

THE CORRELATION BETWEEN WATCHING ENGLISH SUBTITLED MOVIES AND THE VOCABULARY MASTERY OF SECOND SEMESTER ENGLISH STUDY PROGRAM STUDENTS

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Abstract: This research aimed to determine whether there is any significant correlation between watching English-subtitled movies and the vocabulary mastery of second-semester students of English Study Program FKIP Universitas Riau. This research used a correlational research design. The number of samples were 38 students of the second-semester English Study Program. This study used a probability sampling method. In conducting this research, the researcher used questionnaire to obtain information on the students' activity of watching English-subtitled and vocabulary test (VLT) to find out students' vocabulary mastery. The data were analyzed by using SPSS 21 Version. The findings and results of the research showed that the correlation between watching English-subtitled movies and their vocabulary mastery is very strong.

Key Words: Correlation, Watching English-Subtitled Movies, Vocabulary Mastery

KORELASI ANTARA MENONTON FILM SUBTITLE BAHASA INGGRIS DENGAN PENGUASAAN KOSAKATA MAHASISWA SEMESTER DUA PROGRAM STUDI BAHASA INGGRIS

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Abstrak: Tujuan penelitian ini adalah untuk mengetahui apakah ada korelasi yang signifikan antara menonton film subtitle bahasa Inggris dengan penguasaan kosakata mahasiswa semester II Prodi Bahasa Inggris FKIP Universitas Riau. Penelitian ini menggunakan desain penelitian korelasional. Jumlah sampel sebanyak 38 mahasiswa Program Studi Bahasa Inggris semester II. Penelitian ini menggunakan metode probability sampling. Dalam melakukan penelitian ini, peneliti menggunakan angket untuk memperoleh informasi aktivitas siswa menonton film dengan subtitle dan tes kosakata (VLT) untuk mengetahui penguasaan kosakata siswa. Data dianalisis dengan menggunakan SPSS Versi 21. Temuan dan hasil penelitian menunjukkan bahwa korelasi antara menonton film subtitle bahasa Inggris dan penguasaan kosakata mereka sangat kuat.

Kata Kunci: Korelasi, Menonton Film Subtitle Bahasa Inggris, Penguasaan Kosakata

INTRODUCTION

Learning new vocabulary is a key aspect of improving your language skills. According to Cameron (2005), one of the categories of information that plays a crucial part in learning a language for learners is vocabulary. Learners will not be able to effectively use their target language unless they have a thorough comprehension of the terminology and its meanings. According to Thornbury (2002), most language learners want to improve their communication and literacy skills, therefore they must first learn a sufficient number of words and know how to use them correctly. Vocabulary learning has changed in numerous ways as technology has advanced, utilizing various media. The use of media in educational and learning environments will pique students' interest in expanding their language vocabulary.

Film or movie is one of the engaging media that can assist students in acquiring language (Br Simamora & Oktaviani, 2020). It can enliven the classroom environment to the point where students are more motivated to acquire new vocabulary from the film or movie. According to Sabouri et al., (2015), movies can assist students with issues such as lack of comprehension, restricted vocabulary, slow reading, poor grammar, and low-level communication skills when learning English. It appears that watching movies would be not only entertaining and enjoyable but also more exciting and beneficial. Besides that, watching movies does not have to be seen in a cinema but anywhere, such as on a laptop connected to the internet, on a CD, or on a smartphone. This online movie can help students learn English more easily anytime and anywhere (Ayu, 2020). As a result, watching is one of the most effective ways for students to learn English because they can do it anytime, anywhere, and on any device.

Knowing the importance of vocabulary, numerous strategies for improving vocabulary have been applied, and many researchers have discovered a means to expand new vocabulary from various studies that watching English-subtitled movies can enhance new English vocabulary. One of the reasons stated by Sari & Aminatun (2021) that by watching movies with English subtitles, students can grasp clearly the meaning of pronunciation and mimic it because the film has subtitles and dialogues.

RESEARCH METHODOLOGY

The research design of this research is Correlational design. Correlation is the type in the quantitative approach. The population in this research was the second-semester students of English Study Program FKIP Universitas Riau. The writer took 38 students as the sample and used cluster random sampling techniques. In this research, the writer used two kinds of instruments in this study to collect data, namely questionnaires and vocabulary tests. The questionnaire consists of 20 questions to obtain information about the students' activity of watching English-subtitled movies and the vocabulary test (VLT) which consists of 50 questions based on 5 levels: 1000, 2000, 3000, 4000, 5000, is to measure the students' vocabulary mastery. The first technique used in data collection is a questionnaire and then followed by vocabulary test. For the questionnaire, the writer applied some steps to collect the data, as follows: First, the writer conducted a try out. Then, the writer checked and collected the data that has been submitted by the students and analyse the data using SPSS and Microsoft Excel. As for vocabulary test, the writer

took several steps to collect the data, as follows: First, to obtain the data, the writer printed the Vocabulary Level Test. Then, after collecting the data, the writer analyzed the result score of Vocabulary Level Test (VLT) and correlated it with the score of Movie-Watching Activity questionnaire.

RESEARCH FINDINGS

The Extent of Students' Movie-Watching Activity

The Description of the Data

The research question this research is to find if there is any significant correlation between watching English-subtitled movies and the vocabulary mastery. Based on the total score of movie-watching activity of students in 2A Class, frequency distribution was given as frequency distribution score and mean. In order to make distribution based on the total score of Movie-Watching Activity questionnaire of students, frequency distribution was given as frequency distribution score and mean.

Table 1. Descriptive Statistics of the Real Data Test

	N	Max.	Min.	Range	K	P
QUEST	38	64	38	26	7	4

The descriptive statistics of the real data test was calculated, and the maximum score of Movie-Watching Activity questionnaire was 64. While, the minimum score was 36. In order to know the mean of variable X (Movie-Watching Activity), it was counted as follow:

Table 2. `Frequency Distribution Mean Score of Movie-Watching Activity questionnaire of second-semester students in English Study Program
FKIP Universitas Riau

INTERVAL	F	F%	X	FX	MEAN
38-41	3	8%	39.5	118.5	$M = \frac{\sum fx}{N}$ $= \frac{1953}{38}$ $= 51.39$
42-45	3	8%	43.5	130.5	
46-49	7	18%	47.5	332.5	
50-53	12	32%	51.5	618	
54-57	6	16%	55.5	333	
58-61	6	16%	59.5	357	
62-65	1	3%	63.5	63.5	
TOTAL	38	100%		1953	

Based on the result of the table above, the mean of students in 2A class was 51.39. In order to know the quality of the result, the table below was given :

Table 3. Quality of Variable of the Score Students' movie-watching activity questionnaire of second-semester students in English Study Program FKIP Universitas Riau

Score	Level
81 – 100	Very High
61 – 80	High
41 – 60	Moderate
21 – 40	Low
00 – 20	Very Low

According to the table above, the writer concluded that mean score of students in Movie-Watching Activity questionnaire was categorized in the interval 41 - 60. It meant that the movie-watching activity of students was "Moderate".

The Extent of Students' Vocabulary Level Test (VLT)

Based on the total score of VLT (Vocabulary Level Test) of students, frequency distribution was given as frequency distribution score and mean. In order to make distribution, the descriptive statistics of the real data test was calculated, as follows:

Table 4. Descriptive Statistics of the VLT Test

	N	Max.	Min.	Range	K	P
LVT	38	97	51	46	7	7

Based on the table above, the maximum score of VLT test was 97. While, the minimum score of VLT score was 51. In order to know the mean of variable Y (VLT), it counted as follow:

Table 5. Frequency Distribution Mean Score VLT of second-semester students of English Study Program FKIP Universitas Riau

INTERVAL	F	F%	X	FX	MEAN
51-57	2	5%	54	108	$M = \frac{\sum FX}{N}$ $= \frac{3123}{38}$ $= 82.18$
58-64	2	5%	61	122	
65-71	6	16%	68	408	
72-78	6	16%	75	450	
79-85	2	5%	82	164	
86-92	7	18%	89	623	
91-99	13	34%	96	1248	
TOTAL	38	100%		3123	

Based on the result of the table above, the mean of students in 2A class was 82.18. In order to know the quality of the result, the table below was given:

Table 6. Quality of Variable of the Score Students' VLT Test

Score	Level
81 – 100	Very High
61 – 80	High
41 – 60	Moderate
21 – 40	Low
00 – 20	Very Low

According to the table above, the writer concluded that the mean score of students in VLT (Vocabulary Level Test) test was categorized in the interval 61 - 80. It meant that the Vocabulary Level Test of students was "High".

The Correlation between Watching English Subtitled Movies and Vocabulary Mastery

In order to get the answer whether there is any significant correlation between variable X (watching English-Subtitled movies) and variable Y (vocabulary mastery) of the second-semester students of English Study Program FKIP Universitas Riau, the writer used statistical hypothesis using *Pearson Product Moment* as follow: The writer used Pearson Product Moment using SPSS 21. to made the result more valid, the result obtained from this computation was presented in the following table:

Table 7. SPSS Analysis of Pearson Correlations between watching English-subtitled movies and Vocabulary Level Test Correlations

		vocabulary mastery	subtitle movies
vocabulary mastery	Pearson Correlation	1	.980**
	Sig. (2-tailed)		.000
	N	38	38
subtitle movies	Pearson Correlation	.980**	1
	Sig. (2-tailed)	.000	
	N	38	38

**. Correlation is significant at the 0.01 level (2-tailed).

Table 8. Interpretation of Number Correlation r_{xy} product moment

Correlational Value (r)	Interpretation
0,00-0,199	Very weak correlation
0,20-0,399	Weak correlation
0,40-0,599	Fair correlation
0,60-0,799	Strong correlation
0,80-1,000	Very strong correlation

(Adopted from Sugiyono, 2017)

Table shows the SPSS analysis of Pearson Correlation coefficient between the scores of watching English-subtitled movies and vocabulary mastery test to 38 students. Based on the results of Pearson Analysis, the correlation was found to be $r = 0.980$. This shows that watching English-subtitled movies has a very strong influence on vocabulary mastery. This is in accordance with the interpretation of the correlation of moment product numbers based on Sugiyono (2017), where the value of 0.80-1.00 is in a “Very Strong Correlation” category. Based on the correlation table above, it can be seen that the correlation coefficient product moment value (r_{xy}) is 0.01 and r_{value} is 0,980 and r_{table} with $n = 38$, and the r_{table} of $n=38$ is 0,403. As the result of the criteria above, the writer got the fact that r_{value} was higher than r_{table} ($0,980 > 0,403$). So, H_0 was rejected and H_1 was accepted. Therefore, the conclusion was there is a very strong correlation between watching English-subtitled (variable X) and vocabulary mastery (variable Y) of the second semester of English Study Program students of FKIP Universitas Riau. Based on the results of data analysis using Pearson Product analysis techniques, product correlation obtained values $r = 0.980$ and $sig = 0.000$, it can be concluded that the hypothesis in this study is H_a (Alternative) and accepted.

Discussion

This study aimed to find the correlation between watching English-subtitled movies and vocabulary mastery of second-semester students of the English Study Program of FKIP Universitas Riau. The research question was answered to determine this correlation; the results of the question is discussed in the following sections.

English Subtitled Movies

The results showed that students' overall watching-movie with English subtitles activity of the second-semester students of English Study Program was moderate (51.39). This outcome demonstrates that students are adequate enough to deal watching movies with English subtitles. It also counted that, by employing multimedia, such as audio video appliances, in language teaching environments assists students in receiving the language through multisensory channels. (Harji et al., 2010).

Vocabulary Mastery

The current students' performance on the Vocabulary Level Test (VLT) indicated that they performed better at the first 1000 levels than the 5000 levels. The outcomes revealed that the students' overall Vocabulary Level Test (VLT) was high (82.18). In this present study, from the 1000 level until 5000 level from the total score such as 1000 level (1073), 2000 level (1011), 3000 level (916), 4000 level (889), 5000

level (776). Meanwhile, at level 5000 there were still many who lacked knowledge of unfamiliar words. It can be concluded that the easiest words and familiar words are in the first 1000 level. These results were compatible with the statements of the study by Webb *et al* (2017) that if students were at a beginner level, a lack of receptive knowledge of word parts and limited breadth of knowledge may make it difficult to understand the information that is included within words and contexts to decipher unknown derivations.

The correlation between English-subtitled Movies and Vocabulary Mastery

The research question of this study is “is there any correlation between watching English-subtitled movies the vocabulary mastery of second semester of English Study Program students FKIP Universitas Riau?”. To test the hypothesis, based on the results of data analysis using Pearson Product analysis techniques, product correlation obtained values $r = 0.980$ and $\text{sig} = 0.000$ which is categorized in “Very Strong Correlation”, it can be concluded that the hypothesis in this study was accepted. Therefore, the conclusion was there is a significant correlation between watching English-subtitled movies (X) and vocabulary mastery (Y) of the second-semester of English Study Program students FKIP Universitas Riau.

In the same tests conducted by of Yildiz (2017), the potential effect of the use of L2 English subtitled videos on the development of the acquisition of the vocabulary on EFL intermediate students at Bülent Ecevit University, Turkey, the results of the study revealed that the bi-modal group performed better than the no-subtitle group in the post-test. Furthermore, the difference between the two groups is significant statistically. Therefore it can be argued that watching videos or movies with the target language subtitles can be useful in the development of the vocabulary acquisition.

This study has different results from the previous study. In his research, Etemadi (2012) studies the impact of bimodal subtitling on content comprehension of English movies and vocabulary recognition. It can be said that the participants did perform better on comprehending the English movie with subtitles than the one without subtitles. However, there isn't any significant difference between watching a movie with subtitles and without for understanding the vocabulary of the movies. Therefore, our participants were more successful in comprehending the English movie with bimodal subtitling, since the written forms of the dialogues were presented to them. However, in the case of vocabulary viewing movies with subtitles had no particular effect, since learning vocabulary from subtitled movies may need watching the film more than once. Based on the previous studies, the writer got the gap to investigate the second-semester students of English Study Program FKIP Universitas Riau as EFL and to find out whether any correlation between watching English-subtitled movies and vocabulary mastery. The result showed that there was a correlation between watching English-subtitled movies and vocabulary mastery of the second-semester of English Study Program students FKIP Universitas Riau with the level of correlation in “High Correlation”.

In this research, the analysis presented the correlation between watching English-subtitled movies and vocabulary mastery of second semester students in English Study Program of FKIP Universitas Riau. This is expected that the result of this study might be useful for reader to know the correlation between watching English-subtitled movies and vocabulary mastery. Thus, the reader can watch movies with English subtitles to acquire vocabulary mastery.

CONCLUSION AND RECOMMENDATION

Conclusion

Based on the analysis and the result of the data calculation, the researcher draws conclusion as follows: The English-subtitled movies of the second-semester students of English study program FKIP Universitas Riau was moderate. The Vocabulary Level Test of the second-semester students of English Study Program FKIP Universitas Riau was high, the findings revealed that the students had better performance at the 1000, 2000 level of Vocabulary Level Test than 3000, 4000 and 5000 levels because 1000 level is the most frequent 1000 word families, this frequency level accounts for by far the greatest proportion of spoken and written English. In this current study, the most frequent 1000 word families account for 1073 total scores, the 2000 word level accounts for 1011 total score, the 3000 word level accounts for 916 total scores, the 4000 word level accounts for 889 total scores, while the 5000 word level only accounts for 776 total score. It means that 1000 level is the high frequency words (HFW) because a lot of vocabulary that appears frequently and often appears and is familiar, while at the 5000 word level it is vocabulary that is rarely used in English texts and is categorized in low frequency words (LFW).

In conclusion, there is a very strong correlation between students' watching English-subtitled movies (X) and vocabulary mastery (Y) of the second-semester of English study program students FKIP Universitas Riau. The hypothesis testing shows that the coefficient correlation is very high, 0.980 at significant level of 0.000. The coefficient correlation is lower than the critical value of r table ($0.980 < 0.403$). It can be concluded that the hypothesis in this study is accepted.

Recommendation

Based on the result and the conclusion of the research, the writer proposes suggestions as follows:

1. For the students

Students need to understand that watching English-subtitled movies strongly correlates with their vocabulary level. This means that watching films with English subtitles greatly affects their vocabulary acquisition. Students also need to learn language especially vocabulary more comprehensively, for example they can learn vocabulary together with English texts.

2. For the lecturers

The results of this research are that students will have more attention to learning English in class. Since the results of the use of English subtitles in movies is also positive, lecturers can improve and elaborate appropriate activities with students to ensure students remain focused during the learning process in class.

3. Other researchers

Future study should focus on creating a more precise questionnaire about watching movie with English Subtitles ensuring that the test results are based on their understanding of English Subtitles rather than the ability to memorize vocabulary. This separation will show whether participants can perform equally for each part and hopefully these modifications will give truer result.

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