THE USE OF FILM CLIPS AND VIDEO MEDIA WITH SUBTITLES IN ENGLISH VOCABULARY INSTRUCTION

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Abstract: *This study aims to provide an alternative of vocabulary teaching through the use of English-language film clips and videos with subtitles with relevant activities which was conducted towards students of Class XI of SMAIT Al Fityan School. This research was conducted online using one pretest and posttest group through a mixed method approach; qualitative and quantitative research (quasi experiment). The data in quantitative form come from online tests. The data in qualitative form, to clarify the test results, come from the questionnaires, interviews, and observations. Based on the nonparametric statistical tests taken by 30 students of Class XI IPA and XI IPS using the Wilcoxon Test with the value of Sig. or the P value 0.000 in which 0.000> α 0.05. This result shows a significant difference between the pretest and posttest. These results indicate that the use of clip film and video media with subtitles may support students' understanding & improvement of vocabulary learning besides may obtain new learning experiences for the senior high school students.*

*Keywords : **media, clip film, video, English vocabulary***

Abstrak: Penelitian ini bertujuan untuk memberikan alternatif pengajaran kosakata melalui penggunaan klip film dan video berbahasa Inggris dengan subtitle dengan aktivitas relevan yang dilakukan terhadap siswa kelas XI SMAIT Al Fityan School. Penelitian ini dilakukan secara online dengan menggunakan satu kelompok pretest dan posttest berbentuk kuasi eksperimen melalui pendekatan penelitian kuantitatif. Data berasal dari tes yang dilakukan secara online. Berdasarkan uji statistik nonparametrik yang dilakukan oleh 30 siswa kelas XI IPA dan XI IPS dengan menggunakan Wilcoxon Test dengan nilai Sig. atau nilai P 0,000 dimana 0,000 > α 0,05. Dengan demikian, ini menunjukkan perbedaan yang signifikan antara pretest dan posttest. Hasil ini menunjukkan bahwa penggunaan media film dan video dengan subtitle dapat mendukung pemahaman siswa dan peningkatan pembelajaran kosakata selain dapat membantu siswa dalam memperoleh pengalaman belajar baru.

Kata kunci : media, klip film, video, kosa kata Bahasa Inggris

The use of media or multimedia in education in this digital era is considered to be very effective in learning. Media facilitate students to understand the material presented by teachers so that learning can progress more optimally because the media bridges among teachers, material and students. Among the media that the students like most and are attractive to them are films and videos. Watching films or videos can motivate them to learn and improve vocabulary mastery and understand English better and accurately. As stated by King (2002), films provide many educational choices and a rich source of intrinsic elements that can motivate students. When students watch films in English or movie

clips—better known as clips—they unconsciously learn and acquire new vocabulary, new phrases and certain idioms. Other benefits of watching movie clips and videos are it helps them pronounce vocabulary properly and develops their speaking skill. The use of film clip and video media with subtitles is considered effective in increasing new vocabulary to upgrade listening comprehension, reading and vocabulary recognition.

Watching film clips and video with subtitles can produce other various things in terms of language. Beside the meaning of vocabulary, students can learn and understand situations and contexts in the usage of certain English vocabulary, phrases and idioms used in film clips and video appropriately. Another thing that comes from watching movie clips and videos with subtitles is that they can also learn how to make correct and precise English sentences that conform to grammar rules.

Based on the background that has been concluded, the problem formulation that can be built as: What is the students' vocabulary mastery before and after using film clips and video with subtitles?

The purpose of this study is to improve the ability of students' vocabulary mastery. Based on the objective, the benefits of this study are; for educators, this media can concrete the concepts of Learning Implementation Plan (RPP), methods and techniques in the teaching-learning process and help educators meet the needs, interests and interests of students in the digital era. For students, this media can motivate them to learn English, increase their vocabulary and become a bridge to be more creative, innovative and critical.

LITERATURE OF STUDY
Vocabulary

Vocabulary is a number of words arranged which have a meaning and a brief explanation. According to Merriam Webster's Dictionary, a vocabulary is a list or collection of words or words and phrases that are usually arranged alphabetically and explained or defined. A number of vocabulary words from a certain language are owned by each person, some are infinite, and some are limited. This is based on the level of education, culture and experience a person has in his life. Vocabulary is a dominant component in learning foreign languages (Kim, 2008). Thus, this mastery is important so that students' listening, reading, speaking and writing skills can be used and facilitated optimally. Many researchers who focus on vocabulary acquisition claim that acquiring a word requires a number of encounters with words in different forms (Nation, 1990; Schmidt, 2001). Furthermore, Lee (2004) stated that most first-time learners derive their vocabulary from context.

Vocabulary Teaching Components

In teaching vocabulary, according to NAESP (www.naesp.org), there are four aspects that need to be considered, namely:

1. Word Relations, students must be able to connect the words they want to acquire or master with vocabulary they are familiar with. For example, the word "school" is familiar to students. Furthermore, students search for or master other vocabulary related to the "school".

2. Importance, the vocabulary that is

composed often has no importance to the students. Therefore, the meaning of words must be written and arranged according to the age of the speaker's language and accompanied by other tools so that students can get their importance, such as the use of pictures and stories.

3. Context clues, when students are in a word area that is unfamiliar with them, they can be understood with the characteristics of the context such as in sentences or stories and descriptions.

4. A rich vocabulary environment, the environment in question is like the use of word walls provided or displayed on the walls of school classrooms, so that students can see and read unfamiliar vocabulary many times.

Media of Film Clip and Video

Media plays an important role in supporting learning so that it can be carried out more optimally. Media is an intermediary between teachers and students in delivering information. The use of media or multimedia technology makes the teacher's job easier because there is no need to transfer the knowledge using conventional media such as paper, cardboard, whiteboards and so on. Nana and Rivai (2011) specified that the learning media improve the teaching-learning process and learning outcomes. In today's sophisticated digital era, educators are only required to be more active in upgrading themselves with the latest knowledge and skills such as the use of multimedia technology products, videos, films, the internet and others. The use of multimedia with the presentation of information that combines audio, visual and text as well as graphic arts is expected to really improve students' learning outcomes and assist teachers in teaching.

Films and videos are among the technology products that are now widely used in the world of education as media to support the implementation of a more effective and enjoyable learning process. Regarding the benefits, through a combination of films and videos, students obtain information in accordance with the required learning material and they can experience a fun learning in classroom. The use of films and videos can also fulfill students' interests so that the expected learning outcomes can be achieved effectively. This is in line with Cakir's (2006) conclusion in his research that foreign learners are very dependent on visual clues to support or enhance their understanding.

A movie clip is a cut from a complete film which is cut according to the need or it can be said that a certain desired part of the whole film is cut. The use of film clips with subtitles is believed to attract students' attention to learn and improve their language skills, particularly vocabulary mastery. As recommended by DiCarlo (in Lin & Chen, 2007), that films support the process of language learning because films present conversations that provide contextual vocabulary (Seferoglu, 2008). Likewise, Akbulut (2007) indicated that combining text with visuals is more effective in facilitating vocabulary learning than just providing word definitions. According to the Lexico-Oxford (Online) dictionary, a subtitle is a caption or written text displayed at the bottom of a cinema or television screen that translates or writes a dialogue or story.

The sequence of vocabulary learning activities using film clips and video is as follows: (1) Watching a film/video with original English audio without subtitles for 10 minutes; (2) Watching the film/video with audio and subtitles in English for 10

minutes; (3) Watching the film/video with audio and subtitles in English and Indonesian (bimodal) for 10 minutes. (4) Then they write down the words, phrases or idioms they get from the movie clips and video listed in vocabulary list into other sentences in the form of group dialogues. (5) Then the students watched the original film clips and video without subtitles for 10 minutes.

To achieve the vocabulary mastery competence optimally, teachers must supervise the use of this media in the classroom so as to reach the real learning objectives. Students' vocabulary mastery is considered successful if their vocabulary has increased significantly; meaning that some new vocabulary words or phrases or idioms are added. This can happen only if they watch subtitled movie clips and video more than once. Koolstra and Beentjes (1999) stated that students have to watch films with subtitles with high frequency in learning the vocabulary of films. Indeed, it takes a long hour to watch a full film. Consequently, this study offers only certain clips of the complete film which are used and combined with video as a learning resource that is adapted to vocabulary mastery learning material. This is believed to be able to improve students' vocabulary mastery based on a number of related studies.

There are some of related studies that support the study. First is a quantitative research of Yuksel & Tanriverdi (2009) entitling Effects of Watching Captioned Movie Clip on Vocabulary Development of EFL Learners. The correlated variables are the use of the film clip media with captions may improve the vocabulary mastery by EFL learners. The result of this study indicates that both Group A

(film clips with captions) and Group B (film clips without captions) showed significant gains based on VKS (Vocabulary Knowledge Scale) and Group A experienced a higher increase than Group B according to the posttest results. However, the development between the two groups of A & B foreign students was not statistically significant.

The second study belongs to Gomathi et al (2017) entitling A Study of Vocabulary Learning Using Film as a Media - A Case Study of the Under Graduate Engineering Students. The correlated variables are the use of the film clip media may improve the vocabulary mastery. The result of this quantitative study proves that there was a significant increase in learning vocabulary based on pretest and posttest results as well as semi-structured interview. The use of the film may give a fun learning and motivate students with different competences.

The third is a study of Oladunjoye (2017) entitling Teaching Vocabulary Using Film and Video: The Development of Senior Secondary Students' Registers. The correlated variables are similar with the previous research. The result of this quantitative study shows that the participants in experimental group obtained a better result than control groups did in improving vocabulary.

The fourth study is by Budiana (2014) entitling Learning Vocabulary Using English Movie with Subtitles in SMAK Santo Yoseph. This is a mixed mode (quantitative and qualitative) research. The correlated variables are the use of the film clip media with subtitles may improve the vocabulary mastery. The result of this study indicates that English films have an effect on understanding vocabulary when it is watched more than once and

help students recognize new vocabulary and learn new expressions in English. Watching films using subtitles can improve students' ability to read, listen, speak or pronounce English utterances. It also facilitates students to understand English and acquire new vocabulary. It perceives from the results of observations where the ability of the students increases after watching films with subtitles.

METHODS

This study was designed to test the use of English-language film clips and video media with subtitles to improve the mastery of English vocabulary. This research is a true quasi experimental research design; which was conducted online and using one experimental group. Such group was applied to determine the difference and increase in student vocabulary acquisition/mastery which was statistically significant between the results on the pretest and posttest in the use of film clips and video with subtitles.

As preliminary information in this study, a preliminary survey was conducted in a school, preliminary interviews with teachers were also conducted regarding the condition of students' abilities, problems experienced by students and teachers and the learning process of English in the classroom. Based on the results of the preliminary study, it was found that the average English ability of class XI SMAIT Al Fityan School students was relatively low, especially vocabulary mastery which was still low and the selection and use of media and learning methods were less precise and learning activities that were less interesting and fun in the classroom.

The Location and Participants

This research was conducted at SMAIT Al Fityan School, which is located on Jl. Comp. Damai Lestari, Lamreung, Darul Imarah District, Aceh Besar. The subjects in this study were students of class XI which were chosen for several considerations. They were chosen with consideration because they were in the second academic year, which means they have received English learning in the previous year and in the current year. The population was class XI that consisted of four classes where in each class there were generally about 30 students. The sampling was conducted through purposive sampling in which the selection of high school schools was determined by the researcher and the selection of classes by the relevant English teacher. The classes chosen were two classes namely Class XI IPA and XI IPS for females where only 30 participants actively took the test, treatment and online observation at the same time.

Instrument

The instruments in this study were tests, electronic questionnaires, semi-structured interview lists and observation sheets. The test consists of a pretest and posttest in written form which is carried out online on the respondent. Meanwhile, an electronic questionnaire in the form of closed-ended questions was designed using a Likert Scale to determine students' responses and interests to vocabulary learning through English-language film clips and video with subtitles. The observation sheet was also used to observe students' interest in using the media of film clips and video with the subtitles when the online treatment was given. The semi-

structured interview list was also used with related teachers to obtain deeper information about the problems of students and teachers in this study at the preliminary study stage.

Data Analysis

The pretest and posttest were designed in an online written version for students. The pretest is designed to find out and collect preliminary data on the abilities and knowledge of students before conducting the virtual research treatment. The posttest is also designed to test the increase in vocabulary acquisition/mastery after the virtual treatment process is carried out. The pretest and posttest data were analyzed using the t-test statistical test or the Mann Whitney test or the Wilcoxon test using the IBM SPSS Statistics 22 program to determine the increase in student mastery of English vocabulary through the media of English film clips and video with subtitles. The test assessment includes meaning, synonym, antonym, and phrase in the form of multiple choices, matching items, finding scramble words and filling in the gaps.

RESULTS AND DISCUSSION

The stages that have been carried out in this research are from literature review, data collection (preliminary survey, semi-structured interview, online test; pretest, online treatment and posttest). The following is the results of several of these stages.
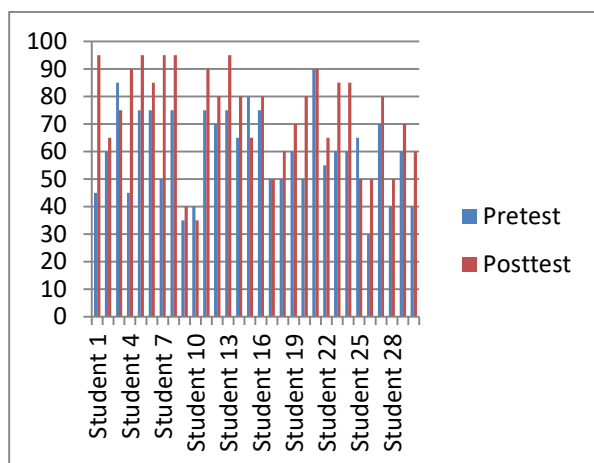
Test

The pretest and posttest data are presented in tables and graphs. Table 1 is a summary of the pretest and posttest scores. The following is a table of the results of the pretest and posttest scores.

Table 1. Pretest dan posttest data

Participants	Pretest	Posttest
Student 1	45	95
Student 2	60	65
Student 3	85	75
Student 4	45	90
Student 5	75	95
Student 6	75	85
Student 7	50	95
Student 8	75	95
Student 9	35	40
Student 10	40	35
Student 11	75	90
Student 12	70	80
Student 13	75	95
Student 14	65	80
Student 15	80	65
Student 16	75	80
Student 17	50	50
Student 18	50	60
Student 19	60	70
Student 20	50	80
Student 21	90	90
Student 22	55	65
Student 23	60	85
Student 24	60	85
Student 25	65	50
Student 26	30	50
Student 27	70	80
Student 28	40	50
Student 29	60	70
Student 30	40	60
Sum	**1805**	**2205**
Mean	**60.1**	**73.5**

Based on the mean (average) results obtained, the pretest score was 60.1, while the posttest score was 73.5. It concludes that there is an average difference in student learning outcomes between the pretest and posttest after being given the treatment using film clips and video with subtitles where the average score on the posttest is higher than the average score at the pretest. The following is a graph of the data in Table 1 above.

Figure 1. Graph of pretest and posttest result

Based on the graph in Figure 1 above, we can see that the average results obtained at the posttest are higher than the results obtained at the pretest. This means that the results obtained are significant because of the increase in student learning outcomes after being given treatment.

The result of this study indicates that the two groups of pretest scores and posttest scores were not normally distributed so that they did not meet the assumptions of a normal distribution. For this reason, in analyzing the pretest and posttest data, the t-test (parametric test) could not be applied in analyzing this research data so that a nonparametric test must be used, namely through the Wilcoxon test using IBM SPSS Statistics 22 because the data in the two groups of values are not distributed normally. This Wilcoxon test can still be done even though the data is not normally distributed. The following is a table of result data based on the normality test.

Normality Test

Table 2. Result of normality test

	Group	Statistic	df	Sig.
Kolmogorov-Smirnov[a]	Pretest	.128	30	.200[*]
	Posttest	.176	30	.018
Shapiro-Wilk	Pretest	.967	30	.461
	Posttest	.921	30	.029

*This is a lower bound of the true significance

To determine whether the data is normally distributed is by using Shapiro-Wilk. Then, in SPSS, it is enough to look at the Sig. value in the Shapiro-Wilk column. The Sig. value means significance or also called p value or probability value. In Table 2 above, the value is 0.029, which is less than or smaller than the value of α (0.05), so it reveals that the data is not normally distributed. Meanwhile, the homogeneity test is no longer carried out because the normality assumption is not fulfilled. The sample used in this study was a paired sample (pretest-posttest). Thus, the method used is the Paired Sample T-Test. However, there are assumptions that must be fulfilled when using the t test (T-test), namely normal distribution of data. If the data is not normal, then the alternative solution is replaced using nonparametric statistical analysis, namely the Wilcoxon Test. The Wilcoxon Test was used because the data used were paired data (pretest-posttest). Meanwhile, the Mann Whitney Test cannot be applied because the data must be independent of each other, not pretest or posttest.
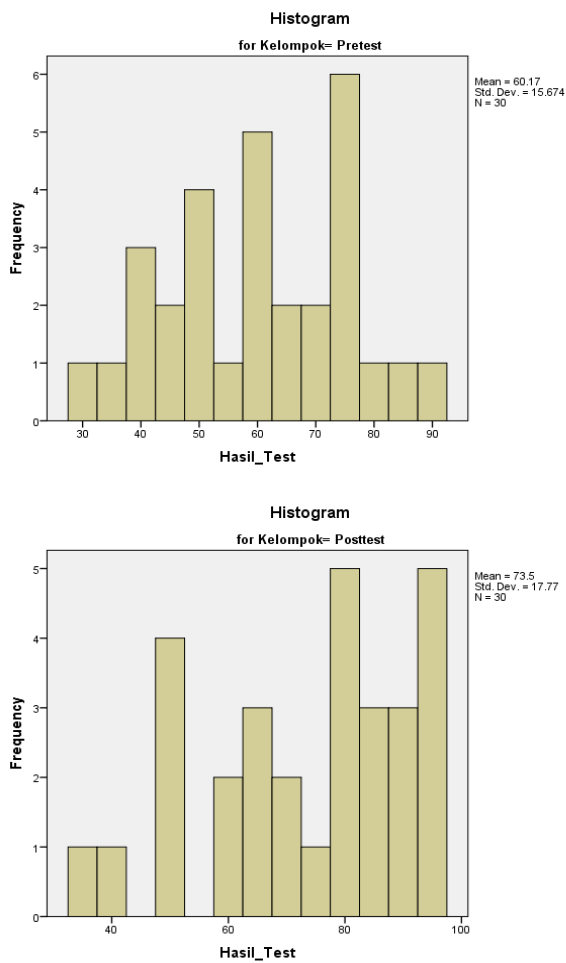
Figure 2. Histogram of pretest and posttest groups

Likewise, from the histogram in Figure 2, the data is also not normally distributed as the same value obtained by two students at the pretest and posttest. Another case is that there are also four out of all students who obtained posttest scores even lower than pretest scores.

Wilcoxon Test

Ranks

Table 4. Result of Ranks

		N	Mean Rank	Sum of Ranks
Posttest - Pretest	Negative Ranks	4[a]	10.63	42.50
	Positive Ranks	24[b]	15.15	363.50
	Ties	2[c]		
	Total	30		

a. Posttest < pretest

b. Posttest > pretest

c. Posttest = pretest

Table 4 shows that the rank or average ranking of each group uses the Wilcoxon Test. In the Negative Ranks Group, the average rating is 10.6 or in other words there were only 4 students who did not experience an increase in learning outcomes where the posttest results are smaller than the pretest results. In the Positive Ranks Group, namely 15.1 or there were 24 students of 30 who experienced an improvement in learning outcomes where the posttest results were greater than the pretest results. Whereas in the Ties Group, only 2 students obtained the same score on their learning outcomes either at the pretest or at the posttest. For more details, it can be seen in Figure 3:
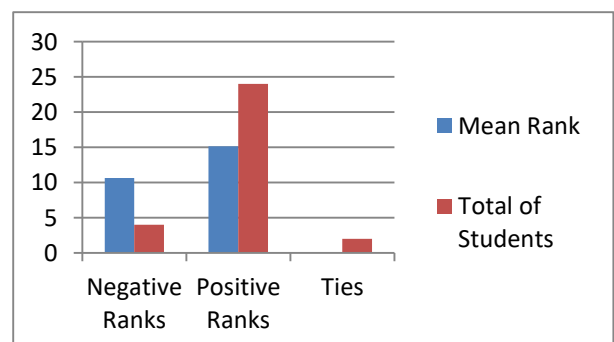
Figure 3. Graph of the difference of pretest and posttest scores through Wilcoxon Test

Thus, there is a difference in the average ranking between the pretest and posttest groups which is statistically significant or what is called significant.

Statistic Test[a]

Table 5. Result of Statistics Test

	Posttest - Pretest
Z	-3.674[b]
Asymp. Sig. (2-tailed)	.000

a. Wilcoxon Signed Ranks Test
b. Based on negative ranks

Based on the results of nonparametric statistical tests using the Wilcoxon Test in Table 5, it reveals that the Sig. or the p value obtained is 0.000, where $0.000 > \alpha\ 0.05$. This means that there is a significant difference between the results at pretest and posttest. Accordingly, the use of film and video clip media with subtitles is considered successful because it can improve students' abilities in acquiring English vocabulary or vocabulary.

CONCLUSION AND SUGGESTION

Based on the results of this study, there is a significant difference between the results at pretest and posttest. Thus, the use of film clips and video media with subtitles is considered successful because it could improve the students' abilities of class XI of SMAIT Al Fityan School in acquiring English vocabulary.

However, this study has limitation where the implementation of tests and treatments were carried out online which can cause the results to be biased. Therefore, further research related to this study can be carried out face-to-face and using control and experimental classes. These study results and findings indicate that the use of film and video clip media with subtitles may support and improve the English vocabulary learning as well as provide an alternative vocabulary teaching and new experiences for students in learning English, especially vocabulary mastery.

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- *How to cite this paper :*

Mulyani & Chaira, S. (2021). The Use Of Film Clips And Video Media With Subtitles In English Vocabulary Instruction. Jurnal Dedikasi Pendidikan, 5(1), 61–70.