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Students' Perception in the Use of Subtitled Movie in Enriching English Vocabulary

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ABSTRACT

This study is aimed 1) to find out the students' perception in the use of subtitled movie in enriching their English Vocabulary, and 2) to find out whether the subtitled movie can motivate students to learn English vocabulary or not. The participants in this research were 16 students of fourth semester at English Department Universitas Pancasakti Tegal. Qualitative method was applied in this study. The researcher also used triangulation with three instruments. Checklist observation, questionnaire and documentation were used as the instruments to get the data. The finding of this research showed that the students have positive perception in the use of subtitled movie to enrich their English vocabulary. They also feel motivated when using subtitled movie as their learning media because it is enjoyable. Watching subtitled movie can be one of the effective media for the students to acquire a series of new words. Therefore, it is expected for the lecturer to use subtitled movies as the learning media as the students can be more relax during the learning process. For the further study, it is expected for other researchers to explore more about the use of subtitled movies as the learning media to explain additional information.

Keywords: *perception, subtitled movie, vocabulary*

INTRODUCTION

English language has become an international language which people still use for years. Nurmala Sari & Aminatun (2021) stated that being able to communicate using English language is important since there are many aspects of our lives that need the English language to be implemented. Therefore, learning English is important. But there are some components in English language that need to be understood in order to master the language and one of the components is vocabulary. Wallace (2007) in Nurmala Sari & Aminatun (2021) has explained that vocabulary has a crucial role in learning English. Due to the lack of vocabulary, sometimes people find it difficult to understand when they are speaking in English. Thus, learning vocabulary is important for people, especially students in order to be capable of speaking English fluently.

Since the technology has already developed, we have many ways to learn using advanced technology and also we can utilize the media as well. According to Sinaga & Oktaviani (2020), using media for teaching and learning English will increase student's interest and motivation. Students tend to be more interested if they use audio or visual media rather

than only using a book. Thus, studying English will be easy with media as the learning tool. One of the attractive media for learning that can help students to enrich their vocabulary is through subtitled movies. Faqe (2020) stated that subtitled movies play a crucial role in advancing the learners with new and up-to-date vocabularies and phrases. This means that subtitled movies can really help students to gain more new vocabulary items.

Based on what the researcher explained above, the researcher decided to conduct a research to find out the students' perception of the use of subtitled movies in enriching their English vocabularies. The researcher used data triangulation with three instruments to gather the data from the subject. Checklist observation, questionnaire and documentation were used as the instrument of this research. The result of this research is supposed to show the students' perception of the use of subtitled movies for their vocabulary enrichment.

LITERATURE REVIEW

Student Perception

Perception is a process by which we organize and interpret sensory impressions in order to give meaning to our environment (Robbins & Judge, 2017:209). People will define something on their own way so all perceptions will be different for each person. Perception is very important because people's behavior is based on their perception of what reality is, not on reality itself. In other conclusion, our behaviour is influenced by our perception.

Students' perception is a process when they receive an information which means the brain has received a stimuli then automatically will try to observe the information with their sense, so that the students can give meaning and interpret the information given. Through observations with their sense, students can interpret the observed object. However, each person will have their own perception. Everyone has a unique way of seeing the same thing. Perception also affected by internal and external factor as Walgito (2001) stated. Internal factor is one that originates within an individual and this element is influenced by personal psychological factors such as thoughts, feelings, willingness, needs, sex, motivations, attentions, and so on. While external factor is a factor that originates outside of the individual, such as stimuli, environment, culture, and belief.

Subtitled Movie

Movie is a form of human expression. When someone decided to make a movie, it needs idea as well as feeling to be a great masterpiece. Movie has become an influential media

because both audio and visual works well, thus everyone who watchs it will not feel bored because it is interesting. İşcan (2017) stated that movie motivates students not only to learn the target vocabulary but also to understand the target language better. Using movie to learn a new language can help students learn and retain it for a long time. Learning through movie allows students to become acquainted with native voices, making them feel at ease and absorbing new language without being conscious that they are learning new terms.

Subtitles, on the other hand, are derived from a transcript or screenplay of the dialogue or commentary in films, television programs, video games, and the like, and are typically displayed at the bottom of the screen, but can also be displayed at the top of the screen if there is already text at the bottom of the screen. Markham (1999) as cited in Riana Rahmawanti et al., (2021) explain that subtitles incredibly leads to understanding listening to ESL students. Using movie with subtitles to teach foreign languages can facilitate students' motivation, solve ambiguities and take away some of the anxiety of non-native learners. According to Sabouri and Zohrabi (2015) in Riana Rahmawanti et al., (2021), they pointed out that English subtitled movies in many ways influence students' vocabulary. Because it is easier for students to understand each words pronounced by the character in the movie. Even sometimes there will be new phrases, idioms also slang that students have just known.

Using movie as media to learn English has many advantages. Xhemaili (2013) in Hanafi Syahrozi, Dewi Rochsantiningsih (2018) explained some advantages of using movie as a learning tool as follows: 1) Movie is a visual image that can stimulate students' perception directly, while written words can do this indirectly, 2) Movie can give more sensory experience rather than reading because there will be verbal language, movement, color and sound provided, 3) Students can enjoy the learning process using movie as their learning tool, 4) Movie draws students' attention and captured their interest, and 5) Movie can visualize what students did not know before, also 7) Movie has a lot of genre and plot that can motivate students to learn a new language in a different way. Based on the explanation before, it is shown that using movie is effective to use for student in learning English. Students can also use movie to enrich their English vocabulary.

Vocabulary

According to (Grabe & Stoller, 1997; Sökmen, 1997) in Bellalem et al., (2018), vocabulary is the bedrock of language, and, hence, it is emphasized that vocabulary instruction be given primacy in the second language classroom. From the statement explained before it can be concluded that vocabulary takes a very important role in learning language. Every word

has different meaning. People who learn foreign language must be able to find out every word in the target language as it will be easy to express ideas. Mastering vocabulary can give learners a chance to share ideas, opinions even feelings toward each other in both spoken and written form.

Students should be aware of the problems they face in learning vocabulary, thus the problems can be solved. They will get hard to acquire new vocabulary if they are still facing the similar problems repeatedly. Students tend to feel bored if they memorize each word one by one. This way might not be an effective way to learn vocabulary. Therefore, students should try another strategy in their learning process. Students should try to find a way that they like to study as the learning process of vocabulary will be easier to do. One solution for replacing the ineffective technique for their vocabulary acquisition is to use learning media.

METHOD

This research used qualitative design to observe the problems. According to Fraenkel & Wallen (1990; Locke et al., 1987; Merriam, 1988) in Creswell & David Creswell (2018), the focus of qualitative research is on participants' perceptions and experiences, and the way they make sense of their lives. The research type of this study is descriptive study. According to Ranjit, (2019), descriptive study attempts to describe systematically a situation, problem, service or programme, or describes information about the living conditions of a community, or describes attitudes towards an issue.

This study is conducted at Universitas Pancasakti Tegal. The subject of this research is 16 students of fourth semester at English Department Universitas Pancasakti Tegal. The sample is selected by using random sampling technique. According to Arieska & Herdiani (2018), random sampling is a technique to choose the sample where every target population will have the same opportunity to be chosen.

The researcher used triangulation method to get the validity. According to Ahyar (2020), triangulation can be defined as the combination of data gathering techniques from various data collection techniques and data sources that have existed. The researcher used three instruments to collect data from the participant. Questionnaire, checklist observation and documentation were used as the instrument in this research.

RESULTS AND DISCUSSIONS

After conducting the research, the researcher found some results from the participant. Based on the checklist observation, the students seemed enthusiast with the movie of Big Hero 6. They also paid attention to the movie since it was an animation movie and it is easy to

understand, thus the students felt more enjoy watching it. The students did not feel annoyed with the English subtitle that the researcher used in the movie. Furthermore, the English subtitle could help them to understand each word being pronounced in the movie so the students could finish watching movie. They could also draw a conclusion from the movie. The students sometimes also took a note to every new word they saw in the movie. In conclusion, the movie could be understandable for the students.

After the students watched the movie, the researcher distributed the questionnaire for them to answer. The researcher divided the questionnaire into 2 groups to answer both of the research question. The results displayed below:

Students' Perception in The Use of Subtitled Movies.

Table 1. Questionnaire 1

No	Question	strongly agree	agree	neutral	disagree	strongly disagree
1.	Do you think English is important to learn?	93.8%	6.3%	0	0	0
2.	Do you like English movie?	31.3%	56.3%	12.5%	0	0
3.	Do you think watching English movies in English subtitles can be beneficial for English use in everyday life?	43.8%	50%	6.3%	0	0
4.	Do you agree learning new vocabulary is worthwhile?	56.3%	37.5%	6.3%	0	0
5.	Do you think that using subtitled movies in class is enough to enrich your vocabulary?	43.8%	43.8%	12.5%	0	0
6.	Do you think that English movies can help you in improving your vocabulary acquisition?	43.8%	50%	6.3%	0	0

No	Question	strongly agree	agree	neutral	disagree	strongly disagree
7.	I prefer watching subtitled movies.	25%	37.5%	37.5%	0	0
8.	Do you link between what is said and what is subtitled?	18.8%	81.3%	0	0	0
9.	I prefer use English subtitle.	31.3%	43.8%	25%	0	0
10.	I can understand better when I watch subtitled English movies.	37.5%	43.8%	18.8%	0	0
11.	Subtitled movies are the fastest way for learning English language.	25%	37.5%	31.3%	6.3%	0
12.	Do you agree that you can learn many new words from watching subtitled English movies?	43.8%	50%	6.3%	0	0
13.	I prefer to learn vocabulary from subtitled movies rather than from books.	50%	25%	25%	0	0

As we can see from the result above, the students mostly have the answer strongly agree and agree in responding the questionnaire. Most of the students are aware that English is important to learn. Mastering English language is beneficial for nowadays. They also agree that learning vocabulary is worthwhile for them. The students tend to be more enjoy learning using subtitled movie because it is entertaining for them. Most of them even prefer using English subtitle when watching movie. It is easier for students to acquire more vocabulary by watching movie with English subtitle.

It indicates that the students' perception toward the use of subtitled movie were all positive. It is showed that all the students agree that utilizing subtitled movies as their learning media is a good way for their vocabulary enrichment. Watching subtitled movie is helpful for student to enrich their English vocabulary.

Can subtitled movies motivate students to learn English vocabulary?

Table 2. Questionnaire 2

No	Question	strongly agree	agree	neutral	disagree	strongly disagree
1.	Do you agree that English Movies are fun and entertaining?	37.5%	50%	12.5%	0	0
2.	Do you think that watching English movies motivates you to learn English?	50%	43.8%	6.3%	0	0
3.	I think that watching subtitled movies has a positive effect on learning English vocabulary.	68.8%	31.3%	0	0	0
4.	Do you agree that by watching English movies, you can find a lot of new vocabulary?	62.5%	37.5%	0	0	0
5.	Do you think using movies with subtitles makes vocabulary learning easy?	56.3%	43.8%	0	0	0
6.	Subtitled movies have an impact on enriching vocabulary.	68.8%	25%	6.3%	0	0

Based on the result above, it can be seen that the average answer is from strongly agree and agree. It is showed that the subtitled movie can really motivate students to learn English vocabulary. It is one of the interesting ways to learn vocabulary that students can enjoy. Students can learn and feel entertained at the same time by watching movie. Especially for English movie that using English subtitle, it is much faster for them to acquire new vocabulary.

The students also agree that watching subtitled movie is fun and entertaining. Watching subtitled movie does have positive effect for students to learn vocabulary because it can boost

students' excitement. The learning process becomes more exciting as the vocabulary acquisition is easier.

To support the data, the researcher also took some photos of the activity and collected the attendance list of the students as the documentation. The photos were taken during the activity of watching movie together with 16 students of fourth semester at English Departement Universitas Pancasakti Tegal. The researcher felt the enthusiasm from the students when they watching the movie "Big Hero 6". It showed in the photos that all the students paid attention to the movie displayed in the LCD. Some of the students also sometimes write down the new words they just heard from the movie. Thus, the students seemed enjoy the activity together.

After conducting the research, the researcher found that the students showed positive feedback toward the use of subtitled movie to enrich their English vocabulary. Based on the questionnaire, mostly the students agree if subtitled movie can help them to enrich their vocabulary. Since there are a lot of movies released nowadays, students can utilize them as the learning tool. They can acquire more new vocabulary by themselves besides from the classroom activity.

The researcher also found that the students had motivation to learn English vocabulary using subtitled movie. İşcan (2017) explain that the use of movie can motivate students to understand the vocabulary as well as the target language. It indicated that the use of subtitled movies is helpful for the students to learn vocabulary. It can be one of the effective media for the students to acquire more new words so that they can master the English language in a brief time. The subtitled movie can also be used in the teaching activity since many students like watching movie so they can enjoy the learning process.

The use of subtitled movies was able to give effect on students' vocabulary enrichment. Xhemaili (2013) in Hanafi Syahrozi, Dewi Rochsantiningsih (2018) stated that there are some advantages in the use of subtitled movies as the learning tool. It is in line with the result on the students' responses in the questionnaire by using subtitled movie was helpful for them to learn new English vocabulary. They could enrich their vocabulary to master the English language better.

CONCLUSION

From the table displayed in the previous discussion, it can be seen that most of the students strongly agree with the questions related to the used of subtitled movie. It indicates that they interested by watching subtitled movie as their learning media to enrich their English

vocabulary. The students certain that it is easier learning vocabulary using subtitled movie because they enjoy the process.

Based on the result from the previous discussion, it can be concluded that using subtitled movies is helpful for students in order to enrich their English vocabulary. The students showed that they have a good perception in the use of subtitled movies in enriching their English vocabulary. Students also feel motivated to learn English vocabulary by watching subtitled movies. It is showed on the result that mostly the students have a positive response toward the use of subtitled movies to motivate them learn English vocabulary. By watching subtitled movies is one of the effective ways for students to learn English vocabulary. They can watch movie in their free time, thus they can learn vocabulary easily. The students tend to be more enjoy learning using subtitled movie than only using printable sources. Subtitled movie has a positive perception on students' motivation to learn English vocabulary.

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