

## The Influence Of Subtitled Movies On Students Vocabulary Mastery

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**Abstract.** The purpose of this study was to examine the influence of English Subtitle Movie on the vocabulary mastery achievement of Junior High School students. The resecher used a quasi-experimental design with nonrandomized experiment and control group design. To conduct the research, the researcher used Junior High School students and divided into two groups, experimental and control class, at SMPN 2 Gudo. Data were collected using two instruments: pre/post tests, both of which were made by researchers. The data obtained from the test were analyzed using an independent sample t-test. The results were analyzed by testing the effect of English Subtitle Movie on students' vocabulary mastery. The results of this study indicate that the implementation of English Subtitle Movie used in this study has a significant influence on students' language achievement in vocabulary mastery.

**Keywords:** Vocabulary Mastery, English subtitle movie, Narrative text

**Abstrak.** Tujuan dari penelitian ini adalah untuk menguji pengaruh Film Subtitle Bahasa Inggris terhadap prestasi penguasaan kosakata siswa SMP. Peneliti menggunakan desain eksperimen semu dengan desain eksperimen nonrandomized dan control group design. Untuk melakukan penelitian, peneliti menggunakan siswa SMP dan dibagi menjadi dua kelompok, kelas eksperimen dan kontrol, di SMPN 2 Gudo. Pengumpulan data dilakukan dengan dua instrumen yaitu pre/post test yang keduanya dibuat oleh peneliti. Data yang diperoleh dari pengujian dianalisis menggunakan independent sample t-test. Hasilnya dianalisis dengan menguji pengaruh Film Subtitle Bahasa Inggris terhadap penguasaan kosakata siswa. Hasil penelitian ini menunjukkan bahwa penerapan Film Subtitle Bahasa Inggris yang digunakan dalam penelitian ini memiliki pengaruh yang signifikan terhadap prestasi berbahasa siswa dalam penguasaan kosakata.

**Kata kunci:** Penguasaan Kosakata, film subtitle bahasa Inggris, teks Narasi

## INTRODUCTION

Vocabulary as one of language components is a very important thing to make people able to say anything. People with many vocabularies are more proficient in language skills than people with little vocabulary. Vocabularies make a significant contribution to almost all of the aspects of language. (Harmer, 2015) made an analogue, "If language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh". It shows that vocabulary is very important, even though people have good ability in structures, but they do not have enough vocabulary to express their idea, the structures are useless. The vocabulary knowledge of Indonesian

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students has become the concern of researchers in Indonesia recently. Some research shows that Indonesian students are lack of vocabulary knowledge, both breadth and depth. The lack of vocabulary knowledge reflects the English proficiency since vocabulary is an effective tool to predict the language proficiency (Lee, 2011).

Teaching English vocabulary is not easy, it needs a technique to make the students eager to learn and easy to understand, because English is still unfamiliar for some students. Then if a teacher cannot provide fun and meaningful learning, the students will face the difficulties to catch the material. (Linse & Nunan, 2005) states that young learners' vocabulary development is an important aspect of their language development. As (Mousavi & Gholami, 2014) defined, incidental vocabulary acquisition facilitates the process of vocabulary acquisition by providing a meaningful context, while the learners' attention is in some other features of foreign language. In addition, with the development of computer and multimedia technologies such as animations, videos and flash stories, educators will lead to use these types of materials. Several research into vocabulary learning from meaningful context have focused on acquiring from extensive reading, acquiring from taking part in conversations, and acquiring from listening to radio, watching films, television, flash stories and so on (Waring & Takaki, 2003). In this regard, new methods of English language teaching should use new materials to draw learners' attention for acquisition of English language. To put it another way, nowadays there is a tendency toward using media to aid and supplement educational objectives.

(Danan, 2004) claimed that using audio-visual materials which have been enhanced with captions or subtitles are very powerful educational tools for various reasons. First, "because they improve listening comprehension skills of second/foreign language learners; second, they facilitate language learning by helping learners visualize what they hear; and third, they increase language comprehension and lead to additional cognitive benefits, such as greater depth of processing". Therefore, it is necessary to use materials that develop each of and sometimes more than what Danan claimed in foreign language classroom. Short animated video story which has been chosen for the current study has been equipped with video, audio and subtitle facilities. It is a short animated video story with subtitle which helps learners to understand the meaning of most words by providing a concrete picture of that word. This new technology, enhanced with subtitle, helps learner to see the label and its object at the same time. The short animated

video story's subtitling case is actually foreign subtitling with foreign language in the soundtrack and subtitle. Thus, short animated video story which are suitable for low-level learners, provide a condition for exposing with different unknown words and help learners to acquire more vocabulary. Hence, the purpose of the current study is to investigate the relative impact that these short animated video story may have on incidental vocabulary acquisition of junior high school learners.

## **RESEACRH METHOD**

Quantitative research use objective measurement to gather numeric data that are using to answer questions or test predetermined hypotheses. It generally requires a well-controlled setting. Qualitative research, in contrast, focus on understanding social phenomena from the perspective of the human participants in natural settings. It does not begin with formal hypotheses, but it may result in hypotheses as the study unfolds. (Ary et al., 2010)

The kind of experiment employed in this research was quasi experimental design because the writer was not possible to randomly subject to treatment the groups. (Ary, 2010) states that quasi-experimental designs lack randomization but employ other strategies to provide some control over extraneous variables. Although quasi-experimental without randomly subjects, but this design provide the control group.

The design of this research was quasi-experimental with nonrandomized control group, pretest–posttest design. In this design, the researcher took two groups or classes have already existed, the first class is experimental group and the second class is control group.

The population of this research is the IX students of SMPN 2 Gudo school year 2022/2023 Jombang comprise of five classes and the population is around 148 students. The sample collects by using purposive sampling, the researcher take IX-A and IX-B classes as the sample of this study. The researcher will take all students from IX-A class (n= 30) as an experiment class and IX-B class (n= 30) as control class.

According to Ary et al., (2018) tests are valuable measuring instruments for educational research. A test is aset of stimuli presented to an individual in order to elicit responses on the basisof which a numerical score can be assigned. This score, based on a representative sample of the individual's behavior, is an indicator of the extent to which

the subject has the characteristic being measured. In this case, there are two kinds of tests that should be done by the researcher, that were pre-test and post-test. Pretest is the test that given to all students in class IX-A classes an experiment class and IX-B class as control class. The test is conducted to know the students' vocabulary mastery ability in narrative text before conducting the treatment. In this pretest, the students get the sheet from the researcher that already researcher prepares before. Posttest is the test that given to all students in an experiment class and control class to measure the students' vocabulary mastery which using subtitle movie. The question list of the student sheet is vocabularies that already showed in the movie. As previously mentioned, the researcher used tests as the research instrument. Both pre-test and post-test were intended to measure students' vocabulary mastery. The tests should fulfill some factors to get the data as well. The factors tested here are validity and reliability of the data. Validity refers to how accurately a method measures what it is intended to measure. If research has high validity, which means it produces results that correspond to real properties, characteristics, and variations in the physical or social world.

The result of pre-test validity and post-test validity the researcher used SPSS to determine the validity of the tests that have been on a try out before. The researcher used 30 items for pre-test and 30 items for post-test, and there are 22 items that valid for pre-test and for post-test there are 20 items that valid. Here, the researcher only uses **20 items** for pre-test and **20 items** for post-test in experimental class and control class with evidence above a valid item. So, from the average results of the overall try out score between pre-test and post-test are as follows: Pre-test in try out is 80.71 while Post-test in try out 79.14.

The coefficient of reliability pre-test of 20 items ( $N= 20$ ) is 0.893. This value is already greater than 0.80, then the result data from the test has very high reliability level. The coefficient of reliability post-test of 20 items ( $N= 20$ ) is 0.829. The result data from the test has very high reliability level.

Research procedure is one of the important things in this research. There were involved two classes for the research, namely experiment class and control class. There are some steps in this research. First, the researcher was making experiment instrument, they are student sheets of pretest and posttest, validation sheet and lesson plan. Second, the researcher asks to the lecturer about experiment instrument about lesson plan and

material. The lecturer will give suggestion. After that the researcher will prepare the instrument, material, media and equipment that used to in the experiment process. The next step the researcher doing sample selection (3 class, experiment class, control class and try out class), before doing the experiment research, the researcher will go to the school to ask to the teacher about selection class. The researcher selected three classes for samples based on the teacher recommendation. And then choose validators of the instrument consist of three expert, they are from two lecturers of and the English teacher. Before the researcher try out the test to the sample, the test must be given validation to the expert. The researcher finds someone who expert well about vocabulary mastery and also know well about the condition of the sample so the expert can give their judgment about the test. The instruments are pretest and posttest, if the instrument is valid, the researcher can continue to the next part. The next part is try out, the researcher will give tryout. The first day researcher gives them pretest, in the end of pretest researcher give them posttest. After that the researcher does construct validity and check readability using readability sheet and check the result uses SPSS.

If all preparation is finish, researcher will come to school to begin the research. Researcher will give pre-test to all of the students from control class and experiment class. After that the researcher does the treatment using subtitle movie. After that the researcher gives posttest sheet to know the result of the treatment give effect or not. The researcher will give the result of the pretest and posttest and then the researcher will enter the score to SPSS application to check homogeneity normality and t-test of the test.

Collecting the data is one of the important things in this research. In collecting data, the researcher used experimental research. The researcher takes to use quasi-experiment in this research. There are involving two classes for the research, namely experiment class and control class. The data collection method in this research was done in three steps: First is pretest, as stated previously, the researcher administered pre-test that has been tried out before the treatment will give to the students. Second is treatment, after administering the pre-test, the researcher gave the treatment to the students.

The last method used to collect the data was administering posttest. Post-test was administered to the group after being exposed with tourism brochure as the treatment. posttest is the test that given to all students in class IX-A class an experiment class and

IX-B class as control class. The test is very useful to find out the influence of English subtitle movie on students' vocabulary mastery.

For the next step of the research, the researcher processed and analyzed the data from pre-test and post-test scores. *First*, the researcher compared the results of pre-test of the experimental class and the controlled class. *Second*, the researcher compared the results of post-test of the experimental class and the controlled class. *Third*, the researcher compared the gained score in the experimental class and the controlled class.

The next step after collecting the data is analyzing the data. In this research, the researcher compares two result studies to analyze experiment group result with control group using t-test formula. T-test is used to differentiate if the students' result of using grab between using subtitle movie as media and pictures series. But, before testing the hypothesis that is to compare the difference of students' achievement on the students' vocabulary score, there is a prerequisite test to know the legality of the sample. Here, the researcher takes the normality and homogeneity test in data of pretest. Then, analyze the data from posttest to know the truth of hypothesis.

## FINDING AND DISCUSSION

### Findings

#### *Students' Vocabulary Mastery Scores in the Experimental Class*

The experimental class was class IX D students of SMPN 2 Gudo that consisted of 30 students taught by using English Subtitle Movie as media. The data were collected from students' pre-test score which was conducted before the researcher implemented English Subtitle movie and students' post-test score which was conducted after the researcher implemented Subtitle movie.

The pre-test was given by researcher before starting experiment. The test was distributed to the students in the experimental groups, in order to know the students' vocabulary mastery. The researcher processed and analyzed the data from pre-test scores to check the students' background knowledge before they were given any treatment. The different treatment was given to the control and experiment class. The experimental class received treatment by learning vocabulary mastery through Subtitle Movie. After the treatment was given by the researcher, the researcher gave the post- test to the students. The lowest score of pre-test was **30**; meanwhile the highest score of pre-test was **75**. It

can be concluded that there are many students' scores were far from the minimum school completeness criteria for English lesson. The lowest score of post-test was **55**; whereas the highest score of post-test was **95**. The score of 30 students in IX-A, the mean score of pre-test was **58.83333**. Meanwhile, the mean score of post-test was **71.83333**. That score indicates that there were some improvement in the score of post-test, it was mean that after being given the treatment students' score was improving.

#### ***Students' Vocabulary Mastery Scores in the Control Class***

The control class was IX-B students of SMPN 2 GUDO that consisted of 30 students who taught by using picture series. The data were collected from students' pre-test score and post-test score.

The pre-test was given by researcher before starting experiment. The test was distributed to the students in the control class, in order to know the students' vocabulary mastery skill. The researcher processed and analyzed the data from pre-test scores to check the students' background knowledge before they were given any treatment. The different treatment was given to the control and experiment class. The control class received treatment by learning vocabulary mastery through picture series. After the treatment was given, the researcher gave the post-test to the students. The lowest score of pre-test was **45**; meanwhile the highest score of pre-test was **75**. It can be concluded that almost there was no difference between pre-test score of control class and experiment class. The lowest score of post-test was **45**; whereas the highest score of post-test was **80**. the score of 30 students in IX-B. The mean score of pre-test was **59.33333**. Meanwhile, the mean score of post-test was **64.66667**. Based on the tables the researcher found that student score in control class got some improvement but the average of the students' score was below from the minimum school completeness criteria for English lesson.

#### ***The Analysis of the Independent Sample Test***

An Independent Sample T-test was run to compare the means and the Levene's Test for Equality of Variances of the experimental and control group. The researcher conducted the Independent Sample T-test to test the null hypothesis ( $H_0$ ) whether it is rejected or cannot be rejected. The result of Independent Sample T-test is as follow:

**Table 1. Group Statistics**

Class	N	Mean	Std. Deviation	Std. Error Mean
Post test Control	30	<b>64.67</b>	9.091	1.660
Experimental	30	<b>71.83</b>	10.706	1.955

Based on table 1 the mean of experimental group is 71,83 (N= 30) with the standard deviation 10.706 while the mean of control group is 64.67 (N=30) with standard deviation 9.091. It indicates that the mean of experimental group scores which is taught vocabulary mastery by using subtitle movie is higher than the control group which is taught vocabulary mastery without using subtitle movie. To know the weather mean difference of both of groups is significant or not, we have to see the result of Independent Sample T- test in table below:

**Table 2. Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Post test	Equal variances assumed	.686	.411	-2.795	58	<b>.007</b>	-7.167	2.564	-12.300	-2.034
	Equal variances not assumed			-2.795	56.515	<b>.007</b>	-7.167	2.564	-12.303	-2.031

Since the result of homogeneity test indicated that the groups are homogeneous, so the researcher focused on the result of Independent Sample test especially in the part of equal variances not assumed.

Based on **table** equal variances not assumed, the result shows that Sig. (2- tailed) is 0.007. The result of Sig. (2- tailed) 0.007 is lower than alpha value 0.05. It can be concluded that the null hypothesis ( $H_0$ ) is **rejected** and the alternative hypothesis ( $H_a$ ) is **accepted** which means there is significant improvement of using subtitled movies in students' Vocabulary Mastery in class IX at SMPN 2 Gudo the academic year of 2022/2023. Overall it can be concluded that teaching reading comprehension by using subtitle movie of nine grade of SMPN 2 Gudo is proved to influence students' vocabulary mastery.



Clearly, it can be seen that the post-test score of experimental class is higher than the score of controlled class. Based on the result of analysis data and the hypothesis test above, Subtitle Movie as media is effective in students' vocabulary mastery at third grade of SMPN 2 Gudo.

## **Discussion**

### ***Students' Vocabulary Mastery of the Students in the Experimental Class***

Students' vocabulary mastery in Experiment class was better than Control class, it was because the researcher used English Subtitle Movie in Experiment class. English Subtitle Movie is categorized as one of the attractive media in teaching-learning. There were several studies examined English Subtitle Movie to be used in teaching learning English especially vocabulary mastery. Those studies were aimed to know the improvement of students' vocabulary mastery. In terms of the results of the studies, all of relevant studies have been revealed that using English Subtitle Movie can enhance students' knowledge of vocabulary mastery. This study also put emphasize on using English Subtitle Movie, as one kind of techniques, in teaching vocabulary mastery. According to Mousavi and Gholami (2014) they found that watching flash story with or without subtitles seems to have a significant influence on incidental vocabulary acquisition of learners. The gains of learners were thought to be the result of contextual aids of flash stories. Flash stories with special characteristics such as providing a concrete picture of words and articulating of words clearly provides a very rich context of acquisition and facilitate the understanding of the target words whether it is accompanied with subtitle or without subtitle. And Karomah, (2021) she claimed that teaching vocabulary through English movie with English subtitles can improve the English vocabulary Because make students more happy to study vocabulary and students can memorize faster the vocabulay, and make the students interesting to study vocabulary.

### ***Students' Vocabulary Mastery of the Students in the Control Class***

Student's score in control class was lower than experiment class, it was because control class used picture series. In first activities Control class students were really excited to check the pictures, they check the pictures and discussed with their friends. According to Nizzu (2016) One of the advantages of using picture series is Picture series can visualize information brought by the teacher, information that is brought by teacher can be easily understood by students if it is shown in picture so what the students listen

is also seen. The student's memory about the information will be stronger. But picture series have many disadvantages, according to Opportunities refer to the time to express feeling, ideas and to exchange information. For beginner student it is difficult because to speak well and fluency is challenging. (Nizzu, 2016) explained Pictures series is not suitable to demonstrate meaning of all vocabularies specifically abstract noun for instance the word. Pictures series are only visual media without providing examples so that students find it difficult to determine the appropriate words to compose a sentence when speaking.

### ***The Influence of English Subtitled Movies toward Students' Vocabulary Mastery Skill***

The process of treatment in discussion were, first day the researcher gave a pretest. The next day the researcher gave material about narrative text after that, researcher explains the definition and characteristics of the narrative text to the students, the researcher and students mentioned text language feature of narrative text, the researcher showed a movie about the story of the animals without subtitle, after that the researcher show short movie again to students with english subtitles. Then the students write the vocabulary that they do not the meaning in indonesia in the sheet that researcher given. In last. The researcher gives exercise to student and discusses it with student. In next day the researcher gave post-test. It is to measure and to find out the treatment bring the significant influence to the students' vocabulary mastery.

After the researcher did the treatment and then the researcher collected some information after calculated and analyzed the data obtained from the research. According to the hypothesis testing and the calculation of the effect size, English Subtitle Movie in experiment class was acknowledged as one of the media that can give significant influence on the teaching vocabulary mastery. In the class activities the students were more excited to learn vocabulary mastery by using English Subtitle Movie. They preferred silent watching and read the English subtitles. They understand the story of the movie and then discussion on the movies with their friends. They gave reaction when watched the movie, they were laugh and give the comment, and some of them imitated the iconic conversation. English Subtitle Movie guided them to be more active in the class. Compared to the study conducted by Lestari (2018) she proved that the English subtitle in movie was effective to increase students' vocabulary than without using subtitle. Using English subtitle proved that students were easier to get information in

movie and also they knew some new words from the movie. By doing so, the students got information more quickly because they learned using audiovisual media. English subtitle could help them to stimulate the material more easily, and also learning with fun atmosphere could make students easy in learning. Increasing students' vocabulary mastery by using movie, especially English subtitle was an interesting and enjoyable activity where some students learned by doing their favorite activity that was watching movie directly. It can be concluded that the use of English subtitle gave the influence in increasing students' vocabulary mastery.

From those explanations, it can be interpreted that English subtitled movies gave positive influence to students' vocabulary mastery. It is proved by the mean of post-test score in the experimental and controlled class increased better than the mean of pre-test score. Although the mean of post-test score of both classes increased, the experimental class has the higher improvement than the controlled class. Compared to the study conducted by Bellalem et al. (2018) that using subtitled movies clearly enhances the learning of new vocabulary, and that the vocabulary acquisition of the treatment group is much greater than the acquisition of the control group. As a conclusion, it is noted that these results are generally congruent with current theory in the field. It is recommended that ESP teachers in Algeria need to encourage the use of multimedia in their language classrooms towards enhancing their learners' vocabulary acquisition.

English subtitles in Movie made student easier to understand the meaning, when they didn't understand the meaning of a vocabulary, they will guess the character's gestures. Compared to the study conducted by Mousavi and Gholami (2014) they found that watching flash story with or without subtitles seems to have a significant influence on incidental vocabulary acquisition of learners. The gains of learners were thought to be the result of contextual aids of flash stories. Flash stories with special characteristics such as providing a concrete picture of words and articulating of words clearly provides a very rich context of acquisition and facilitate the understanding of the target words whether it is accompanied with subtitle or without subtitle.

## **CONCLUSION**

This research result shows that English subtitle movie gave an influence to students Vocabulary Mastery in narrative text in SMPN 2 Gudo. It is recommended for the English teachers to use English subtitle movie when teaching vocabularies. Then, it is also suggested for future researchers to explore more deeply the uses of English subtitle movie in basic English class.

### ***Pedagogical Implication***

Based on the previous conclusion above, it can be taken the implication of instructional design in the teaching English class at SMPN 2 Gudo. The researcher gives description of instructional design in the teaching English at SMPN 2 Gudo. The preparation of the teacher before lesson is an important thing every meeting. Having a plan and well prepared materials are essential to a successful lesson for teacher and students. Teacher should be ready for everything before they teach in the classroom, there is some important things that the teacher must do, such as pay close attention and understanding the content of syllabus which based on curriculum, understanding and reading again the lesson plan and the learning objective in order to the teaching learning process same as procedure, making classroom activities are attractive and interest, preparing the method and technique that suitable with the students level and material that will be taught, knowing exactly what materials and in what order he/ she will give the lesson or material. Beside that, the teachers should prepares and checks media that be used in the teaching learning process in English class.

The teachers very often make same activities in a classroom procedure for students, such as asks the students to answering questions, oral repetition, discussion or fill in the blanks on the text. The teacher can make varieties activities such as teacher give some vocabularies and then students speak a sentence based on the vocabulary or the teacher ask the students to watch box office the movie and make a narrative text, and others.

The result of this research is to suggest for the teacher that learning media in the teaching learning process is very important. So, the students will more enjoy full, fun, excited and happy when teaching learning process, and the teacher get the good result.

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