



THE EFFECTIVENESS OF WATCHING MOVIES USING ENGLISH SUBTITLES IN TEACHING VOCABULARY

(An Experimental Study of the VIII Grade Students of SMPN 1 Peukan Bada in the Academic Year 2023/2024)

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Abstract

This study assesses the effectiveness of using movies with English subtitles for teaching vocabulary. Experimental research refers to a method in which one explores variables for their causing effect through manipulation and observes the impact on another variable. The present study was conducted experimentally with SMPN 1 Peukan Bada grade VIII students. The study's sample consists of 57 students divided into two classes: one, VIII 5, as an experimental class in which the movies were shown with subtitles in English, and the other, VIII 7, as a control class where the movie was presented without subtitles. Data has been collected in the form of pre-and post-tests to measure the improvement in vocabulary acquisition by students. The average of pre-tests was 58 for the experimental and 56 for the control classes. It was observed that the experimental class had a steep increase in their vocabulary score as compared to the control class. The mean post-test score of the experimental class was 90 while the average of the control class climbed up to 76. Data were analyzed using both independent t-tests and paired t-tests to determine the significance of differences between the two groups by SPSS. The results of the statistical analysis indicated that there was indeed a significant difference between the two classes, with the p-value less than <0.001. Therefore, it would be proper to conclude that the use of English subtitles while watching movies effectively enhances vocabulary acquisition for students.

1. Introduction

English is an international language that has been used for centuries. According to Pelenkahu (2017) Studying English is one of the requirements for someone to master verbal and nonverbal communication. The component that must be mastered first in learning English, is vocabulary. According to Richard and Renandya (2002) and Mandasari and Aminatun (2020), vocabulary is a core component in language proficiency, increasing learners' ability to speak, listen, read, and write effectively. Students, especially in Indonesia, are not interested in mastering English vocabulary, which is one of the factors that cause their difficulties in communicating in English.

The author found several problems during PPL in SMPN 1 Peukan Bada, especially in VIII 6 classes. the problems faced by students in class VIII 6 such as a lack of interest in vocabulary learning and limited class hours made students in class VIII 6 a little behind in vocabulary learning compared to other VIII classes. Fardhani (2005,p. 3), stated that “students will have trouble expressing and changing their ideas in spoken and written types if they do not possess sufficient vocabulary”.

To master language skills, especially English, knowledge of vocabulary is very important for every student who wants to learn the language. There are several techniques for building students' interest to improve their vocabulary skills, one of which is by watching movies. Pratiwi and Ayu (2020) say Watching English-speaking films, especially those with English subtitles, will improve vocabulary and speaking abilities. Students who watch movies with English subtitles are more capable of imitating pronunciation because the movie includes subtitles and conversation.

Subtitles on movies or videos represent words and pictures in oral and visual form. According to Putra (2012, p. 2), “When students watch English movies with English subtitles, they can learn some new vocabulary and idioms as well as learn some new terms and phrases used in the movies”. Students can easily recognize the meaning of the visual by reading and listening to the words in the subtitles while watching a movie or video. Research on this was previously conducted by Lestari (2018) titled "The Use of English Subtitle in Movie to Improve Students' Vocabulary: An Experimental Study in Grade IX of SMPN 1 Gunungsari Academic Year 2015/2016". According to the researcher, The use of English subtitles in the movie affected increasing students' vocabulary at grade IX SMPN 1 Gunungsari.

It was seen from the post-test result of the experimental group which was higher than that of the pre-test. The average value of the post-test was 60.8, while the average value of the pre-test was 81.1. Moreover, the average value of the post-test from the control group was lower than the average value of the post-test from the experimental group. In the control group, it was 50.9 for the pre-test and 70.9 for the post-test. Thus, it proved that this media had influenced students' vocabulary.

Based on the explanation above, the author would like to conduct experimental research using movie media with English subtitles. because previously there has never been a vocabulary learning method using English movies in the class. therefore, this research is titled "The Effectiveness of Watching Movies with English Subtitles in Vocabulary Teaching for Class VIII Students of SMPN 1 PEUKAN BADA (An Experimental Research)".

1.1 Literature Review

Vocabulary is the most important component in language, Vocabulary also plays an important role as a basic aspect of communication and also a place to gain knowledge about the language you want to learn. Wallace (2007) stated that vocabulary is an important component in learning English. And as stated by Richard & Renandya (2002), as cited in Sari and Aminatun (2021) vocabulary plays an important part in language proficiency, influencing learners' ability to speak, listen, read, and write effectively. As stated by McKeown & Curtis (2014: 2), vocabulary refers to the understanding of word meanings.

A movie is a form of acting performance art that is usually shown in cinemas or paid streaming services. Since the old days, movies have become a massive means of entertainment among people with an upper and lower-middle-class economy. Like the music, the film presents several genres that certain fans can watch. genres such as Horror, Action/Sci-fi, Drama, and many more. Hornby (2006) cited in Yuliastuti et.al (2021) refers to a movie as a collection of moving, sound-recorded visuals that tell a story and are shown in cinemas.

English subtitles are lines of text or a transcript version of conversations in English, as Stated by Brasil (2011) as cited by Oktapiani et.al (2023) The subtitles are audiovisual translations. Viewers can read dialogue statements on screen, observe visuals, and listen to audio. English subtitles are usually used in Hollywood movies which aim to make it easier for the audience to find out the storyline and background of a Movie. With subtitles, viewers can understand the intent and content of the message and the source language used in the film, so that it can be enjoyed by all people (Khoiriyatunnisa & Yuniar, 2022).

Table 1. Test of Normality (Shapiro-Wilk)

TEST OF NORMALITY (Shapiro-Wilk)				
Test	Group	Statistic	df	Sig
Pre-test	1.00	.955	29	.250
	2.00	.947	28	.166

2. Research Methods

The study implemented a quasi-experimental design including two groups: the experimental (VIII-5) and the control (VIII-7). Each of the thirty-eight students was involved in two groups. Pre-testing and post-testing were done by the students to ascertain their vocabulary acquisition. The experimental group was watching the videos with English subtitles, while the control one was doing the same material but had no subtitles. The student's data was analyzed by SPSS software utilizing parametric methods like a t-test which was computed to have paired and independent t-test for both groups.

Table 2. Independent Sample Test

INDEPENDENT SAMPLE TEST									
Levene's Test for Equality of Variances									
T-Test for Equality of Means									
								95% Confidence Interval of the Difference	
Result	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Equal variances assumed	2.994	.089	-11.546	56	<.001	-32.17241	2.78634	-37.75413	-26.59069
Equal variances not assumed			-11.546	52.784	<.001	-32.17241	2.78634	-37.76165	-26.58318

3. Result and Discussion

The pre-test scores for the experimental group were calculated as 58, and for the control group at 56, thus proving balance proficiency for the three participants of both groups. The enduring knowledge was gained and observed through post-test results, where the experimental group performed much better with a mean score of 90, compared to 76, in the control group. The statistical analysis showed that subtitled movies are the best vocabulary-learning method ($p < 0.001$). This aligns with theories thereby improving the students' vocabulary through multimodal input that strengthens word retention.

Table 3. Paired T-test

PAIRED SAMPLES TEST								
Paired Differences								
				95% Confidence Interval of the Difference				
Pair	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Experiment Class – Control Class	14.78571	12.69691	2.39949	9.86236	19.70906	6.162	27	<.001

4. Conclusions

The outcomes of this research study verify the positive effect of watching movies with English subtitles on students' vocabulary acquisition. This is seen from the increase in the average score of the experimental class from 58 (pre-test) to 90 (post-test), which is in contrast with the control group which only increased from 56 to 76. T-test statistics presented a vivid difference between the two groups ($p < 0.001$). Thus, the English-subtitled movies provide a useful vehicle for vocabulary teaching.

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