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Enhancing Vocabulary through English Subtitles

Yulianus Harefa *1 , Nessa Rulina 2 , Fikry P. Syahputra3

1, 2, 3 Faculty of Cultural Sciences, Universitas Sumatera Utara, Medan, Indonesia

*Corresponding Author: yulianus@usu.ac.id

ABSTRACT

This study aims to analyze whether the use of English subtitled movies in Frozen II can enrich and improve students' vocabulary. The researcher collected data through pre-test, treatment and post-test, to identify and classify the improvement in the movie Frozen II. This study used descriptive quantitative method. As a result, this study states that in the pre-test the average score obtained by students is only 66.7. Students who pass the KKM (minimum completeness criteria) is 12 out of 23 respondents which means that the percentage of success criteria obtained is only 52%. Then in the post-test the average score obtained by students was 86.9 with the percentage of success criteria obtained was 91%. It can be concluded that implementing English movie subtitles to enrich students' vocabulary is effective based on the research results.

Keyword: English as Foreign Language, Subtitle, Vocabulary.

ABSTRAK

Penelitian ini bertujuan untuk menganalisis apakah penggunaan film bersubtitel Bahasa inggris dalam film Frozen II dapat memperkaya dan meningkatkan kosakata siswa. Peneliti mengumpulkan data melalui pre-test, treatment dan post-test, untuk mengidentifikasi dan mengklasifikasikan peningkatan dalam film Frozen II. Penelitian ini menggunakan metode deskripstif kuantitarif. Sebagai hasil dari penelitian ini menyatakan bahwa pada pengujian pre-test nilai rata-rata yang diperoleh oleh siswa hanya 66,7. Siswa yang lulus KKM (kriteria ketuntasan minimal) 12 dari 23 responden yang artinya presentase kriteria keberhasilan yang diperoleh hanya 52%. Kemudian pada post-test nilai rata-rata yang diperoleh oleh siswa sebesar 86,9 dengan presentase kriteria keberhasilan yang diperoleh adalah 91%. Dapat disimpulkan bahwa penerapan subtitle film berbahasa Inggris untuk memperkaya kosakata siswa efektif berdasarkan hasil penelitian.

Keyword: Bahasa Inggris sebagai Bahasa Asing, Subtitle, Kosakata.

1. Introduction

English as a foreign language has gained attention in Indonesia since the early 1990s, particularly in primary school, since the early 90s based on the importance of learning English as early as possible to compete in an increasingly globalized and modern society. This awareness finally made the government issue a policy through the Ministry of Education and Culture of the Republic of Indonesia No. 0487/1992, Chapter VIII, which states that Elementary schools can add subjects to their curriculum. This policy ultimately underlies the inclusion of English subjects as part of local content in elementary schools.

Learning English is not easy for Indonesian students, however, it is because English is not a language that used in daily conversation and it is become quite difficult for elementary school students to learn it, to be able to communicate in English students must be able to master four skills of language, writing, reading, listening and speaking. Students find it difficult to master the four language skills due to a lack of knowledge about vocabulary in English, in learning new language students will find a lot of new vocabulary that has never been heard and learned before.

The development of technology at this time is very sophisticated. The use of the internet plays an important role in helping students learn and find new knowledge about vocabulary. One of the effective and efficient solutions to make it easier for students to learn English is teachers often use movie as media and one of the strategies to increase student motivation. Movie present an interesting story in the form of illustrated animation and is equipped with audio sound so that students are interested in learning English. Based on the multiple coding theory, the additional influence of pictures and phrases may improve students' performance and memory (Sirmandi & Sardaeh, 2016). Additionally, this method supports self-study, allowing students to learn vocabulary independently in an enjoyable manner (Nurfauziah et al., 2023). However, some studies note the importance of proper subtitle design and implementation to maximize learning outcomes (Mulyani et al., 2022).

As an audio-visual media, movie assists learners to obtain new vocabulary and save it in their long-term memory. Visual media, according to Musfiqon (2012), can accelerate students" comprehension skill and strengthen their memory. According to Webb (2010), incorporating a movie in the classroom can help students raise their word awareness while also improving their pronunciation and intonation. Sherman (2003) describes movies as a traditional shift that provides pupils with a realistic learning environment. Using movies can help students acquire English vocabulary, clarify communications, save teachers' efforts, motivate students, and boost teaching and learning time. The approach is particularly beneficial for EFL learners who have limited exposure to English in daily life (Rosida & Nugroho, 2024).

Vocabulary is the basic language aspect that must be mastered before mastering English skills. By mastering vocabulary, students are able to communicate both orally and written well. By having a lot of vocabularies the learners are hoped to master four skills in English such as reading, speaking, writing, and listening. Alemi and Tayebi (2012) states that vocabulary is the basis component of language proficiency which provides the basis for learners" performance in other skill, such as: speaking, reading, listening, and writing. Students who possess an excellent knowledge of vocabulary will perform better and be able to communicate properly in English than students who are lack of vocabulary. This problems in learning English happen because students have quite limited vocabularies. The solution to this problem is to utilize the use of multimedia elements as a media for student learning. A number of studies have been conducted to find out the impact of multimedia elements on the acquisition of foreign language. Many of them have maintained that visual resources with specific subtitles will be essential in assisting students in improving their vocabulary in foreign languages. Therefore, this study only focuses on using English subtitles to help students at Methodist-An Senior High School enrich their understanding of vocabulary.

2. Literature Review

2.1 Theories

The supporting theory using film subtitles is able to improve students' vocabulary namely multimedia learning theory from Mayer's cognitive theory. Mayer said in multimedia learning that students better understand text in multimedia format compared to written words or images. Mayer's cognitive theory claims that there are two types of channels (visual and auditory) and there are also channels that have limited capacity learning namely the process of filtering, selecting, organizing and integrating information (Davey, 2015). Mayer explains that in general, it is easier for people to learn words through visual aids, for example videos and animation (Mayer, 2014). One aspect of Krashen's theory of language acquisition is the input of hypothesis. Krashen said that the language and vocabulary mastered was based on the number of words received and understood (Abukhattala, 2013). To explain this context, Krashen formulated $i + 1$ where i is the level of the language and 1 is the level above the current language. Krashen claims that it is ideal if a person is unconsciously able to master language. Students are able to increase their abilities when given $i + 1$ input (Krashen, 2010).

2.2 Subtitle

Subtitles are text that appears on the screen, generally at the bottom, that translates dialog or provides additional information related to the target language to make it easier for the viewers to understand the movie being watched. According to Michael and Webb (2017), subtitles were originally intended for the deaf but are now frequently utilized in educational purpose, particularly for teaching languages. Bimodal subtitling, which presents subtitles in both English and the native language, has shown promising results (Hoogendyk et al.,

2014). To assist viewers who are deaf in understanding the language of the dialogue said by the film actor, subtitles are written text from a discussion held by actors in the same language or in a foreign language. Individuals who are deaf cannot watch audiovisual content on their own without subtitles. They need someone who will translate the content with sign language. Subtitles provide independent viewing opportunities for people with hearing impairments. Movie subtitles are quite appealing to English language learners, especially when it comes to vocabulary growth. The English text that is provided will assist students in understanding what is being said when they watch an English-language film but are confused about what the actors or actresses are referring to in the story. Multiple studies report significant improvements in vocabulary scores after implementing subtitle-based interventions (Lestari, 2018; Rosida & Nugroho, 2024; Mamu et al., 2023; Sembel et al., 2023).

2.3 Vocabulary

Vocabulary is important to effective particular subject learning since it provides the core terms and concepts of specific subjects during the learning process. According to Schmitt, N., and Schmitt, D. (2020), vocabulary is the total quantity of words that, when combined with rules, form language: the range of words known to or applied by a person, in a trade profession, etc. Apdy and Asrifan (2019) states it is a fundamental ability that students must master in order to gain other abilities such as reading, writing, listening, and speaking. It is difficult to acquire other skills without mastering and understanding vocabulary. According to Alemi & Tayebi (2012), vocabulary is the fundamental component of language proficiency that supports learners' performance in other skills such as speaking, reading, listening, and writing. According to Harefa (2009), the study of vocabulary and grammar of the target language, students would become more familiar with the grammar of their native language and with audio-lingual method will help them speak and write better in the target language.

2.4 Movie

A movie is a visual aid that can be utilized in class to make learning more enjoyable. Movies or films can also educate students about history, science, human behavior, and other topics. Some films combine pleasure and teaching, making the learning experience more engaging. Cinema, in all of its manifestations, is both an art and a business, and individuals who create motion pictures are extremely proud of their work. According to (Mery, 2011) some movies blend fun and teaching, making learning more enjoyable. Cinema, in all of its manifestations, is both an art form and a business, and people who create motion pictures take tremendous satisfaction in their work.

Meanwhile, Azhar (2011) describes a movie as a picture in a frame that is mechanically projected through a projector lens, making the images on the screen appear alive. Jesse (2007) argues that the film is a photographic record of an artistic performance rather than an art form in its own right. According to Klarer (2004) the movie can combine audio, visual, movement color and there-dimensional effect in a single presentation. Literary techniques predetermine the film; conversely, a literary practice develops specific characteristics in response to the film's influence.

3. Methods

This study used pre- experimental design in the form of one group pretest- post-test design using quantitative approach to investigate the effectiveness of movie subtitles on enriching respondents' vocabulary. According to Creswell (2014) as a means for testing objective theories by examining the relationship among variables. Furthermore, it is predicated on the existence of a population and sampling methodologies, uses questionnaires for data collecting, presents research variables in data analysis, and aims to develop broad conclusions that apply to both the population and sample under study. The process for collecting data in this research as follows, The pre-test is an instrument to demonstrate the students' vocabulary level. In this pre-test, the researcher asked the students to fill in the paper that the researcher give to them, which contains the vocabulary. The types of the test consist of multiple choice with 20 questions. The post-test was distributed to the student after treatment. The researcher evaluated the students with the same test material in the pre-test. This text aimed to determine the students' vocabulary development and increasing after giving the treatment. The types of the test consist of multiple choice with 20 questions.

Multiple-choice items in particularly been commonly used in standardized tests. A professionally produced multiple-choice vocabulary test is highly reliable and distinguishes learners effectively according to their level of vocabulary knowledge. Multiple-choice items are ubiquitous; they are also well-researched with many articles and books written about them. Multiple-choice items are very versatile they can be used to test a variety of constructs. In language testing, they are used to test grammar, vocabulary, pragmatics, reading, and listening (Read, 2002).

The researcher carried out two test to collect the data containing pre-test and post- test about vocabulary. First, the researcher distributed vocabulary pre-test questions to see how much vocabulary the students mastered. After getting the results of the pre-test, the researchers conducted treatment and distributed vocabulary post-test questions to see the development of student test results after treatment. After the data was gathered fully, they were analyses and categorized by using Microsoft Excel.

The quantitative data were then analysed by means of descriptive statistics using means and percentage counts.

a. Mean

Sudjana (2002) uses the following formula.

$$M = \frac{\sum x}{n}$$

b. Percentage

To find out that film subtitles can enrich and increase the students' vocabulary, the researcher uses an assessment for student's score. As an assessment of the minimum score, it will be adjusted to the minimum completeness criteria (KKM) for English lessons at Methodist-An Senior High School, which is 75 (seventy-five) The following formula from Sudjana (2002) is use,

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

4. Finding and Discussion

4.1 Findings

From the students' data, researchers can analyze how students can enrich and improve their vocabulary, how students understanding in learning English from the film they had watch "Frozen II" which is a media for students to learn English and enrich their vocabulary. The data is obtained by giving test to the students, specifically through pre-test and post-test.

To find out the enrichment and increase in vocabulary, the researcher conducted a series test. The test results will be used to determine the increase in students' vocabulary. It is said that this research is successful if 70% of students can meet the target score of the minimum completeness criteria (KKM) that has been set by the researcher (Djamarah, 2006).

Table 1. Questions about Vocabulary to Know the Students' Vocabulary Mastery.

No.	Questions	Vocabulary from Frozen II Movie	Percentage of Vocabulary Acquired by Students
1.	Quick, Elsa! Make a prince! A fancy one! What is the meaning of "prince"?	Prince (Pangeran)	91%

2.	What is the relationship between Elsa and anna?	Sibling (Saudara)	78%
3.	There was this voice, and someone saved me. What is the meaning of "saved"?	Saved (Menyelamatkan)	43%
4.	What is the synonym of word "forest"?	Woods (Hutan)	52%
5.	When I was a little my mother would sing a ……. about special river called Ahtohallan.	Song (Lagu)	91%
6.	Did Elsa seem weird to you? What is the synonym of the word "weird"?	Uncanny (Aneh)	69%
7.	Did we …… your feelings? I'm so sorry if we did.	Hurt (Menyakiti)	47%
8.	I woke the magical spirits at the Enchanted Forest What is the meaning of "enchanted"?	Enchanted (Ajaib)	13%
9.	Who's the the reindeer? What is the meaning of "reindeer"?	Reindeer (Rusa Kutub)	69%
10.	How can you say that? look at our kingdom. What is the meaning of "kingdom"?	Kingdom (Kerajaan)	73%
11.	I have my …… to protect me, and you don't.	Power (Kekuatan)	60%
12.	How do you call "survive" in Indonesian?	Survive (Bertahan Hidup)	69%
13.	The synonym of the word "soldier" is?	Warrior (Prajurit)	91%
14.	The meaning of the word "journey" is?	Journey (Perjalanan)	65%
15.	The dam, it stills stand. What is the meaning of the word "dam"?	Dam (Bendungan)	78%
16.	If that dam …… it would send a tidal wave so big	Broke (Rusak)	78%
17.	What is the meaning of the word snowball?	Snowball (Bola Salju)	65%
18.	This will all make sense when I am older What is the antonym of "older"?	Young (Muda)	60%
19.	How do you call "masa depan" in English?	Future (Masa Depan)	82%
20.	Magic is very alluring. What is the meaning of "alluring"?	Alluring Memikat	47%

Table 2. Questions about Vocabulary that Enrich the Students' Vocabulary.

No.	Questions	Vocabulary from Frozen II Movie	Percentage of Vocabulary Acquired by Students
1.	But can you brave what you most fear? What is the meaning of the word fear?	Fear (Takut)	91%
2.	Olaf: Forgive me, maturity is making me poetic. What is the meaning of the word maturity?	Maturity (Kedewasaan)	81%
3.	Olaf: I cannot wait until I am ancient like you, so I do not have to worry about important things. What is the meaning of the word important?	Important (Penting)	74%
4.	Like an old stone wall that'll never fall, some things are always true. What is the meaning of the word stone?	Stone (Batu)	91%
5.	The wind is restless, could that be why I am hearing this call? What is the meaning of the word wind?	Wind (Angin)	95%
6.	Aren't you *curious* about that things? What is the meaning of the italic word?	Curious (Ingin tahu)	87%
7.	Lower your *weapon* and you should lower yours too. What is the meaning of the italic word?	Weapon (Senjata)	87%
8.	They have been *trapped* in here this whole time. What is the meaning of the italic word?	Trapped (Terjebak)	91%
9.	Olaf: Anna *freezes* to death forever. What is the meaning of the italic word?	Freezes (Membeku)	91%
10.	My people are *innocent*, we would have never attacked first. What is the meaning of the italic word?	Innocent (Tidak bersalah)	91%
11.	We may be getting on in years, but we are still strong. What is the meaning of the underline word?	Strong (Kuat)	95%

12.	Did you got any <u>advice</u> for them? What is the meaning of the underline word?	Advice (Nasihat)	91%
13.	You cannot just <u>follow</u> me into fire. What is the meaning of the underline word?	Follow (Mengikuti)	91%
14.	Do not run into fire, you are not being <u>careful</u>. What is the meaning of the underline word?	Careful (Berhati-hati)	91%
15.	Where did you get that <u>scarf</u>? What is the meaning of the underline word?	Scarf (Syal)	87%
16.	I will free this forest and restore Arendelle. What is the meaning of "restore"?	Restore (Memulihkan)	39%
17.	The earth giants now roam the north at night. What is the meaning of "roam"?	Roam (Berkeliaran)	87%
18.	Am I supposed to feel this ridiculous? What is the meaning of "ridiculous"?	Ridiculous (Konyol)	87%
19.	We are heading west to the Lichen Meadows. What is the meaning of "heading"?	Heading (Menuju)	82%
20.	Why is their ship is here? What is the meaning of "ship"?	Ship (Kapal)	95%

Source: Adapted from John Read's book Assessing Vocabulary: Cambridge University Press. 978-0-521-62741-2.200

The data in this research were primarily gathered from pre-test and post-test, both tests were taken through questionnaire. The first test that was carried out was a pretest. The pre-test is aimed to know the students' mastery in vocabulary before the treatments carry out. In the testing process, the students have to remember the vocabulary by themselves.

The results of the test become the evaluation before the implementing of subtitled animated cartoon on learning vocabulary of the students apply in the class. This pre-test is done by giving students some questions about content words. The pre-test and post-test will in "multiple choice" with 20 questions. They did the tests in 45 minutes. Previous researchers have used a 20-item, 45-minute pretest and post-test design, which is a common choice and supported by empirical evidence. This number of questions allows for reliable and valid measurement, as well as sensitivity to changes in vocabulary ability. The results of these studies generally show that this design is effective for measuring changes in vocabulary skills. The amount of the questions is appropriate with the types of vocabulary in senior high school.

In analyzing the numerial data, first the writer tries to get the average of students' vocabulary score within in two tests. It is used to know how well students score as a whole on vocabulary skills. After that the writer tries to get the percentage of the students' test who meet the KKM.

Sudjana (2002) uses the following formula.

$$M = \frac{\sum x}{n}$$

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

1. **Analysis of Students' Pretest**

The researcher has done the pre-test before doing the treatment. The researcher implemented a movie in the treatment and a pre-test was conducted. Before conducting treatments using a movie, the researcher analysed the pre-test results of the students, which resulted in the data presented in the table below:

Table 3. The score of Students Vocabulary Pre-test

No.	Respondents	Pre-test Score
1.	Student APDC	85
2.	Student ADC	80
3.	Student AE	75
4.	Student ACTG	75
5.	Student AJ	50
6.	Student CD	80
7.	Student DFA	80
8.	Student EM	55
9.	Student FYG	65
10.	Student IGT	75
11.	Student JBS	60
12.	Student KHM	60
13.	Student MS	85
14.	Student NUS	45
15.	Student NES	60
16.	Student PSB	50
17.	Student PCS	75
18.	Student REBS	80
19.	Student RPT	50
20.	Student S	45
21.	Student SEAT	85
22.	Student SC	45
23.	Student T	75
	TOTAL	**1535**
	MEAN	**66,7**

To find out the students' vocabulary level, the researcher calculated the average of the pretest data. The average scores as follows:

$$M = \frac{\sum x}{n}$$

$$M = \frac{1535}{23}$$

$$M = 66,7$$

Then the author calculates the percentage of students who meet the KKM (Minimum Completeness Criteria), with the following formula:

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

$$P = \frac{12}{23} \times 100\%$$

$$P = 52\%$$

Based on the data above, it shows that the students lowest score was 45 and the highest score was 85. Based on the data it demonstrates the outcome of vocabulary mastery score before implementing the treatment using movie with English subtitles as the media the average score of the pre-test is 66,7. The number of students who meet the KKM is only 12 students with a percentage of 52%, while the remaining 11 students are below the KKM (Minimum Completeness Criteria). Based on the researchers' analysis regarding the results of the pretest above the pre-test did not success because the results were only 52% students who passed the KKM, while the success criteria to be achieved by the researcher was 70%. Therefore, the researcher tried to find solutions to overcome the problems.

2. Analysis of Students' Post-test

In this study the researchers evaluated and conducted a treatment to get the maximum success score. The treatments carried out by the researchers are as follows:

1. The researcher explained the material and practices of using film media in teaching
2. The researcher invited students to watch the film (Frozen II).
3. The researcher told the students to write down all the vocabulary they recognize and don't recognize from the movie.
4. The researcher divided the students into some groups.
5. After watching the movie, the researcher told the students to searching for the meaning of the vocabulary from the movie they had write.
6. The researcher asked one representative from each group to write down all the vocabulary that they have got.
7. The researcher invited each group to write down the meaning of the vocabulary that is known from the vocabulary written by the other group.
8. The researcher interprets the vocabulary that the students cannot answer.
9. The researcher asking students one by one to translate the vocabulary written on the white board.
10. After that the post-test was distributed to the students after treatment.
    This test aimed to determine the students' vocabulary development after giving the treatment. The vocabulary test is 20 questions.

The results of the post-test can be seen below:

Table 4. The score of Students Vocabulary Post-test

No.	Respondents	Post-test Score
1.	Student APDC	100
2.	Student ADC	100
3.	Student AE	100
4.	Student ACTG	95
5.	Student AJ	75
6.	Student CD	95
7.	Student DFA	100
8.	Student EM	80
9.	Student FYG	85
10.	Student IGT	85
11.	Student JBS	80
12.	Student KHM	80

13.	Student MS	90
14.	Student NUS	70
15.	Student NES	80
16.	Student PSB	85
17.	Student PCS	90
18.	Student REBS	95
19.	Student RPT	80
20.	Student S	70
21.	Student SEAT	100
22.	Student SC	75
23.	Student T	90
	TOTAL	**2000**
	MEAN	**86,95**

To find out the results of students' vocabulary achievement in the post-test, the researcher calculated the average score. The results of the average scores as follows:

$$M = \frac{\sum x}{n}$$

$$M = \frac{2000}{23}$$

$$M = 86,9$$

Then the researcher calculates the percentage of students who meet the KKM. The results of the percentage are as follows:

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

$$P = \frac{21}{23} \times 100\%$$

$$P = 91\%$$

Table 5. Percentage of Students' Improvement

No.	Test	Lowest Score	Highest Score	Percentage
1.	Pre-test	45	85	52%
2.	Post-test	70	100	91%

Table 6. Data of Research Results

No.	Test	Mean Score	Percentage
1.	Pre-test	66,7	52%
2.	Post-test	86,9	91%

Based on the data, it describes that the average post-test score is 86,9 and as many as 21 people have pass the KKM. So, the researcher has succeeded in getting the success criteria of 91% and exceeding the set target of 70%. The researcher is very satisfied with the results obtained because it has obtained the criteria of success. The researcher assumes that the value of the students' vocabulary has increase significantly. There was a good increase from the average score of the pretest (66,7) to the average (86,9) in the post-test.

4.2 Discussion

This study applies movie media to enrich students' vocabulary mastery in learning English at Methodist-An Senior High School Pancur Batu. The results of the research that has been show that movies are effective in the vocabulary mastery of class XI-A students. The success of this research is indicated by an increase in the learning outcomes of students who are the research subjects. Before applying a movie based on the Pre-test results, the researcher found that the students' vocabulary mastery was still low. It proved that students' vocabulary mastery is not good enough the students still lack vocabulary.

Subtitles are an efficient technique to help students enrich a grasp of the phrases and vocabulary in films. Some people frequently struggle to understand the meaning or content of foreign-language videos. Thus, utilizing subtitles in movies to teach foreign languages may help students stay motivated, deal with ambiguity, and reduce some of their fear (Sabouri et al., 2015). Alonso (2019) sought to figure out the impact of subtitling and project work on these students, including how much it increased their motivation for self-study and how much the use of authentic materials (short films) and active manipulation of these resources are motivators. When we watch movies with subtitles, we unintentionally pick up the specific target language used in the film. Students generally perceive this method positively, finding it engaging and motivating (Mulyani et al., 2022; Hestiana & Anita, 2022). For most language learners, learning new vocabulary is a difficult activity that is essential for language acquisition, particularly for developing communication skills (Hestiana & Anita, 2022). Meryani (2021) aimed that films with English subtitles would help students learn more vocabulary and become more motivated to study English. Furthermore, Alonso (2019) found that teaching vocabulary with subtitles could increase student enthusiasm for vocabulary learning while also lowering stress levels. Furthermore, Taoufik's (2022) research study showed the majority of students believe that watching movies in English enriches not only vocabulary but also culture, critical thinking, and other language skills.

Based on the results of the pre-test showed that the highest score got by the students was 85 and the lowest score was 45. The results of the pre-test showed that only 12 out of 23 students were able to meet the KKM (Minimum Completeness Criteria) which was >=75. This means that only 52% of the students are able to meet these criteria. While after the researcher gave treatment to the students their vocabulary increased. In the post-test, the highest score got by the students was 100 and the lowest was 70. The results of the pre-test showed that 21 out of 23 students passed the test. This means that from the post-test results that their vocabulary has increased by 91%. The movie stimulates the students' thoughts and feelings by presenting audio, visual, and motion messages. Thus, using films as a learning tool can be effective and motivating. Movies with subtitles stimulate learners to notice the unknown vocabulary and add students' new vocabulary because the words in movie videos are encountered frequently in different forms. Subtitled movies help students identify unfamiliar words, the first in learning. New vocabulary is usually noticed when it's needed for text comprehension, but frequent and varied exposure to words helps them stick.

A movie with English subtitles can help students enrich their vocabulary mastery. The researcher findings show that the students' test scores developed and increased after being treated with a movie with English subtitles. In addition, the movie has a lot of positive effects on students, those are the video energizes students' interest through the use of visual images and sound, the footage sharpens students' focus, the video heightens students' seriousness, and the video expands students' knowledge. Researcher concluded that movie as a media was an effective and recommended enough as a media to enrich and increase students' vocabulary, through the movie the students integrate new knowledge, learn new words and how to pronounce the words well and able to assist students in achieving the minimum completeness criteria (KKM) in the research conducted by the researcher.

5. Conclusion

This chapter contained conclusion that from Mayers theory multimedia learning and Krashen theory the input of hypothesis used in this study learning English trough film with subtitles can help students to enrich and improve their vocabulary. That can be seen from the students' post-test score are higher than their pre-test scores. There was significant improvement from pre-test to post-test. In the students' pretest the average value was 66,7 and it increased in the post-test with an average value 86,9 as for the percentage of students who passed the KKM on the pre-test was 52% while the percentage on the post-test increased by 91%. The efficiency of subtitle in the film in enriching students' vocabulary might be accepted as a suitable medium

because English subtitles movies are entertaining as we can listen and also view the videos visuals. From the results it can be concluded that using English subtitle movie was successful to helping the students to enrich their vocabulary mastery.

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