulse and blood pressure decrease, (2) the brain waves slow down (3) the muscles relax.

An incomprehensible text that carries potentially interesting subjects for students to read is just as bad as a comprehensible, boring text, where no sense of self-engaged reading and learning takes place. Thus, a text need to be at the right (linguistic and cognitive) level, and is even better if it arouses students' general or specific interest. This leads to a discussion of how to Closed Caption can improve student's reading comprehension and interesting to the students.

Therefore, the researcher used Closed Caption to improve the reading comprehension. Some people are not aware of their habit in watching TV, they can improve their reading comprehension by watching a film using closed-captioning ESL. Closed captioning allowed people who are deaf or hard of hearing, learning a new language, beginning to read, in noisy environment, or otherwise disadvantaged to read a transcript or dialog of the audio portion of a video, film, or other presentation^[1].

Lee Myers (1991: 1) states that:

Closed-captioning television, created a decade ago for hearing-impaired viewer, is increasingly being used to fight illiteracy. In elementary schools, adult reading programs and even prisons, educators have found that the captions, which appear on a TV screen much like subtitles in a foreign film, enhance reading skills of people struggling with English as a second language^[2].

METHOD

The method used in this research is quasi-experimental. It was intended to test the hypothesis concerning differences of two scores. A pre-test was administered prior to the treatment to assess prior ability to comprehend the reading. A post-test will be administered to measure the treatments' effect. Chronologically, the students was given pre-test before the treatment. After the students did the pre-test, the research himself taught them to read based on theme of the movie plot. After the treatment, they was given post-test. The aim of this test was to know the impact of using Closed Caption improved the students' reading comprehension^[3].

RESULT

The students' result of posttest for experimental group was higher than the students' result of posttest for control group. It was proven by the mean score of posttest of experimental was higher than the control group reading (86,50 > 79,50); as showed in table 1.

Table 1: The Mean score of Students' Posttest

Class	Mean Score
Experimental	86,50
Control	79,50

Table 2: The of test of Student Achievement on Control and Experimental Classes

Variables	t-Test	t-Table	Remarks
Pre-test of control and experimental classes	-2,981	0,008	Not significantly different
Post-test of control and experimental classes	4,721	2,045	Significantly different

Based on the result of data analysis as summarized in table 2 above in pre-test of control and experimental class, the researcher found that the t-test is lower than t-table ($-2,981 < 0,008$) which means that there is no significant difference in pre-test. While in post-test of control and experimental class, the researcher found that the t-test was higher than t-table ($4,721 > 2,045$). The mean score of experimental and control classes in post-test were remarked significantly different. It indicated that alternative hypothesis (H_1) was accepted and, of course, the null hypothesis (H_0) was rejected. It showed that the use of close caption significantly increase students' writing achievement.

Based on the students' response on the questionnaire, it was found that the mean score is (76,55), which was categorized "interested". This indicated that the two applications of closed caption and conventional way are significantly different to increase the students' ability in reading comprehension, as showed in table 3.

Table 3: The Mean Score of Students' Interest

Total Respondent	Total of students' score	Mean
20	1530	76,55

DISCUSSION

Based on the result of the students' work in the experimental group after the treatment, the researcher analysis that the text marking in closed caption enables students physically to pin down important parts of the text, and make the students to be more active in their learning activity. This finding result was in line that text marking will have the students to find out the ideas 'buried' or 'hidden' in the text^[4]. The students involved themselves in undelining the important parts of the message written in the text an often go beyond their original brief.

In the level of critical or evaluative comprehension the students are asked to extract all the information from the text based on the outline they have mark and emphasized all require information. By having this opportunities the students have an opportunities to ask about what they do not know and identify the parts of the text for answer or seek beyond it. Therefore their motivation to learn is increased. It is also proved with the data showed in the interest score. The activity has been widely and successfully used by science teacher for these purposes, especially as a preparation for experimental work^[4].

The connection on one aspect of a text at a time involves pupils in a search for those parts of the text which are related to a particular information constituent, giving them practice in using a framework^[4]. This means that the students are capable of working at the text independently of the teacher, gaining practice on focusing on one information constituent at a time.

The achievement of the students' score indicates that the students are able to recall all the information they have store or recognize them in their memory. In here the students are able to understand the relationship integration or synthesis of facts or information stated in the text independently. Inferences are deductions from mayor and minor promises stated in text. Interpretations are inferred by constructing a major generalization and using detailed as a minor premise.

The analysis showed that the use of closed caption in learning influenced significantly the students' interest to read in English. This means that the closed caption is a good applicable strategy in teaching reading. Most of student state that learning reading using closed caption improve their interest in the process of study. Most of students showed their high interest to application of closed caption because it the students' motivation to read in English. There is none of them showed their low interest in the category of questionnaire interest to application of closed caption.

CONCLUSION

The Closed Caption improved the students' reading comprehension. It shows that the students reading comprehension before and after treatments are significantly difference. The use of Closed Caption in reading activity was interested to the students.

REFERENCE

- [1]. Foley, Jack. 2007, *Closed Captioning in a TV*. Retrieved from: <http://en.wikipedia.org/closed-captioning>. On 15 November 2010.
- [2]. Lee Myers, Steven. 1991. *Subtitles That Aid Reading*. Retrieved from: <http://www.query.nytimes.com>. On 25 November 2009.
- [3]. Gay, L.R. 2006. *Educational Research Competencies for Analysis and Application, 2nd Ed*. Ohio: Charles E. Merrill Publishing Co.
- [4]. Davies, Florence., and terry Greene. 1984. *Reading for Learning in the sciencies*. Edinburgh: Oliver & Boyd.