

Vocabulary Learning Through English Subtitled Movie

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Abstract: This study aims to conduct a literature review related to the use of English subtitled movie in vocabulary learning. The research method chosen in this study is the SLR (Systematic Literature Review) method. Data collection was carried out by reviewing all articles related to the English subtitled movie in learning vocabulary published in the 2018-2023 period. The articles used in this study were 10 articles from accredited national journals obtained from the Google Scholar database using the Publish or Perish application. Based on this research, it was found that using English subtitled movie could improve students' vocabulary knowledge.

Kata Kunci:

SLR;

Kosakata;

Video

Berbahasa

Inggris.

Abstrak: Penelitian ini bertujuan untuk melakukan kajian literatur terkait dengan penggunaan video atau film bersubtitel Bahasa Inggris pada pembelajaran kosakata. Metode penelitian yang dipilih dalam penelitian ini adalah metode SLR (Systematic Literature Review). Pengumpulan data dilakukan dengan mereview semua artikel terkait video atau film bersubtitel Bahasa Inggris yang diterbitkan dalam kurun waktu 2012-2020. Artikel yang digunakan pada penelitian ini sebanyak 10 artikel jurnal nasional terakreditasi yang diperoleh dari database Google Scholar menggunakan aplikasi Publish atau Perish. Berdasarkan penelitian ini didapatkan bahwa dengan menggunakan video atau film bersubtitel Bahasa Inggris dapat meningkatkan pengetahuan siswa dalam pemahaman kosakata.

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A. INTRODUCTION

Vocabulary is one of the most basic and important pillars in mastering English (Wahono & Qodriah, 2019). Vocabulary is often described as the cornerstone of language learning". Without vocabulary, learners would be unable to form the simplest of utterances, and therefore unable to communicate at even the most basic level (Hidayati & Pratiwi, 2016). People use language to communicate and express their thoughts and this could not be done without vocabulary.

Foreign language (FL) learners around the world attend classes in whatever language they are learning with the hope to develop their competence in the language. One key element of such learning is vocabulary knowledge (Alharthi, 2020). Vocabulary is the words of a language, including single items and phrases or chunks of several words which convey a particular meaning, the way individual words do, but some of students difficulties to express their ideas because lacks of vocabulary (Fauzi et al., 2021). Basically, vocabulary learning means the process of understanding not only the meaning of the words but also other aspects such as the pronunciation, spelling, and suitability to be used in sentences (Zulaikha et al., 2022).

This research discusses about learning vocabulary with English subtitled movie and how effective the English subtitled movie in learning vocabulary. Many kinds of media may be used to exercise students' ability nowadays, which include music, video, movies, etc (Br Simamora & Oktaviani, 2020). When learners learn English vocabulary, English film and television subtitles are a very effective way to learn, to meet the different needs of English learners (Fang et al., 2019). Film as audio visual helps students to improve their limited vocabulary, it plays an important role in improve students with new vocabulary (Kismoko & Roni, 2021). While the subtitling is audio-visual translation in which viewers can read statements of dialogues on the screen as well as watch the images and listen to the dialogues (BRASIL, 2011). The subtitling focuses on the words of the text found in a film or television show even in a drama. With subtitles, viewers can understand the intent and content of the message the source language used in the film, so that it can be enjoyed by all people (Khoiriyatunnisa & Yuniar, 2022). Furthermore employing the use of films with subtitles also assist learners in improving their vocabulary (Joyce Corpuz R., 2020).

Nowadays, young learners typically learn vocabulary by memorizing unfamiliar vocabulary after learning and searching for the definitions of new words. As a result, they find it hard to achieve successful and at this point, vocabulary using a memorizing strategy may cause problem when they have short-term memory or limited working memory capacity in learning vocabulary. Students arrive in universities with many English language problems: poor comprehension, limited vocabulary, slow reading, bad grammar and low-level conversational skills, films can help on all these factors in easiest and simplest way (Marwan, 2021). Thus, recent studies suggest that technology such as movie or film can support learners in learning vocabulary. Over recent decades, videos have been used in English language classrooms to help learners to understand English vocabulary (Yawiloeng, 2020).

Furthermore (Jaber, 2019) said that one rich source that has eased and opened for several methods and improvements in education is technology. Hence, technology is enlarging to become both; a rich source and a tool to boost language education and acquisition. Based on those explanations, it is undeniable that English movie with subtitles is one of the media that can be used to gain vocabulary as much as possible. (Putri, 2023) subtitles are very helpful and is subconsciously give us one more thing to do, which is to read, and that should be relatively fast. Besides, learning vocabulary through movie with English subtitles have benefits such as English movie with subtitle can keep students' interest in learning English. Therefore, the aim of this research is to find out the impact or effectiveness of movie or video with English subtitles to improve vocabulary and used a Systematic Literature Review.

B. METHODE

The method used in this research is SLR or *systematic literature review*. Systematic literature review is a term used to refer to a specific research or research methodology and development conducted to collect and evaluate related research on a particular focus or topic (Astuti et al., 2021). With this method, the researcher reviews and identifies structured journals and each process follow the steps that have been set. The benefits of research with SLR are able to identify, review, evaluate and interpret all available research with a topic focus on a particular phenomenon of interest (Rusdiana et al., 2022).

To collect this research, researcher collected journal articles on the Google Scholar database with the help of Publish or Perish application. The articles collected are only articles published in the 2018-2023 period. From various articles, the researcher chooses 10 articles related to the keyword. The next step, the researcher agglomerates related articles that use movies with English

subtitles to learn vocabulary. Each data in the articles is then tabulated in a table which includes the name of the author, title, year of publication, name of the journal, type of research and result of the research. After that, the researcher reviewed and analyzed the article in depth, especially regarding the results of the research presented in the discussion and conclusion section. At the end of the study, the researcher compared the findings presented in the article and gave conclusion.

C. RESULTS AND DISCUSSION

Teachers must use technology such as audios and videos to motivate students especially that language curriculum at present includes not only content but also the use of various modes and media of teaching (ILDEFONSO & LUMIDAO, 2022). Film or movie is also a form of video, which is one of the cross-cultural media understanding other than literature, textbook, articles and mass media (Khoiriyatunnisa & Yuniar, 2022). In the movie, we can find a motion picture which considered especially as a source of entertainment (Hutajulu & Herman, 2019). Hence video has been commonly used in English skills teaching and learning activity (BRASIL, 2011).

Watching movies with English subtitles will provide students with many vocabularies. There are many people who support the use of subtitles in video materials for several reasons (Joyce Corpuz R., 2020). It is affirmed that with the assistance of subtitles in audio-visual materials it can be a powerful educational tool for example it facilitates learning the target language by helping students visualize what they hear, it enhances L2 students' listening comprehension skills and it develops their language comprehension and lead to greater depth of processing and other cognitive benefits. (Alharthi, 2020) argued that subtitled English-language movies provide EFL learners, who are mostly young people in secondary and tertiary education, a unique opportunity to learn and practise English.

There are several benefits that we can gain through watching movies with English subtitles, such as (Masrai, 2020) learners can benefit from viewing films in terms of understanding the L2, since they are presented with various kinds of voices in various kinds of situations, with the visual dimension being a particular advantage for comprehension and understanding the pragmatics of conversations. The result of research on the effectiveness of using English subtitled movie on vocabulary are presented in Table 1.

Table 1. Research on the Effectiveness of Video with English Subtitles on Vocabulary

Researcher & Year	Journal & Title	Results
(Joyce Corpuz R., 2020)	International Journal of Novel Research in Education and Learning "Anime with English Subtitles: Tool in Expanding Second Language Learners' Vocabulary and Syntactic Complexity"	This study is a combination of quantitative and qualitative examined the effect of subtitled anime on the learning gains of ESL in terms of vocabulary. The result is that the anime is an effective teaching aid in learning vocabulary
(Yulia & Fazaki, 2022)	English Education Journal "The Effect of an English TV Series with a Bimodal Subtitle on Students' Vocabulary Acquisition"	this study employed a quantitative approach and the result shows that watching an English TV series with English subtitles significantly enhanced the students' vocabulary

(Saragih et al., 2022)	Journal on Teacher Education "The Correlation between Watching Movie with and without Subtitles on Students' Listening Comprehension"	This research designed with quantitative research methods by following the pre-experimental design of group pre-test and post-test group. The result can be concluded that watching movies with subtitles has a positive correlation with students' listening comprehension and it is a more effective method compared to watching movies without subtitles.
(Kord et al., 2022)	International Journal of English and Studies "The Effect of English Subtitle on Vocabulary Learning: EFL Intermediate Students"	This research used quantitative approach with the conclusion shows that watching films with English subtitle improve learners' vocabulary knowledge
(Lail, 2019)	Journal of Languages and Language Teaching "The Effectiveness of Watching English Movie with English Subtitles in Teaching Vocabulary at the Eight Year Students at SMPN 1 SELONG in the Academic Year of 2018/2019"	Using a quantitative approach, this research shows that using movie with English subtitles was effective in increasing knowledge of vocabulary
(Bostanci, 2022)	Journal for Educators, Teachers and Trainers "The Impact of Subtitled Films on English as a Second Language Students Vocabulary Retention"	By using mixed method namely quantitative and qualitative, this research revealed that the use of watching film with subtitles intensively affected EFL students; vocabulary knowledge
(Timilsina, 2022)	Braz Dent J "The Use of Subtitled Videos for Vocabulary Learning"	Quantitative method was used in this research and the result claimed that implementation of English subtitled video improves the students' vocabulary
(ILDEFONSO & LUMIDAO, 2022)	Quantum Journal of Social Sciences and Humanities "Accuracy of English Subtitle Translation of Selected Filipino Movies"	The study employed a qualitative-quantitative research design, and the findings show that the English subtitles are accurate
(Fang et al., 2019)	Revista de Cercetare si Interventie Sociala "A Comparative Study of the Effect of Bilingual Subtitles and English Subtitles on College English Teaching"	Using a quantitative research design, the result of this research proves that watching film with the selection of subtitles can have positive effect on English vocabulary acquisition
(Jaber, 2019)	Focus on ELT Journal "A Meta-Analysis of the Effect of Bimodal Subtitling on Vocabulary Learning among Adult EFL Learners"	This research used meta-analysis and the result found overall positive effect of the bimodal subtitling on vocabulary learning among EFL learners

Based on the result of the research that has been carried out as listed in Table 1, the use of anime video with English subtitles is effective in teaching and learning vocabulary (Joyce Corpuz R., 2020), significantly enhanced students' vocabulary (Yulia & Fazaki, 2022), is effective in increasing knowledge of vocabulary (Lail, 2019) and intensively affected EFL students; vocabulary knowledge (Bostanci, 2022). (Timilsina, 2022) also using movie with English subtitles and find out that it can improve the students' vocabulary. In addition (Jaber, 2019) in his research find out overall positive effect of the bimodal subtitling on vocabulary learning among EFL learners.

D. CONCLUSION

Using English subtitled movie in teaching vocabulary has been proven to be effective and has a positive effect for students. This is because, by using English subtitled movie will enhance or increase students' knowledge in vocabulary by subtitle exist during they watched the movie itself. Besides, since movie is presented with various kinds of voices in various kinds of situations, with the visual dimension students will not feel bored while learning vocabulary. Therefore, English subtitled movie is considered as effective way to teach vocabulary in students.

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