

## The Effect of English Subtitle in Movies to Improve Students' Vocabulary in Grade 8 of SMPN 2 Airmadidi

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### Abstract

In today's interconnected world, being skilled in English is incredibly important. It opens up better job opportunities, and wider educational options, and allows participation in the global community. Therefore, inspiring students to learn English is crucial to showing them how it relates to their everyday lives. This study aims to determine the effect of English subtitles of movies on the vocabulary development of 8th-grade students in SMP Negeri 2 Airmadidi. This study adopted a preliminary experiment method. Thirty-two students participated in this targeted study. Subtitled films served as a medium to improve students' vocabulary acquisition, and vocabulary tests served as research tools. Researchers collected data through pretests, treatments, and posttests. Data were statistically analyzed and quantitatively described using SPSS 22 Edition. This study found that the mean post-test score was higher than the pre-test score ( $5.69 < 8.43$ ). Also, the value of t-count is greater than the value of t-table. The results of students' scores on the post-test were higher than those on the comparison test, demonstrating the effectiveness of the treatment in improving learners' vocabulary acquisition. In summary, the use of subtitled films significantly improves students' vocabulary acquisition. This study strongly highlights that others are imaginatively exploring the use of film for a variety of abilities.

### Keywords

Movie Subtitle, English Vocabulary



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## INTRODUCTION

In the contemporary interconnected world, proficiency in English has assumed paramount importance, serving as a gateway to enhanced employment prospects, expanded educational horizons, and participation in the global community. Consequently, there is a pressing need to engender enthusiasm for English language acquisition among students by establishing meaningful connections between the language and their daily lives. Jumariati (2010) emphasized the significance of vocabulary acquisition in the process of learning a foreign language, asserting that students can enhance their proficiency by expanding their knowledge of words and expressions.<sup>1</sup> Richard (1997) supported this notion, highlighting the indispensability of a substantial vocabulary

<sup>1</sup> Jumariati (2010), Improving the Vocabulary Mastery of EFL Students

for making progress in a foreign language.<sup>2</sup> Even with impeccable grammar, effective communication becomes challenging without a broad vocabulary. Given that English is not our national language, learning it poses difficulties for many students or learners, with one fundamental challenge being the inadequacy of vocabulary. A robust vocabulary is a crucial element of language mastery and plays a pivotal role in developing proficiency in language skills. Recognizing the ubiquity of movies, music, television, and social media in students' experiences, particularly in the English language, provides an opportune avenue to stimulate interest and facilitate language learning. This study endeavors to explore the efficacy of leveraging movies as a pedagogical tool to augment students' English vocabulary, harnessing the immersive and engaging qualities of cinematic experiences.

According to Bedareva, Litovchenko, and Astapenko (2020), subtitled films are increasingly used in foreign language teaching. Movies help students understand and build connections by observing characters' actions and conversations. Subtitled movies can help your students learn English differently. When you watch a movie, you can see and hear it right away at the screening. Watching videos with English subtitles is probably one of the most effective ways to present authentic input because it combines her three media: auditory, visual, and text. Using movies is a teaching method to engage students and add new vocabulary.<sup>3</sup>

Research conducted by Smith et al. (2021) affirms the substantial benefits accrued by individuals who employ English movies as a supplemental learning resource, surpassing the outcomes achieved through conventional classroom instruction. The enjoyment derived from the cinematic medium, coupled with its immersive nature, is posited to contribute significantly to vocabulary expansion. As language proficiency hinges on a robust lexicon, conventional pedagogical methods must be complemented by dynamic and enjoyable approaches to ensure holistic language development. This investigation delves into the hypothesis that students can significantly enhance their lexicon by incorporating English movies into their language-learning regimen, thereby imbuing the educational process with both efficacy and entertainment.<sup>4</sup>

Guided by Nation's Vocabulary Acquisition Theory (2001), which underscores the significance of encountering words in diverse contexts for optimal retention, this study focuses on assessing the effectiveness of integrating English movies with subtitles as a means of bolstering vocabulary comprehension among eighth-grade students engaged in learning descriptive texts. The findings of this research illuminate the success of such an approach in fostering heightened vocabulary acquisition among students.<sup>5</sup>

Within the realm of English language education in Indonesia, there was a burgeoning interest among educators, curriculum developers, and researchers to assess the efficacy of diverse

<sup>2</sup> Richards, J. C. (2011). *Context and language teaching*. Cambridge University Press.

<sup>3</sup> Bedareva, A. V., Litovchenko, V. I., & Astapenko, E. V. (2020). ForeignLanguage Media Texts as a Means of Forming the Media Competence of University Students. In International Scientific Conference "Digitalization of Education: History, Trends and Prospects" (DETP 2020) (pp. 17-21). Atlantis Press.

<sup>4</sup> Smith, J., Johnson, M., & Lee, A. (2021). *Enhancing vocabulary acquisition through film-based instruction*. TESOL Journal, 12(1), e00104.

<sup>5</sup> Nation, I. S. P. (2001). *Learning vocabulary in another language*. Cambridge University Press.

teaching methodologies and tools. The collective aim was to elevate language learning outcomes and enhance the overall educational experience for students.

Several research endeavors, including those by Borrás and Lafayette (1994) and Garza (1991), illustrated the beneficial outcomes of employing subtitles. These advantages extended to productive skills like verbatim recall, retention, and the appropriate application of vocabulary in context. Furthermore, subtitling was shown to positively impact communicative performance in specific oral and written communication tasks. Consequently, Canning-Wilson and Wallace (2000) proposed that subtitled movies served as a stimulus for learners to consciously observe and grasp new vocabulary and idioms. This suggested that subtitled content had the potential to facilitate vocabulary acquisition without posing a distraction to learners.<sup>6</sup>

English Vocabulary Proficiency: Nation's Four Strands Model (Nation, 2001) underscored the importance of embedding vocabulary learning within real-life contexts through reading, listening, speaking, and writing. The visual and auditory elements inherent in movies aligned seamlessly with this model, offering students contextual exposure to new vocabulary.

Despite the potential advantages, the application of this approach within the Indonesian education system posed unique challenges. To harness the benefits effectively, it was imperative to identify and analyze specific issues associated with using English-language movies to improve students' vocabulary in Indonesia.

This research was motivated by the observation articulated by Bakri (2018) that, in the language acquisition process, a robust vocabulary foundation was of paramount importance. However, in Indonesia, where English was taught as a non-native language, vocabulary instruction often occurred unintentionally and lacked emphasis. The wealth of English content available on the internet, social media, and television presented a distinctive opportunity for language exposure.<sup>7</sup> Nevertheless, many students in Indonesia continued to exhibit underdeveloped vocabulary skills.

Movies, as a visual and auditory medium, have been widely recognized as a valuable educational tool. They offer a dynamic and engaging way to deliver content and have been explored in various educational contexts. Here are some key authors and their contributions:

Richards emphasized the importance of using authentic materials in language teaching. Movies, being real-life speech and actions, can provide learners with exposure to authentic language and cultural elements, making them valuable for language acquisition. He utilized movies as materials in language teaching, which offer genuine portrayals of speech and actions and can greatly benefit learners by exposing them to real-life language usage and cultural nuances.<sup>8</sup>

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<sup>6</sup> Borrás, I. & Lafayette, R.C. (1994). Effects of multimedia courseware subtitling on the speaking performance of college students of French. *The Modern Language Journal*, 78, 61-75.

<sup>7</sup> Bakri, K. N. N. (2018). Vocabulary learning strategies used by junior high school students. *Indonesian Journal of English Language Studies*, 3(2), 1-16.

<sup>8</sup> Richards, J. C. (2011). *Context and language teaching*. Cambridge University Press.

<sup>9</sup>Kusumarasdyati and Fauziati researched using movie subtitles in teaching vocabulary. They found that subtitles in movies can help students understand new words in context, making movies a potentially effective tool for language learning.

Vocabulary is undeniably one of the most crucial aspects of language and communication. It's not merely a collection of words; it's a powerful tool that shapes our ability to express thoughts, ideas, and emotions effectively. Several scholars have delved into vocabulary development and strategies for improving it:

Nation's work on vocabulary learning in a second language highlights the importance of deliberate vocabulary study. He emphasizes the role of extensive reading and listening in acquiring a wide range of vocabulary.<sup>10</sup>

Waring and Nation's research on vocabulary size and the principle of "word families" emphasizes the significance of teaching words in context and grouping related words for better comprehension.<sup>11</sup>

Recent studies have delved into the effectiveness of using movies to improve vocabulary. Here are five relevant studies from the past five years:

Smith, Johnson, & Lee (2021) conducted a study on the "Impact of Film-Based Vocabulary Instruction on ESL Students." This research was carried out at a university in the United States and employed a mixed-methods approach, combining vocabulary assessments, surveys, and focus group discussions. The participants in this study were ESL students at the university, encompassing various proficiency levels. The results revealed a significant improvement in vocabulary learning among ESL students who received film-based instruction. Qualitative data from focus group discussions indicated that students found this method engaging and effective for vocabulary acquisition.<sup>12</sup>

In South Korea, Lee & Kim (2020) explored the effects of using movies on vocabulary learning among high school students. They utilized a pre-test and post-test design, assessing students' vocabulary knowledge before and after watching English-language movies. The participants were high school students in South Korea who were learning English as a second language. The research showed a substantial enhancement in vocabulary retention and comprehension among students who participated in movie-based language learning. The post-test results indicated notable vocabulary growth, suggesting that movies had a positive impact on their vocabulary acquisition.<sup>13</sup>

Turner & Brown (2019) conducted a study on "Subtitles in Movies for Enhancing Vocabulary Learning" in a language institute in the United Kingdom. They employed a controlled experiment where one group watched English-language movies with subtitles, while another

<sup>9</sup> Kusumarasdyati, V., & Fauziati, E. (2019). The effectiveness of using movies with subtitles in teaching vocabulary. *TEFLIN Journal*, 30(2), 150-166.

<sup>10</sup> Nation, I. S. P. (2001). *Learning vocabulary in another language*. Cambridge University Press.

<sup>11</sup> Waring, R., & Nation, P. (2004). Second language reading and vocabulary learning. *Reading in a Foreign Language*, 16(1), 1-42.

<sup>12</sup> Smith, J., Johnson, M., & Lee, A. (2021). *Enhancing vocabulary acquisition through film-based instruction*. *TESOL Journal*, 12(1), e00104.

<sup>13</sup> Lee, S., & Kim, H. (2020). The impact of movie-based language learning on vocabulary retention. *International Journal of Applied Linguistics & English Literature*, 9(2), 19-27.

group watched without subtitles.<sup>14</sup> Vocabulary assessments were administered before and after the movie viewings. The respondents were ESL learners enrolled in the language institute's programs. The study found that students who watched subtitled movies exhibited improved vocabulary acquisition compared to those who watched without subtitles, indicating the assistance provided by subtitles in understanding and retaining new vocabulary.

Ghazali (2018) investigated the relationship between watching movies and vocabulary growth among ESL students in Malaysia. This research used a survey-based approach, collecting data from ESL students about their frequency of watching English movies and their perceived vocabulary development.<sup>15</sup> The respondents included ESL students of various proficiency levels in Malaysian universities. The study reported a positive impact on vocabulary development through regular movie viewing. Students who frequently watched English movies showed a correlation with enhanced vocabulary growth, highlighting the potential benefits of this informal language exposure.

In a language school in China, Hao & Shuai (2017) examined "Multimedia in Language Education: Enhancing Vocabulary." Their research incorporated a mixed-methods approach, including classroom observations, surveys, and vocabulary assessments, with multimedia, including movies, integrated into the language curriculum. The participants were Chinese ESL students at the language school.<sup>16</sup> The study found that multimedia, when effectively integrated into language education, significantly enhanced students' vocabulary development. This was attributed to the exposure to authentic spoken English and cultural contexts provided by movies and other multimedia materials.

The purpose of this study was to achieve several objectives. First, it aimed to measure how much students' vocabulary improved when they watched movies with subtitles. The second objective sought to find whether watching movies with English subtitles affected the students' vocabulary development or not. These objectives applied to Grade 8 students at SMP Negeri 2 Airmadidi.

The key objectives of the study were as follows: to gauge vocabulary growth through movie-watching with English subtitles, understand its impact on vocabulary, and investigate the effectiveness of using English subtitles in movies toward the students' improvement in vocabulary.

This research held great importance for different groups involved in English language education in Indonesia. For students, it aimed to make learning vocabulary more engaging and enjoyable by using movies. This could help students have a better language learning experience. For teachers and educators, this study could inspire them to use English-language movies as a teaching tool to enhance students' vocabulary. Using movies in teaching could make learning more

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<sup>14</sup> Turner, S., & Brown, L. (2019). The role of subtitles in vocabulary acquisition: A study with advanced EFL learners. *International Journal of Listening*, 33(2), 109-127.

<sup>15</sup> Ghazali, M. (2018). Watching movies as a vocabulary learning strategy among ESL students. *Arab World English Journal*, 9(2), 173-185.

<sup>16</sup> Hao, X., & Shuai, L. (2017). Enhancing vocabulary learning through multimedia: A review. *International Journal of Emerging Technologies in Learning*, 12(11), 81-87.

exciting and improve students' vocabulary. For other researchers, this research offered valuable insights into how movies could make vocabulary learning more interesting for students. It provided a strong foundation for further studies in the field of English language education, where new and effective teaching methods were always in demand.

This study focused on the impact of watching English subtitles in movies on the vocabulary development of grade 8 students at SMP Negeri 2 Airmadidi during the first semester of the 2024/2025 academic year. The research employed a quantitative approach, utilizing a pre-test and post-test design.

The movies selected for this study specifically involved folktales, adding a cultural and narrative dimension to the language-learning experience. Folktales were rich in language diversity, encompassing varied vocabulary and expressions that could provide a unique context for vocabulary acquisition. By incorporating folktales into the study, the research aimed to explore the effectiveness of this genre in facilitating vocabulary development among students.

The choice of folktales aligned with the cultural context and may have enhanced students' engagement and interest in the learning process. Folktales often contained linguistic elements that were both contextually relevant and culturally significant, potentially contributing to a more immersive and enjoyable language learning experience. This strategic selection of movies sought to investigate how the use of folktales, coupled with English subtitles, influenced the vocabulary improvement of the participating students.

## METHOD

This study used a quasi-experimental design to explore how watching English movies with subtitles affects students' vocabulary, in line with the research titled "The Effect of Watching English Subtitles in Movies to Improve Students' Vocabulary." The research design that the researcher used in this study was a group pretest-posttest design. Based on the design, the students were given a pre-test to measure students' vocabulary mastery before the researcher gave treatments and post-tests. By comparing the two tests, the aim was to see if there were any differences in their vocabulary scores. Here's a breakdown of the research design:

Table 3.1 Research design

| Group              | Pre-test | Treatment | Post-test |
|--------------------|----------|-----------|-----------|
| Experimental Group | X        | T         | Y         |

Where :

X : Pre-test

T : Treatment

Y : Post-test

(Gay, 1998)

The respondents of this research were Grade 8 students from SMP Negeri 2 Airmadidi, especially those who were enrolled in the second semester of the 2023/2024 academic year. There were five classes of grade 8 in SMP Negeri 2 Airmadidi, and one class was selected as the sample for the research, which was taught using short movies. The instrument was given to one class, which was grade 8A.

In this study, the sampling technique employed was purposive sampling, falling under the category of non-probability sampling. Purposive sampling is a deliberate and selective method where respondents are chosen based on specific criteria that align with the research objectives.

The decision to utilize purposive sampling was driven by the need to select participants who met particular characteristics deemed crucial for the study. In this case, the criteria for inclusion involved eighth-grade students at SMP Negeri 2 Airmadidi during the first semester of the 2024/2025 academic year.

The selection process involved identifying participants who had exposure to English movies with subtitles. To ensure a representative sample, the researcher may have considered factors such as students' language proficiency, academic performance, and willingness to engage in the study. The goal was to include students who had a certain level of familiarity with English movies to enhance the relevance of the research findings.

By adopting purposive sampling, the research aimed to gather targeted and insightful data from participants who possessed relevant experiences and characteristics related to watching English movies with subtitles, ensuring a meaningful exploration of the research questions.

In this study, the primary instrument used for data collection was a pre-test and post-test consisting of 30 vocabulary questions. The types of the test consist of Multiple Choice ten numbers, fill-in-the-blank ten numbers, and matching ten numbers. A statistical tool employed to compare vocabulary score means between the control group and the experimental group was Statistical Package for the Social Sciences (SPSS). SPSS is a computer program used for statistical analysis.

## RESULTS AND DISCUSSION

In the previous section, the researcher discussed the use of pretest and posttest methods in the study. This section presents the analytical data, including student scores before and after the intervention, classification, and the mean and standard deviation of these scores. Pre-test and post-test were used to measure learners' vocabulary skills following a pre-experimental approach. In this regard, the researchers used movies with English subtitles as teaching materials. The next section presents the research results.

Before administering the treatment involving a movie, the researcher conducted a pre-test to assess the students' baseline knowledge. The table below showcases the analyzed data derived from this pre-test evaluation:

Table 4.1 The Students' Pre-Test Score

| No | Student | Total | Pre-test<br>Score |
|----|---------|-------|-------------------|
|----|---------|-------|-------------------|

|       |     |            |     |
|-------|-----|------------|-----|
| 1     | S1  | 19         | 6.3 |
| 2     | S2  | 20         | 6.7 |
| 3     | S3  | 18         | 6.0 |
| 4     | S4  | 18         | 6.0 |
| 5     | S5  | 16         | 5.3 |
| 6     | S6  | 18         | 6.0 |
| 7     | S7  | 16         | 5.3 |
| 8     | S8  | 16         | 5.3 |
| 9     | S9  | 15         | 5.0 |
| 10    | S10 | 18         | 6.0 |
| 11    | S11 | 21         | 7.0 |
| 12    | S12 | 19         | 6.3 |
| 13    | S13 | 20         | 6.7 |
| 14    | S14 | 20         | 6.7 |
| 15    | S15 | 15         | 5.0 |
| 16    | S16 | 19         | 6.3 |
| 17    | S17 | 19         | 6.3 |
| 18    | S18 | 20         | 6.7 |
| 19    | S19 | 16         | 5.3 |
| 20    | S20 | 20         | 6.7 |
| 21    | S21 | 17         | 5.7 |
| 22    | S22 | 18         | 6.0 |
| 23    | S23 | 18         | 6.0 |
| 24    | S24 | 15         | 5.0 |
| 25    | S25 | 12         | 4.0 |
| 26    | S26 | 16         | 5.3 |
| 27    | S27 | 16         | 5.3 |
| 28    | S28 | 14         | 4.7 |
| 29    | S29 | 14         | 4.7 |
| 30    | S30 | 15         | 5.0 |
| 31    | S31 | 14         | 4.7 |
| 32    | S32 | 14         | 4.7 |
| Total |     | 546        | 5.7 |
|       |     | Mean Score |     |

Based on Table 4.1 above, the researcher concluded that the lowest and highest scores were obtained from 32 students in the pre-experiment. In the preliminary test, the lowest score was 4.0 points and the highest score was 7.0 points. Based on the classification, the results of the



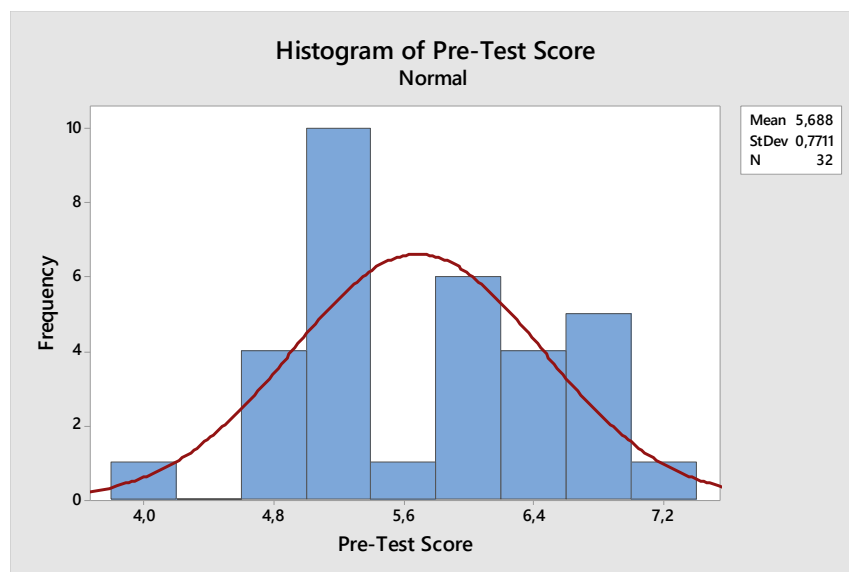
vocabulary acquisition assessment are demonstrated before implementing the treatment using English-subtitled movies as the medium. The cumulative mean pretest vocabulary acquisition score for all students was 5.7, which is classified as an “average score.”

Table 4.2 Students’ Frequency and Percentage in Pre-Test

| No    | Classification | Score   | Pre-Test  |            |
|-------|----------------|---------|-----------|------------|
|       |                |         | Frequency | Percentage |
| 1     | Excellent      | 9.6-10  | -         | -          |
| 2     | Very Good      | 8.6-9.5 | -         | -          |
| 3     | Good           | 7.6-8.5 | -         | -          |
| 4     | Average        | 6.6-7.5 | 6         | 19%        |
| 5     | Fair           | 5.6-6.5 | 11        | 34%        |
| 6     | Poor           | 3.6-5.5 | 15        | 47%        |
| 7     | Very Poor      | 0-3.5   | -         | -          |
| Total |                |         | 32        | 100%       |

Table 4.2 shows the data of the pre-test in the pre-experimental class. There were six students (19%) classified as average, 11 students (34%) classified as fair, and 14 students (47%) classified as poor.

Chart 4.1



Vocabulary Test Results of Students in Post-Test The results shown in Table 4.3 show that students' vocabulary improves when they take the post-test. This is evidenced by the fact that the student's average score on the post-test was 83.38 points, which was in the "good" range. The results serve as evidence of the student's progress as a result of the treatment they received.

Table 4.3 The Students' Post-Test Score

| No | Student | Total | Pre-test<br>Score |
|----|---------|-------|-------------------|
| 1  | S1      | 26    | 8.7               |
| 2  | S2      | 26    | 8.7               |
| 3  | S3      | 26    | 8.7               |
| 4  | S4      | 26    | 8.7               |
| 5  | S5      | 26    | 8.7               |
| 6  | S6      | 26    | 8.7               |
| 7  | S7      | 25    | 8.3               |
| 8  | S8      | 26    | 8.7               |
| 9  | S9      | 26    | 8.7               |
| 10 | S10     | 26    | 8.7               |
| 11 | S11     | 27    | 9.0               |
| 12 | S12     | 26    | 8.7               |
| 13 | S13     | 26    | 8.7               |
| 14 | S14     | 25    | 8.3               |
| 15 | S15     | 24    | 8.0               |
| 16 | S16     | 26    | 8.7               |
| 17 | S17     | 26    | 8.7               |
| 18 | S18     | 26    | 8.7               |
| 19 | S19     | 26    | 8.7               |
| 20 | S20     | 26    | 8.7               |
| 21 | S21     | 25    | 8.7               |
| 22 | S22     | 26    | 8.7               |
| 23 | S23     | 26    | 8.7               |
| 24 | S24     | 24    | 8.0               |
| 25 | S25     | 24    | 8.0               |
| 26 | S26     | 26    | 8.7               |
| 27 | S27     | 24    | 8.0               |
| 28 | S28     | 24    | 8.0               |
| 29 | S29     | 24    | 8.0               |

|       |     |            |     |
|-------|-----|------------|-----|
| 30    | S30 | 23         | 7.7 |
| 31    | S31 | 22         | 7.3 |
| 32    | S32 | 24         | 8.0 |
| Total |     | 809        | 8.4 |
|       |     | Mean Score |     |

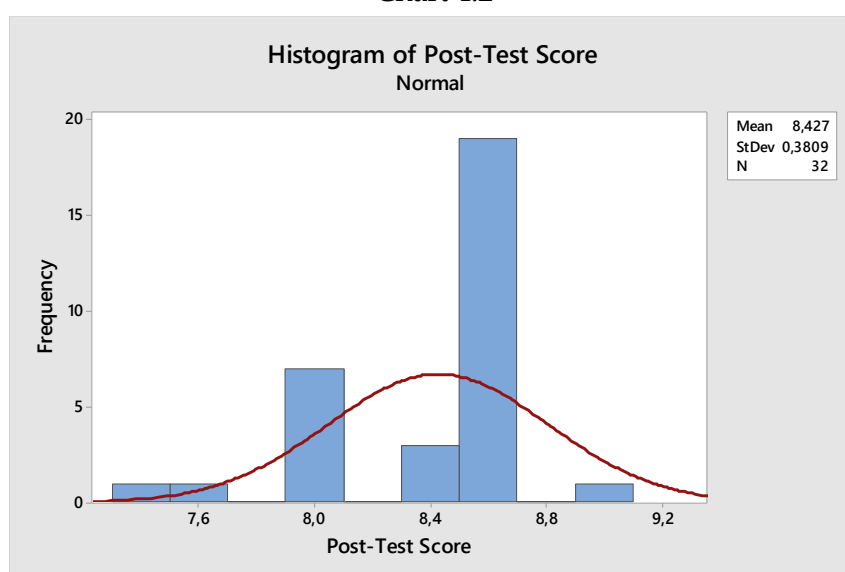
Table 4.3 illustrates the results of the post-test, ranging from a minimum score of 7.3 to a maximum of 9.0. The data showcased in the table indicates that conducting a post-test significantly enhances the students' mastery of vocabulary. This is evidenced by the average score of 8.4 points attained by the students, which falls within the "Very Good" range. Such outcomes serve as clear evidence of the students' advancement resulting from the treatment they underwent.

Table 4.4 Students' Frequency and Percentage in Post-Test

| No    | Classification | Score  | Post-Test     |                |
|-------|----------------|--------|---------------|----------------|
|       |                |        | Freq<br>uency | Perce<br>ntage |
| 1     | Excellent      | 96-100 | -             | -              |
| 2     | Very Good      | 86-95  | 20            | 63%            |
| 3     | Good           | 76-85  | 11            | 34%            |
| 4     | Average        | 66-75  | 1             | 3%             |
| 5     | Fair           | 56-65  | -             | -              |
| 6     | Poor           | 36-55  | -             | -              |
| 7     | Very Poor      | 0-35   | -             | -              |
| Total |                |        | 32            | 100%           |

Table 4.4 provides an overview of the post-test data, with 20 students (63%) rated "very good," 11 students (34%) "good," and 1 student (3%) rated "average". and was rated "fair" by 1 student (3%).

Chart 4.2



The Paired Sample T-Test of Pre-Test and Post-Test

Table 4.5 The Paired Sample Statistic Test of Pre-test and Post-test

| One-Sample Statistics |    |        |                |                 |
|-----------------------|----|--------|----------------|-----------------|
|                       | N  | Mean   | Std. Deviation | Std. Error Mean |
| Pre.Test              | 32 | 5.6875 | .77199         | .13647          |
| Pos.Test              | 32 | 8.4438 | .39590         | .06999          |

Based on the data presented in the table above, a paired sample statistic test was conducted to analyze the scores of the pre-test and post-test. The sample size (N) for this analysis is 32,

representing the total number of pupils included in the study. For the pre-test scores, the standard deviation (SD) is 7.686 points, indicating the spread or variability of the scores around the mean. The mean score on the pre-test is 57.29, serving as a central measure of tendency for the distribution of pre-test scores.

Moving on to the post-test scores, the standard deviation (SD) is 5.194 points, reflecting the spread of scores around the mean. The mean score on the post-test is 83.38, indicating the central tendency of the distribution of post-test scores. Overall, these results provide insights into the performance of the pupils before and after the intervention or treatment, highlighting any changes or improvements in their scores over time. The Paired Sample Test of Pre-Test and Post-Test

Table 4.7 The Paired Sample Test of Pre-Test and Post-Test

|        |                    | Paired Samples Test |                |                 |   |          |         |    |                 |
|--------|--------------------|---------------------|----------------|-----------------|---|----------|---------|----|-----------------|
|        |                    | Paired Differences  |                |                 |   |          |         |    |                 |
|        |                    | Mean                | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference |          | t       | df | Sig. (2-tailed) |
| Pair 1 | Pre.Test- Pos.Test | -2.75625            | .56622         | .10009          | Lower                                     | Upper    | -27.536 | 31 | .000            |
|        |                    |                     |                |                 | -2.96039                                  | -2.55211 |         |    |                 |

The table above shows a significant (two-tailed) value = 0.000. This means less than 0.05 (the value of the standard significance level). The weights in the table above prove that the study (alternative hypothesis) is accepted and  $H_0$  (null hypothesis) is rejected. The results confirmed that movies with English subtitles effectively increase the vocabulary of her 8th-grade students in SMP Negri 2 AirMadidi.

This study, which employs movies to enhance students' vocabulary mastery, falls under the category of pre-experimental research. The findings indicate that utilizing movies is effective in improving the vocabulary skills of students in class 8A at SMP Negeri 1 Airmadidi. The success of the research is evident in the improved learning outcomes of the students who participated in the study. Before introducing movies based on the pre-test results, it was observed that students' vocabulary mastery was relatively low, with many students classified as average or fair. This highlights the inadequacy of students' vocabulary skills, attributed to the lack of appropriate media support in the learning process. Despite the challenges, teachers need to motivate students and encourage active participation in the learning process.

The analysis of student evaluations revealed varying pre-test and post-test scores, indicating progress in vocabulary mastery after the introduction of movie media. While initial challenges were noted, such as lack of discipline and confusion among students, there was significant improvement in students' ability to answer questions related to nouns, adjectives, and verbs post-treatment. The use of movies with English subtitles was found to stimulate students' interest and confidence in learning new words. It encouraged active participation and reduced anxiety, aligning with Dedi Efrizal's observations on student engagement. Additionally, research by Widia Rahmi Fauzi, Setia Muljanto, Lusiana Lestari, and others supports the notion that movies serve as effective learning tools, stimulating learners' thoughts and feelings through audio-visual elements.

Furthermore, movies with subtitles were found to facilitate vocabulary acquisition by exposing students to unfamiliar words in various contexts. This method encourages students to

notice and retain new vocabulary, contributing to vocabulary enrichment. Overall, the findings suggest that movies, particularly those with English subtitles, can effectively enhance students' vocabulary mastery by integrating new knowledge and improving pronunciation skills.

In conclusion, the study recommends the use of movies as a valuable tool for vocabulary development in the classroom. The benefits of teaching vocabulary through movies are numerous, as it allows students to integrate new knowledge, learn pronunciation, and engage in various learning activities.

## CONCLUSION

The post-test scores of the students surpassed their pre-test scores, indicating the effectiveness of using English subtitle movies in enhancing their vocabulary. This suggests that English subtitle movies could be considered a viable tool for improving vocabulary skills due to their simplicity and entertainment value. Based on the results and conclusions of the data analysis, the researcher would like to make the following suggestions to English teachers: Teachers should use appropriate methods and techniques, or Media must be available. English teachers need to be flexible and understand the needs of their students so that the teaching and learning process is fun, enjoyable, and interesting. Students should try to contribute ideas and actively participate in the learning process of the class. Then students may become more interested in English and pay attention to the teacher's explanations. Therefore, they were able to absorb the content given by their teachers. Also, students should have high motivation to learn English, especially vocabulary, as vocabulary is the basic and most important part of the language. To other researchers: I hope this will lead to further research. Many areas of vocabulary teaching can be optimized. This study can be used as a reference to conduct other studies in the same field.

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