

USING ENGLISH SUBTITLED MOVIES AS VOCABULARY LEARNING MEDIA

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ABSTRAK

Film adalah satu sumber pengajaran yang dapat digunakan untuk membantu siswa dalam belajar bahasa. Film dengan *subtitle* (terjemahan) bahasa Inggris merupakan media yang sesuai dengan kebutuhan siswa dalam mempelajari bahasa Inggris, khususnya kosakata. Tujuan dari tulisan ini adalah untuk menjelaskan bagaimana persepsi siswa terhadap penggunaan film dengan terjemahan bahasa Inggris sebagai media pembelajaran kosakata yang dibahas dalam tiga aspek, yaitu: media pembelajaran yang efektif, menarik dan memotivasi. Data penelitian ini diambil dengan menggunakan dua instrumen, yaitu kuesioner dan wawancara. Hasil penelitian ini menyatakan bahwa film dengan terjemahan bahasa Inggris dapat digunakan sebagai media pembelajaran kosakata yang efektif, menarik dan memotivasi, yang dapat membantu siswa dalam mempelajari dan memperoleh kosakata baru, serta mengembangkan kosakata mereka.

Kata kunci: film dengan terjemahan bahasa Inggris, media pembelajaran, pembelajaran kosakata

ABSTRACT

Films are one of teaching resource that can be used to help students learn languages. English subtitled movie is a learning media that suits the students' needs in learning English, especially vocabulary learning. The purpose of this paper was to describe students' perceptions on the use of English subtitled movies as vocabulary learning media that were discussed in three aspects: effective, interesting and motivating learning media. The research data was taken using two instruments: questionnaire and interview. The results of this research stated that English subtitled movies could be used as effective, interesting and motivating vocabulary learning media that could help students learn and get new vocabulary as well as develop their English vocabulary.

Keywords: *English subtitled movies, learning media, vocabulary learning.*

INTRODUCTION

The four skills in a language including English (speaking, listening, reading and writing) should be mastered by English users or learners for better communication. To be able to master the four skills with more comprehensive English competence, some basic components must be learned and mastered; they are vocabulary, pronunciation, and grammar. Vocabulary is considered as an important component language because it is the basic of

language. In other words, vocabulary is the basic of communication since the fluency of using English requires mastering vocabulary. Having a large vocabulary is the result of learning many words. Someone who has mastered his/her vocabulary will be able to understand most English words that are used in conversation. It also helps avoid misunderstanding of talks or communications (Krashen & Terrel, 1983). Vocabulary has several multiple aspects, including meaning,

spelling, pronunciation, word classes, and word uses. All of these aspects must be mastered if someone wants to get fluency in English (Mardianawati, 2012).

A lot of students are currently struggling with understanding vocabulary. It comes from a lack of enthusiasm for reading and improper use of educational tools when learning vocabulary. Several factors contribute to students lacking of vocabulary in English, including inappropriate methods of learning, uninteresting learning material as well as inappropriate learning media used in the classroom. In fact, appropriate and interesting learning media can be an effective and efficient supporting tool in learning vocabulary. Puspitariani & Hanif (2019) stated that the use of appropriate learning media in the learning process will become more interesting and can bring out students' learning motivation.

There are many learning media that can be used for learning English, such as YouTube videos or English movies. Teachers can use movies with English subtitles as an alternative media for teaching English. The movies can create fun English learning atmosphere as well as can be a challenge for students to understand the messages in the movies. Therefore, having English subtitles in movies might help students in picking up and understanding unfamiliar languages. In other words, English subtitled movies play an important part in helping students to learn English. Students can watch movies and expand their vocabulary by focusing on the subtitles that are shown on the screen. The remarks made by the actors or native speakers in the movie are easily understood by the students.

Following that, students might use their native tongues to present what words they have learned from the movies.

According to Andriani & Angelina (2020), there are some advantages and disadvantages of using English subtitled movies. The advantages are: 1) There are images, sounds and texts that are provided to support students in understanding the movies, 2) Students can practice listening and reading skills through the English subtitles, and 3) Students can increase their vocabulary implicitly from the subtitles. Meanwhile, the disadvantages of using English subtitled movies including: 1) They could be distracting and sources of laziness because the students are dependent on the texts, 2) They could be lowering and slowing down the listening skills of the students' comprehension because they only read the texts, and 3) The students could not concentrate because they focus on images and texts.

Watching English subtitled movies as a part of teaching and learning activities is not only enjoyable, but also simple. Students do not have to come to the cinema to watch movies. Teachers can give them homework that can be completed outside of the class after watching a movie they can choose on a computer or smartphone. By doing this continuously, the English subtitled movies can help the students solve their problems in learning English, such as lack of understanding, limited vocabulary, slow reading, poor grammar, and low-level conversation skill (Sari & Aminatun, 2021).

A previous study that was relevant to this current study is a study written by

Sari & Aminatun (2021) with the title of Students' Perception on the Use of English Movies to Improve Vocabulary Mastery. This research found that movies are powerful learning media that can assist students in the development of vocabulary mastery. The students do believe that English subtitled movies can be beneficial for them in learning English, especially in getting a lot of new vocabulary and knowing how to use them. To complement the previous study, this paper aimed to find out senior high school students' perceptions on the use of English subtitled movies as vocabulary learning media that were described in three aspects: effective, interesting and motivating learning media.

METHODOLOGY

This current research applied a qualitative method with a case study research design. Gerring (2017) stated that a qualitative research method uses small samples and focuses on specific individuals, events and contexts. It is also a type of research that is not obtained through statistical procedures or other calculations. Meanwhile, a case study is a qualitative research methodology that can also be defined as an intensive study about a person, a group of people or a unit (Heale & Twycross, 2018).

Since the qualitative method is related to specific individuals, event and contexts, it suits well on this current research that focused on students' perceptions on the use of English subtitled movies as vocabulary learning media. The research took place at one of senior high schools in Bogor – West Java, involving ten students from the first level

who had used English subtitled movies as learning media to improve their vocabulary. The 10 participants were considered able to answer the survey well based on their experiences.

Since this research applied the qualitative method, the researcher used questionnaire as the main data and interview as a supporter with some following steps: 1) choosing ten students to be the research participants, 2) giving them the questionnaire to be answered through Google form, 3) analyzing the questionnaire results and making conclusion from the data to answer the research question, 4) having an interview to the ten students, 5) analyzing the interview results and making conclusion from the data to support the questionnaire results, and 6) presenting and discussing the results of the research related to the theories.

RESULTS AND DISCUSSION

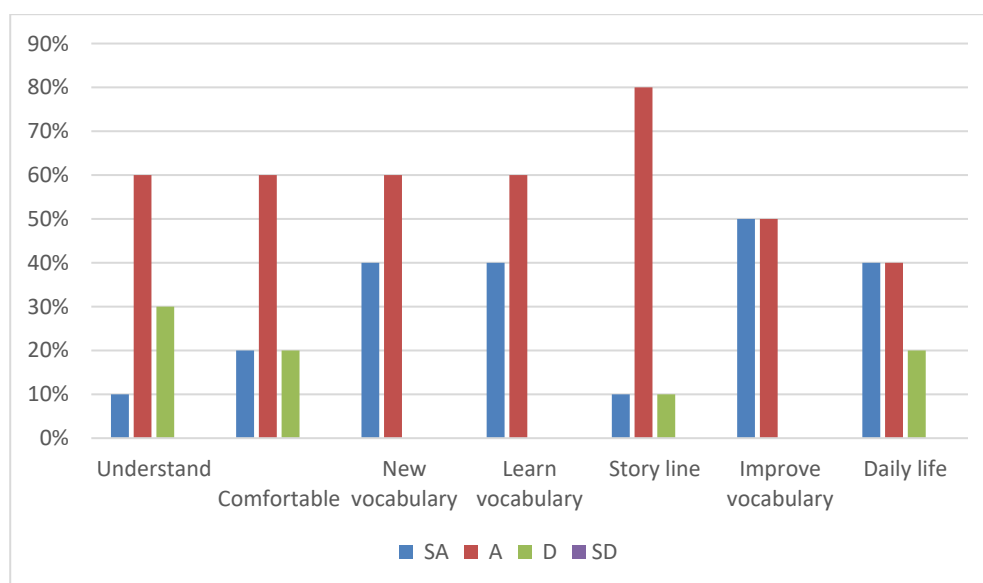
The researcher gave 14 statements in the questionnaire to find out students' perceptions on the English subtitled movies as vocabulary learning media that were divided into 3 aspects: 1) effective learning media, 2) interesting learning media, and 3) motivating learning media.

First, the students' perceptions on the use of English subtitled movies as effective learning media showed quite positive results. Most of the students found that the English subtitled movies could be used as effective learning media since they could be used anytime and anywhere to help the students learn and get new vocabulary as well as improve their vocabulary. They

also felt comfortable when they watched the movies for learning. Although some of the students did not find that English subtitled movies could be beneficial for

their daily lives, but some of them did. The results of the questionnaire for the first aspect can be seen in the following chart.

Chart 1
Effective Learning Media



The results of the questionnaire were supported by the following interview results:

“English subtitled movies make me know how to write and say in English” (P1)

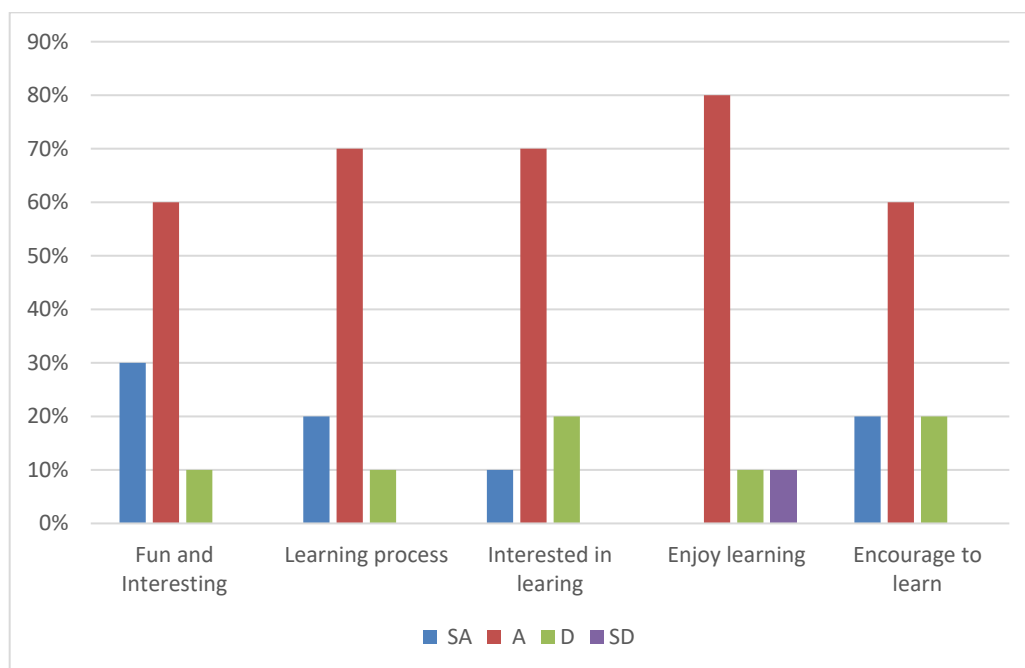
“English subtitled movies help me get new vocabulary, and I like to write the new words in my book and to learn them again” (P2)

From the results of the questionnaire and interview, it can be concluded that English subtitled movies is quite effective to be used as vocabulary learning media. The movies could help the students get new vocabulary, learn and improve their vocabulary as well as felt

comfortable when they watched the movies for learning.

Second, the students’ perceptions on the use of English subtitled movies as interesting learning media also showed quite positive results. Most of the students agreed that the English subtitled movies were fun and interesting for learning vocabulary, so they could make the learning process more interesting. Even though some of the students did not feel that the movies could encourage them to learn and get new vocabulary, some of them did. The questionnaire results of the second aspect can be seen in the following chart.

Chart 2
Interesting Learning Media



The questionnaire results on the chart 2 were supported by the following interview results.

“Watching movies with English subtitles is fun because I can watch and learn at the same time.” (P3)

“I like watching movie with English subtitles because it can improve my English vocabulary.” (P4)

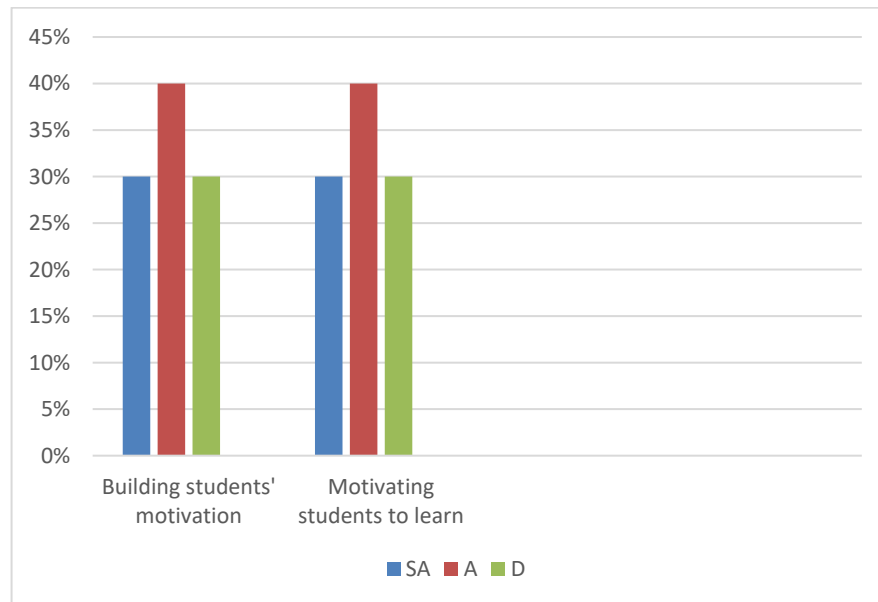
“I am interested in learning English using movie with English subtitles because I can use the vocabulary I got for daily conversations” (P5)

From the questionnaire and interview results above, it can be concluded that English subtitled movies are quite interesting to be used as vocabulary learning media. Most of them had a good experience in learning

vocabulary using English subtitled movies because they could enjoy the learning process. Learning vocabulary with English subtitled movies could also reduce boredom because this activity could make interesting learning atmosphere.

The last is the students’ perceptions on the use of English subtitled movies as motivating learning media that also showed quite positive results. For some of the students, the English subtitled movies could motivate them to learn vocabulary, but some did not feel the same way. The questionnaire results for the last aspect can be seen in the following chart.

Chart 3
Motivating Learning Media



The questionnaire results on the chart 3 were supported by the following interview results.

"I am motivated and enthusiastic to learn vocabulary through English subtitled movies." (P6)

"Yes, it can motivate me because it is not just about learning with movies. English subtitled movies make me know how to make a conversation." (P7)

From the results of the questionnaire and interview above, it can be concluded that English subtitled movies can become motivating learning media for some of the students to learn vocabulary. They found that this media could motivate them, make them enthusiastic to learn vocabulary, and make them understand how to make a conversation as well.

Based on the whole results from the three aspects discussed above, the students' perceptions on the use of English subtitled movies for vocabulary

learning are quite positive. For the first aspect, most of the students agreed that English subtitled movies could become effective vocabulary learning media because this media could be used anytime and anywhere to help them learn and get new vocabulary, and improve their vocabulary as well. They also felt comfortable when they watched the movies for learning. Even though some of them did not feel that the English subtitled movies could be beneficial for their daily lives, but some did. For the second aspect, most of the students also agreed that English subtitled movies could become interesting vocabulary learning media since they were fun and interesting to be used in vocabulary learning, so they could make the learning process become more interesting. Even though some of the students did not feel that the movies could encourage them to learn and get

new vocabulary, some of them did. For the third or last aspect, some of the students agreed that English subtitled movies could become motivating learning media since this media could motivate and make them enthusiastic to learn vocabulary, so they could understand how to make a conversation. Thus, the English subtitled movies could be used as effective, interesting and motivating vocabulary learning media for students.

CONCLUSION

This current research reveals that English subtitled movies can be used as effective, interesting and motivating learning media to help students improve their vocabulary. The English subtitled movies help students learn vocabulary anywhere and anytime. By looking at the texts or subtitles displayed on the screen, it can help students understand English words better, improve their vocabulary, train to arrange English words, pronounce English words correctly, and also train students' listening skills in speaking English. In addition, many students prefer something that follows trends, effective, and easy to use. For this reason, teachers must be able to balance the learning process in the classroom with the current needs of students.

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