

THE EFFECTIVENESS OF ENGLISH SUBTITLE VIDEOS ON VOCABULAR MASTERY OF NON-EFL STUDENTS AT STIKES JAYAPURA PAPUA

Krishinta Mery Anggarwaty Kurniawan¹, Heni Purwati^{2*}

¹*SMA Negeri Tembuni, Bintuni, Papua Barat*

²*Institut Agama Islam Negeri Fattahul Muluk Papua, Papua, Indonesia*

*Corresponding author's email: heni.iainfmpapua.ac.id

Received: 17 November 2022

Accepted: 23 February 2023

Abstract

This study aims to investigate the impact of using English videos with and without subtitles on students' vocabulary mastery and to gauge their perceptions of both techniques. The study's population comprises 70 nursing program students at STIKES Jayapura. The study employs a quantitative experimental research design. The study's findings indicate a significant difference between students taught using English videos with subtitles and those taught without subtitles. Following the treatment, the experimental class's pre-test and post-test results showed a significant increase compared to the control group, with the experimental class's mean increasing from 6.22 to 23.07 compared to the control group. The t-test calculation result shows that the t-count of 2.279 is higher than the t-table of 1.999 at the degree of freedom (df) of 68. This result suggests that using subtitle videos is more effective in improving students' vocabulary mastery than videos without subtitles. Moreover, students respond more positively to subtitles in the videos played in the English classroom, making the class atmosphere more relaxing and enjoyable. Subtitles in the videos not only help students enhance their vocabulary but also provide entertainment through pictures and audio presented in the video. Additionally, teachers can choose various English videos relevant to students' needs and learning materials to make this strategy more effective in improving students' English skills and competence.

Keywords: Vocabulary Mastery, Teaching Vocabulary, Subtitle, Videos.

INTRODUCTION

English is one of the most widely spoken languages in the world and plays crucial roles in human life, serving as a communication tool and in other areas such as education and technology. English assists learners in developing their knowledge of technology, culture, and science while also allowing them to express their ideas, knowledge, and emotions effectively. The Indonesian government has mandated that students be able to use English through the Ministry of National Education's regulations, enabling them to compete at a global level. As a result, English has become a subject of study from primary school to university.

The process of learning languages, particularly English, is closely linked to vocabulary. Mastering vocabulary is essential for students to enhance their English language skills. According to Richards (2002), vocabulary serves as the foundation for language proficiency and significantly contributes to how well learners speak, listen, read, and write. Similarly, Spreanger (2013) notes that vocabulary plays a crucial role in students' success in school, standardized tests, and daily life. Therefore, vocabulary significantly impacts learners' ability to comprehend reading or listening materials and produce high-quality language in writing or speaking. Alqahtani (2015) emphasizes that vocabulary is a critical component for second language learners since a poor command of vocabulary impedes successful communication.

Today, learners have the opportunity to enhance their vocabulary mastery through various learning methods and media that provide more enjoyable and meaningful experiences. These resources extend beyond traditional printed sources like books or dictionaries and encompass digital formats such as videos and movies. The integration of digital media in the field of education, particularly in English Language Learning, has gained popularity in recent years. English videos and movies are regarded as effective tools for developing learners' English skills and knowledge. Numerous studies have demonstrated that videos are valuable in capturing learners' attention, stimulating their interest, and fostering a conducive learning atmosphere. Rosale (2019) asserts that motion media, such as videos, is a prevalent multimedia technology that students are exposed to. While they primarily watch videos for entertainment purposes, they also utilize them for academic pursuits. Through videos featuring sound and visuals, students can enjoy themselves, alleviate stress, and approach English learning with an open mind, thereby avoiding feelings of burden. Consequently, learners derive various benefits, including improved communication, expanded expressions, and enriched vocabulary. Callow (2005) suggests that incorporating videos into the classroom setting aligns with the current pedagogical trend of engaging with learners' culture and practices outside of school. Given that students inhabit a highly visual environment, the use of videos can be seen as meeting their expectations. Different types of videos exist, including those with subtitles and those without. In this study, both types of videos are preferred as teaching media. Subtitled videos present words and images in both oral and visual forms. According to Paivio (1971) in the journal "The Effect of Viewing Subtitled Videos on Vocabulary (Harji & Woods, 2010)," the addition of pictures to convey meaning increases the number of signals associated with the message. Consequently, viewers, in this case, students, tend to retain the information more effectively. Additionally, according to Sanjadireja (2020), subtitles in videos aid students in learning through visual aids. Watching videos with subtitles enhances learners' opportunities for acquiring and mastering new vocabulary. A study by Aidinlou (2016) suggests that authentic subtitled videos are effective in improving students' vocabulary, particularly in terms of long-term retention. Students learn new words by listening to and reading English subtitles in the EFL classroom. They can also

jot down unfamiliar words and consult dictionaries for their definitions. Consequently, this approach heightens students' motivation and curiosity to learn vocabulary, as teachers can select videos relevant to the study topic.

Based on the researchers' observation, it was evident that a significant number of students possessed limited English vocabulary knowledge. To assess this, a pre-test was administered to 70 students, requiring them to read a text and provide the meanings of specific words within it. The results revealed that only approximately 10 percent of the students were able to answer adequately. One of the primary obstacles hindering English proficiency is the students' background, particularly among local Papuans originating from remote areas in Papua. These students have encountered challenges related to exposure and accessibility in their prior educational experiences, resulting in an unfamiliarity and lack of motivation to learn English. Consequently, their command of English vocabulary falls below average. Insufficient vocabulary knowledge further undermines their confidence in both written and spoken English. Therefore, the researchers have opted to employ videos with and without English subtitles as a vocabulary teaching method, aiming to investigate the efficacy of this approach in enhancing students' vocabulary mastery.

Several studies have highlighted the advantages of using subtitle videos in English Language Teaching (ELT) classrooms. According to King (2002), showing subtitle videos offers multiple benefits. These advantages include facilitating correct pronunciation, developing word recognition skills, reinforcing comprehension of context-bound expressions, acquiring new vocabulary and idioms, enhancing students' concentration, and enabling easy comprehension of the video's plot. Fikri et al. (2020) conducted a classroom action research study to investigate the impact of using English subtitle videos on the vocabulary of eighth-grade students at SMPN Madani Palu. The study involved 21 students, and the research design consisted of planning, implementing, observing, and reflecting cycles. After providing the treatment and comparing pre-test and post-test results, it was discovered that students' vocabulary mastery improved significantly after being taught with English subtitle videos. The mean score of the students increased from 59 to 78, demonstrating a 19-point improvement and indicating the success of this instructional strategy. Similarly, Naning Puji Rahayu (2014) examined the effectiveness of using English subtitled videos in enhancing students' vocabulary achievement at MTs Al-Huda Bandung. The study included a sample of 32 students and employed an experimental research design with a single group. Pre-tests and post-tests were administered, focusing on nouns, adjectives, and verbs. The t-test results revealed that the students' scores increased from 76.41 before being taught using English subtitled videos to 84.94 after the treatment. The t-count value of 6.255 exceeded the critical value of 2.021 at a significance level of 0.05, demonstrating the effective utilization of English subtitled videos in vocabulary teaching.

The aforementioned studies motivated the researchers to conduct an experimental study investigating the efficacy of using English subtitle and non-subtitle videos in enhancing students' vocabulary mastery. The implementation of the subtitle video strategy represents an innovative approach to teaching English vocabulary to non-EFL students at STIKES Jayapura Papua. The researchers anticipate that this study will serve as an effective means of improving vocabulary proficiency, particularly among local Papuan students who may have limited exposure and experience in English learning. The study is designed to test the alternative hypothesis (H_a) that there exists a significant difference in vocabulary mastery between students taught using

English videos with subtitles and those taught without subtitles. The research questions were formulated as follows:

1. Is there a difference in vocabulary mastery between students taught with English subtitle videos and those taught without subtitles?
2. What is the students' perception regarding the use of subtitle and non-subtitle videos in the English teaching classroom?

METHODS

To investigate the research objective, an experimental research design was employed by the researchers. According to Wiersma, as cited in Purba (2014:63), experimental research involves the intentional manipulation of at least one variable, known as the experimental variable. In this experimental research, two groups served as the subjects of the study: the control group and the experimental group. These groups received different instructional techniques, with the experimental group exposed to English videos with subtitles and the control group exposed to non-subtitled videos. To assess the difference in students' English vocabulary achievement before and after the experimental treatment, both groups were administered a pre-test and a post-test. The pre-test was conducted during the first meeting for both groups, and upon evaluating the pre-test scores, the researchers proceeded with the teaching treatment in subsequent sessions. The post-test was administered upon completion of all treatment sessions. Both the pre-test and post-test consisted of forty multiple-choice questions. Utilizing a quantitative research design, the researcher aimed to determine whether a significant difference in vocabulary mastery exists when using English subtitle and non-subtitle videos.

The population of this study was the second-semester students enrolled in the nursing program at STIKES Jayapura. The total population consisted of 70 students. Given the relatively small population size, the researcher employed a total sampling technique, meaning that all second-semester students were included as the sample for this study. Subsequently, the students were divided into two groups: the experimental group, which received instruction using English videos with English subtitles, and the control group, which received instruction without English subtitles. Each group consisted of 35 students.

FINDINGS AND DISCUSSION

The aim of this study was to investigate the use of English subtitle videos to improve students' vocabulary mastery as mentioned in the study background. The findings of the study were as follows.

Data Presentation

Pre-Test

Prior to implementing the treatment, a pretest was administered to assess students' vocabulary knowledge in both groups. The scores obtained from the pretest were recorded and categorized into the control class (without using English subtitles) and the experimental class (with English subtitles) in a table.

Table. 1 Pretest

Experimental Class			Control Class		
no	name	pre test	No	Name	pre test
1	FR	7	1	AR	6
2	YD	4	2	ET	5

Experimental Class			Control Class		
no	name	pre test	No	Name	pre test
3	PY	7	3	AB	5
4	KS	5	4	HA	5
5	YW	4	5	AW	5
6	PR	6	6	DT	10
7	SD	7	7	BW	5
8	RP	6	8	AK	7
9	HA	7	9	AH	7
10	SB	6	10	SY	5
11	SK	6	11	AY	6
12	PJ	6	12	MF	3
13	IA	6	13	DL	7
14	AN	5	14	RY	5
15	AA	10	15	YS	7
16	PT	12	16	AL	4
17	YK	9	17	AR	7
18	SW	8	18	KE	5
19	ZS	7	19	ES	4
20	RY	1	20	YO	6
21	TS	8	21	SP	7
22	RK	6	22	AD	6
23	NL	4	23	AY	7
24	MW	5	24	BW	6
25	HT	5	25	MI	7
26	LM	5	26	AR	6
27	GK	10	27	FN	7
28	HM	5	28	MW	5
29	PM	7	29	RR	10
30	LR	7	30	FR	12
31	MM	6	31	LO	9
32	AW	6	32	TD	8
33	OL	3	33	OW	7
34	FP	7	34	DK	1
35	KM	5	35	OK	8
	Total	218		total	220
	Mean	6.22		mean	6.28

Based on the data presented in the table above, the maximum number of correct answers obtained in the pre-test was 12 for both the experimental and control classes. The minimum number of correct answers in both classes was 3. The mean score for the experimental class was 6.22, while the mean score for the control class was 6.28.

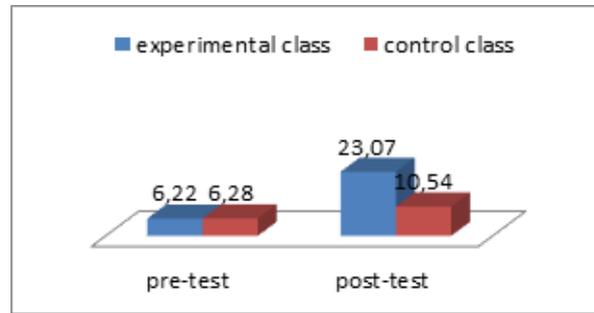
Post Test

After six classroom meetings, a post-test was conducted for both groups following the treatment. The treatment involved English teaching using subtitle videos for the experimental group, while the control group received instruction without the use of subtitle videos. The results of the post-test are displayed in the table below.

Table 2. Post Test

Experimental Class			Control Class		
No	Name	pre test	no	name	pre test
1	FR	31	1	AR	13
2	YD	23	2	ET	10
3	PY	29	3	AB	7
4	KS	31	4	HA	13
5	YW	27	5	AW	12
6	PR	29	6	DT	14
7	SD	24	7	BW	12
8	RP	10	8	AK	11
9	HA	28	9	AH	16
10	SB	18	10	SY	7
11	SK	14	11	AY	7
12	PJ	33	12	MF	10
13	IA	37	13	DL	12
14	AN	10	14	RY	5
15	AA	21	15	YS	10
16	PT	10	16	AL	7
17	YK	14	17	AR	4
18	SW	37	18	KE	17
19	ZS	20	19	ES	10
20	RY	19	20	YO	6
21	TS	27	21	SP	15
22	RK	15	22	AD	6
23	NL	12	23	AY	8
24	MW	29	24	BW	13
25	HT	23	25	MI	11
26	LM	16	26	AR	10
27	GK	27	27	FN	13
28	HM	23	28	MW	8
29	PM	37	29	RR	18
30	LR	21	30	FR	11
31	MM	24	31	LO	13
32	AW	23	32	TD	11
33	OL	17	33	OW	9
34	FP	25	34	DK	11
35	KM	23	35	OK	9
	Total	807		Total	369
	Mean	23.07		Mean	10.54

The post-test results revealed that the mean score of the experimental class was higher than that of the control class. Specifically, the mean score of the experimental class was 23.07, whereas the mean score of the control class was 10.54. The mean scores of both the pre-test and post-test for both classes are presented below:

Figure 1. mean scores of pre-test and post-test

The figure shows that the mean scores of pre-test and post-test from experimental and control class have increased. Experimental class rose from 6.22 to 23.07 while the control class rose from 6.28 to 10.54.

Normality Distribution Test

To ensure the appropriate and accurate selection of the formula for the subsequent steps, it was necessary to test the normality of distribution. The normality of distribution was assessed using the Kolmogorov-Smirnov test, conducted through the SPSS program. The calculation results for both variables are presented below:

**Table 4. Normality Distribution Test
One-Sample Kolmogorov-Smirnov Test**

	subtitle scores	non subtitle scores
N	35	35
Normal Parameters ^a	Mean	22.77
	Std. Deviation	8.004
Most Extreme Differences	Absolute	.111
	Positive	.063
	Negative	-.111
Kolmogorov-Smirnov Z	.659	.548
Asymp. Sig. (2-tailed)	.778	.924

a. Test distribution is Normal.

The data can be considered normally distributed if the values are not statistically significant. Significance means that the value is not under 0, 05 (the degree of significance). Specifically, the result found that all significance values of both variables i.e. 0.778 and 0.924 are bigger than 0,05. It means the both groups are not different significantly or those two groups are normally distributed.

Testing Final Significant Difference by Using T- test

The t-test formula can be applied when the data follows a normal distribution. It is commonly used to determine whether there is a significant difference between the experimental group and the control group after the treatment has been administered. In this study, the t-test was calculated using SPSS 16.0 software.

**Table 5. T-test
Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	T	Df	Sig. (2- tailed)	Mean Dif- ference	Std. Error Difference	Lower	Upper
scores	Equal variances assumed	16.376	.000	8.848	68	.000	12.514	1.414	9.692	15.337
	Equal variances not assumed			8.848	46.491	.000	12.514	1.414	9.668	15.360

From the final calculation, the author obtained a T-value of 8.848. In the context of the t-test, both positive and negative values are acceptable as the purpose of the test is to compare two different variables. More specifically, a positive value indicates that the mean of variable Y1 is higher than the mean of variable Y2, while a negative value suggests that the mean of variable Y1 is lower than the mean of variable Y2. The result of T- test is presented as the following:

Table 6. T-test and Hypothesis Result

Table of Value Level of			
Df	Calculated Value	Significance 5 %	Interpretation
(N1+ N2)-2 (35+ 35)-2 70-2 68	2.729	1.999	Ha is accepted

Based on the T- test result, it is found that $t_0 (2.729) > t_t (1.999)$. It means that there is a significant difference of students who were taught using English video with subtitle than those who were not.

FINDINGS AND DISCUSSION

Based on the research findings, the researchers have addressed the study’s objectives. Firstly, it was determined that there is a significant difference in students’ vocabulary mastery when using English subtitle and non-subtitle videos. Secondly, the study aimed to explore students’ perception regarding the use of subtitle and non-subtitle videos in the English teaching classroom.

As can be seen from the analysis results presented in the tables above, it is evident that both English videos with subtitles and without subtitles contribute to an improvement in students’ vocabulary mastery. The mean score of the experimental class increased from 6.22 to 23.07, while the control class showed an increase from 6.28 to 10.54. Notably, the experimental class exhibited a greater mean increase compared to the control class, indicating that the use of English videos with subtitles is more effective in enhancing students’ vocabulary mastery. The progress in vocabulary mastery for both experimental classes is evident from the mean value progression. In particular, students in both classes demonstrated improvement, with those taught using English videos with subtitles exhibiting significant development, increasing from 6.22 to 23.07. Furthermore, the t-test result yielded a value of 2.729, exceeding the t-table value

of 1.999 for a degree of freedom (df) of 68. This confirms a significant difference between the post-test results of the experimental and control groups. Consequently, the alternative hypothesis (H_a) is accepted based on these findings.

The use of videos as a medium can significantly contribute to the development of students' vocabulary mastery. Videos have the ability to motivate students and stimulate their ideation process. Munadi (2008) outlines various advantages of incorporating videos in teaching, including increased student motivation and enhanced English language proficiency. In the context of this research, the utilization of videos in the English classroom proves beneficial in boosting students' motivation and cultivating their interest in learning. Kabooha (2016) further affirms that both students and teachers hold a positive attitude towards the use of films in classrooms to improve language skills. Consequently, videos employed in the classroom assist teachers in delivering materials more easily and effectively, ultimately leading to the achievement of teaching goals.

Based on the researchers' observations, it was found that many students commonly face the same problem. They find learning English challenging due to a lack of knowledge and skills in the target language. However, the use of media, particularly videos with subtitles, can help students develop their mastery of the English vocabulary. Subtitled videos not only enable students to acquire new vocabulary but also assist them in learning correct word pronunciation. Furthermore, videos provide opportunities for students to practice their listening and speaking skills. According to Pisarenko (2017), audio technology (AT) has been proven effective in enhancing students' knowledge. AT facilitates the acquisition of knowledge and promotes active learning. Foreign language training based on AT has a positive impact on student performance and plays a significant role in developing effective communicative competencies.

Students in the experimental class expressed a strong preference for learning through videos with subtitles, as it significantly increased their motivation in learning English. Initially, they encountered difficulties in keeping up with the lessons. However, as the treatment progressed, they found that English videos with subtitles greatly assisted them in enhancing their vocabulary mastery. Conversely, students in the control group, who were taught using videos without subtitles, faced more challenges in understanding and recognizing the spoken words in the videos. They did not feel that their vocabulary had significantly improved throughout the learning process. The difference between the control and experimental groups is evident in the scores of the pre-test and post-test. Students in the experimental class demonstrated significant progress, while those in the control class also made progress but to a lesser extent. This confirms that the use of subtitle videos is more effective and successful in improving students' vocabulary compared to videos without subtitles. It provides students with a unique learning experience, where videos serve not only as a medium of instruction but also as an entertaining tool that positively enhances their enthusiasm and mood.

CONCLUSION

The use of videos in ELT classrooms is widely recognized and embraced by educators at various levels, including schools and universities. It has been found to make a significant contribution to students' academic achievement. However, effectively incorporating English videos as a teaching medium requires teachers to demonstrate creativity and innovation in selecting suitable videos for classroom use. Teachers should take into account the students' needs and the

specific materials being taught when choosing appropriate videos. Moreover, the use of videos has been shown to create an enjoyable and engaging classroom environment, thereby promoting increased student participation and attentiveness during the learning process.

This study aimed to examine the effectiveness of using English videos with subtitles as a vocabulary teaching strategy in the experimental class, compared to the control class without subtitles. The research findings revealed a significant difference in the improvement of vocabulary mastery between the two groups, as demonstrated in the pre-test and post-test scores. The experimental class achieved a post-test score of 23.07, while the control class scored 10.54. The experimental class exhibited more substantial growth in overall vocabulary knowledge from pre-test to post-test compared to the control class. These results indicate that the use of videos with subtitles can significantly enhance students' understanding and acquisition of vocabulary.

Based on results of this study, the following suggestions are offered:

1. English teachers at Senior High School should incorporate vocabulary instruction in the classroom to enhance students' vocabulary mastery and foster a habit of learning English. This approach will enable students to analyze words and sounds, ultimately making them more familiar with English vocabulary.
2. It is crucial for English teachers to carefully select appropriate media resources when teaching English, especially when focusing on vocabulary. Video content has the potential to be a highly engaging medium for students. Thus, English teachers can incorporate videos not only for teaching vocabulary but also for other English skills, enhancing student engagement in the learning process.
3. According to the study's findings, English subtitle videos can significantly aid students in expanding their vocabulary mastery and improving other English skills. To enhance their English proficiency, students should regularly watch English videos, either at home or anywhere they have access, allowing them to learn at their own pace.
4. The findings of this research can serve as a reference for other researchers conducting studies on the use of media in the EFL classroom. While the use of video media is not new in English language teaching, there are still numerous unexplored possibilities to investigate the effects of utilizing English videos in developing English knowledge and skills. Further research can shed light on the potential benefits and best practices in incorporating video content in language instruction.

REFERENCES

- Aidinlou, N. A. and Moradinejad, A. (2016). Short-term and Long-term Retention of Vocabulary through Authentic Subtitled Videos. *Advances in Language and Literary Studies*. 7, 5 (Oct, 2016), 14- 22. DOI:<http://dx.doi.org/10.7575/aiac.all.v.7n.5p.14>
- Alqahtani, M. (2015). The Importance of Vocabulary in Language Learning and How to Be Taught. *International Journal of Teaching and Education*. III, 3 (Jan, 2015), 21-34. DOI:<https://doi.org/10.20472/TE.2015.3.3.002>.
- Callow, (2005). *Literacy and the visual: Broadening our vision*. University of Western Sydney
- Fikri et all. (2020). English Subtitle Video in Teaching Vocabulary to the Junior High School students in Palu. *Advance in social science, education, and humanity research*. Vol. 534, 76-86. DOI: <https://doi.org/10.2991/assehr.k.210226.050>

- Harji,B, Madhubala., Woods,C, Peter., & Alavi,K, Zhinoos. (2010). The Effect Of Viewing Subtitled Videos On Vocabulary Learning. *Journal of College Teaching & Learning*. 7, 9 (Sep, 2010), 37-42
- Kabooha, R. H. (2016). Using Movies in EFL Classrooms: A Study Conducted at the English Language Institute (ELI), King Abdul-Aziz University. *English Language Teaching*, 9, 248-257. <https://doi.org/10.5539/elt.v9n3p248>
- King, J. (2002). Using DVD Feature Films in the EFL Classroom. *In Computer Assisted Language Learning*. 15, 5 (Dec, 2020), 509-523. DOI:<https://doi.org/10.1076/call.15.5.509.13468>
- Munadi. Yudi. (2013). *Media Pembelajaran*. Jakarta: GP Press Group
- Paivio, A.(1971). Imagery and cognitive process: Benefits of Within-Language Subtitling. New York. *Applied Psycholinguistics*.23, 509-533.
- Pisarenko, V. (2017). Teaching a foreign language using videos. *Social Sciences*, 6(4), 125
- Purba, Theodorus.T. (2014). Outlines Of Research Method for English Program-Study Students Department Of Language Education and Arts. Universitas Cenderawasih Jayapura. (Unpublished)
- Rahayu, Naning Puji. (2014) *The Effectiveness of Using English Subtitled Video Towards Students' Vocabulary Achievement at MTs Al-Huda Bandung*. UIN Satu Tulung Agung. (Thesis, <http://repo.uinsatu.ac.id/>)
- Richards, 2002. *Vocabulary in Language Teaching*. Cambridge Language Education
- Rosales, A. (2019). Vocabulary Acquisition (Incidental) through Watching Subtitled Video Material. *ELT Forum: Journal of English Language Teaching*. 8, 2 (Nov, 2019), 190-197. DOI:<https://doi.org/10.15294/elt.v8i2.33356.mo>.
- Sanjadireja, R. 2020. Subtitle in Teaching Pronunciation with Video. *IJET (Indonesian Journal of English Teaching)*. 9, 1 (Jul, 2020), 67 85. DOI:<https://doi.org/10.15642/ijet2.2020.9.1.67-85>.
- Sprenger, M (2013) *Teaching the Critical Vocabulary of the Common Core*. Alexandria: ASCD

