

**ENGLISH MOVIES WITH SUBTITLES TO
FACILITATE VOCABULARY LEARNING**

THESIS

Submitted in Partial Fulfillment of the Requirements
for Gaining the Degree of Education Bachelor in
English Education Department



Organized By:

Zaki Hudan Fahmi

1903046099

**ENGLISH EDUCATION DEPARTMENT
EDUCATION AND TEACHER TRAINING FACULTY
UNIVERSITAS ISLAM NEGERI WALISONGO
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RATIFICATION



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jalan Prof. Dr. Hamba Km 2 Ngaliyan, Semarang 50185
Telp. 024-7601295, Fax. 024-7615387

RATIFICATION

Thesis with the following identity:

Name : Zaki Hudan Fahmi
Student Number : 1903046099
Department : English Education Department
Title : English Movies With Subtitles To Facilitate Vocabulary Learning

Had been ratified by the board of examiners of Education and Teacher Training Faculty of Walisongo Islamic State University Semarang and can be received as one of any requirements for gaining the Bachelors' Degree in English Education Department.

Semarang, 27 September 2023

THE BOARD OF EXAMINERS

Chairperson,

Daviq Rizal, M.Pd
NIP. 197710252007011015

Secretary,

Lulut Widyaningrum, M.Pd
NIP. 198008032009012010

Examiner I,

Dr. Hj. Siti Mariam, M.Pd
NIP. 196506141992032001



Examiner II,

Dra. Nuna Mustika Dewi, M.Pd
NIP. 196507271992032002

Advisor,

Daviq Rizal, M.Pd
NIP. 197710252007011015

A THESIS STATEMENT

I am a student of the following identities below:

Name : Zaki Hudan Fahmi

ID Number : 1903046099

Department : English Education

Certify the thesis titled: **English Movies With Subtitles To Facilitate Vocabulary Learning** Is my own work. The thesis's content is entirely my responsibility. The writer follows ethical guidelines while quoting or citing any further insights or conclusions in this thesis.

Semarang, 18 September 2023



Zaki Hudan Fahmi

NIM 1903046099

ADVISOR NOTE



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jalan Prof. Dr. Hamka Km.2 Ngaliyan, Semarang 50185
Telp. 024-7601295, Fax. 024-7615387

ADVISOR NOTE

Semarang, 18 September 2023

To
The Dean of Education and Teacher Training Faculty
Universitas Islam Negeri Walisongo Semarang

Assalamualaikum Warohmatullahi Wabarokatuh

I inform that I have given guidance, briefing and correction to whatever extent necessary for the following thesis:

Title : **English Movies With Subtitles To Facilitate Vocabulary Learning**
Name of Student : Zaki Hudan Fahmi
Student Number : 1903046099
Department : English Education

I state that the thesis is ready to be submitted to Islamic Education and Teacher Training Faculty at UIN Walisongo Semarang to be examined at the *Munaqosyah* session.

Wassalamualaikum Warohmatullahi Wabarokatuh

Semarang, 18 September 2023

Advisor I

Daviq Rizal, M.Pd

NIP. 19771025 2007011015

MOTTO

إِنَّ اللَّهَ لَا يُعَيِّرُ مَا بِقَوْمٍ حَتَّىٰ يُعَيِّرُوا مَا بِأَنفُسِهِمْ

“Sesungguhnya Allah tidak mengubah keadaan sesuatu kaum sehingga mereka mengubah keadaan yang ada pada diri mereka sendiri.” (QS Ar-Ra’d: 11)

Bukan Hal Yang Sulit Bagi Allah Untuk Mengubah Nasib Seseorang, Dan Saya Merupakan Salah Satu Dari Kehendaknya.

- Zaki Hudan Fahmi

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A handwritten signature in black ink, appearing to read 'Zaki', with several horizontal strokes underneath.

Zaki Hudan Fahmi

NIM 1903046099

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ABSTRACT

Title : English Movies With Subtitles To Facilitate Vocabulary Learning
Writer : Zaki Hudan Fahmi
Student Number : 1903046099

A movie is an audio-visual show, which has pictures and storylines that are poured through a script and designed into a storyline in the form of a video. The application of English movie media is increasingly used by students, especially English language learners, with their aim to train their skills in foreign language acquisition. Therefore, this study was conducted to explain the application of watching movies in facilitating vocabulary learning, as well as to describe students' involvement in watching movies with subtitles in acquiring new vocabulary. The method used in this study was descriptive with a qualitative approach. the participants in this study were four people, namely third-semester English education students at UIN Walisongo Semarang. The results of this study show that movies with subtitles can facilitate English learning, especially in vocabulary learning, students are very enthusiastic when they learn English through watching movies, that way students can practice listening, reading, and vocabulary skills, their English, besides watching movies can affect their level of insight and experience to be wider, furthermore, learning based on movies with subtitles is a unique experience that they can share with their friends, discuss, find out the meaning and sentences that match real-world phenomena. On the other hand, this research can be a new insight for teachers to be able to use technology well to design media to replace learning materials that are more fun and not monotonous.

Keywords: English Movies, Subtitle, Vocabulary Learning

CHAPTER I

INTRODUCTION

This chapter consists of the background of the study, the research question, the objective of the study, the limitations of the study, and the significance of the study.

A. Background of The Study

The film is an audio-visual show, that has a picture and storyline that is poured through a script and designed into a storyline on video or DVD, A film in the language is an audio-visual media that becomes public entertainment to simply entertain the audience and provides information through visual impressions, English-language films are entertainment produced from film companies dominated from European and American countries, along with technological advances, films began to spread to various aspects of life including in the scope of education, in this case, films can be an authentic source of learning media for learning English which includes various skills, including listening, reading and vocabulary. The application of English movie media is still being used by students, especially English language students, to practice their skills in foreign language acquisition. Some studies reveal that the application of movies as an English language learning resource, among others, is to implement

a new landscape in teaching and learning activities (Albiladi et al., 2018). with the research titled The Effect of Watching English Movies with Standard Subtitles on EFL Learners' Content and Vocabulary Comprehension, presents his research investigating how the presence of English subtitles in movies affects the comprehension of both the movie's content and vocabulary. The study involved forty-four students from the Arman Garayan Language Institute, who were selected from two intact classes taking the Audiovisual and Film Translation course. A movie called "Dangerous Knowledge" was chosen due to its content and language complexity. Initially, both classes watched the same film, with class 1 watching it with English subtitles while class 2 did not have subtitles. After viewing the movie, the participants responded to multiple-choice vocabulary questions and assessed their comprehension of the content. The study employed the statistical method of paired sample t-test. The findings indicate that the presence of subtitles has a positive influence on the comprehension of English movie content. Therefore, it can be concluded that participants had a better understanding of the movie when it was screened with subtitles compared to when it was shown without them. However, the use of subtitles did not affect the participants' vocabulary comprehension. (Ebrahimi,

2016). with the research title Enhancing Listening Skill Through Movies Clips on YouTube, present their research, which examines how students perceive the utilization of English short films and TV series clips available on YouTube as a means to enhance their English language learning and listening skills. The study's participant pool consisted of 78 third-year students enrolled in the English Conversation course within the Faculty of Business Administration. The selection of clips for this study was based on the specific language skills covered in the curriculum of the English Conversation course. To facilitate this study, the chosen clips and associated comprehension exercises were uploaded onto the university's Learning Management System (LMS). Students were instructed to access the LMS weekly, where they could view two clips related to the current week's topic and complete the accompanying exercises. Importantly, students had the flexibility to watch the clips as many times as they deemed necessary. Additionally, questionnaires were administered, with one distributed after each clip-viewing session and another presented at the conclusion of the five-week project. These questionnaires aimed to gauge students' attitudes and sentiments regarding their experiences with the YouTube clips. The study's findings revealed an overall favorable

attitude among students regarding the incorporation of these clips to complement classroom instruction. The majority of students either strongly agreed or somewhat agreed that watching English movies and TV clips proved more beneficial than relying on textbook CDs. Moreover, they expressed that the clips played a constructive role in enhancing their listening skills and their comprehension of vocabulary and phrases employed by native English speakers. However, some students needed to watch the clips more than five times to complete the task. When analyzing students' perceptions of each movie and TV clip as well as their general viewing preferences. (Damronglaohapan & Stevenson, 2013)

As for the use of subtitles in movies, it helps students learn English through movies, This component is useful to provide understanding to the audience by translating into the native language of the audience itself, and the transcript presented in the film can be a guide for the audience to capture information in other words as an exercise to acquire new vocabulary, thus the elements contained in the film have a major impact on the development of foreign languages, this is shown by research. Fage (2017) made a scientific study with the research title The Effectiveness Of English Movie Subtitles In Vocabulary Learning Among Iraqi Kurdistan

EFL Learners: Soran University EFL Learners As An Example, The aim of this research is to explore the impact of English movie subtitles on vocabulary acquisition among EFL learners at Soran University. The hypothesis posits that the utilization of English movies with subtitles aids EFL learners in expanding their vocabulary and idiomatic expressions. For this study, a sample of thirty-one English major students was randomly selected, encompassing both male and female participants, all of whom had been exposed to English education since their elementary school years in schools situated in the Kurdistan Region of Iraq. Furthermore, this research endeavors to encourage students to create subtitles as a means of enhancing their vocabulary while studying English as a second language. The findings indicate that the inclusion of English subtitles while watching movies facilitates vocabulary acquisition and serves as a source of motivation for students to assimilate new vocabulary, phrases, idioms, and colloquial expressions. (Faqe, 2017) As in other studies, Vulchanova (2015) with her research entitled *As Naturalistic as it Gets: Subtitles in the English Classroom in Norway*, this study aims to understand second language and potentially, second language acquisition for English language learners in Norway. The participants in this study were 49 17-year-old students and

65 16-year-old students, all of whom were native Norwegian speakers learning English as English as a second language in high school. Both age groups were divided into three conditions, one group watched an episode of the American animated cartoon, *Family Guy*, with Norwegian subtitles, one group with English subtitles, and one group watched the episode without subtitles. Findings from this study indicate that the use of subtitles as supplementary information enhances students' understanding of the storyline and content in animated films. However, the absence of differences in the language of the subtitles in the more proficient group suggests that both intralingual and interlanguage subtitles can aid target language comprehension in highly proficient learners, most likely due to the better-consolidated vocabulary knowledge in that group. (Vulchanova et al., 2015)

Baranowska (2021) with a study entitled *Learning most with least effort: The article discusses a research study that examines the impact of different subtitling conditions on cognitive load, incidental vocabulary acquisition, and comprehension. In this investigation, 63 intermediate English learners in Poland were selected to participate. They were tasked with viewing movie clips and subsequently responding to comprehension questions, completing a vocabulary knowledge assessment, and*

providing self-reported feedback on their cognitive load. The participants were divided into three groups: one group watched movie clips with subtitles in their native language (Polish), another group with English subtitles, and a third group without any subtitles. The outcomes of this research revealed that intralingual (L2) subtitles, which are subtitles in the target language, were more beneficial for vocabulary acquisition in comparison to interlingual (L1) subtitles, which are subtitles in the native language. Furthermore, both types of translated texts led to a reduction in cognitive load, which, in turn, correlated with a better understanding of the presented material. The findings of this study carry practical implications for both EFL educators and learners. (Baranowska, 2021) Based on the results of previous research, it can be concluded that film is a visual element that can be used as a medium for learning English for students, while subtitles are a component of delivering the flow of understanding for the audience to know and understand the content broadcast, the provision of subtitles can be a role for vocabulary learning, repetition of words by listening while seeing sentences obtained through the sense of hearing, and become skimming and scanning exercises in reading learning. Thus, learning English can be done through subtitled films, by utilizing existing technology new language acquisition can be learned more

interestingly and unusually. Furthermore, learning English through films becomes an alternative medium that is rarely done in teaching and learning activities in the classroom.

Acquiring vocabulary plays a pivotal role in attaining proficiency in a language since the process of learning through exposure to words within spoken and written contexts is a significant contributor to language development. Vocabulary aids students in cultivating skills and knowledge, enabling them to deduce meanings from both internal and external contexts, a critical stride toward fostering self-sufficiency in their learning journey. (Kang & Golden, 1994). In learning a new language, the first thing to do is to memorize and remember vocabulary, so that a person will be able to capture information and understand the meaning of certain sentences both orally, and in writing. To expedite the process of acquiring vocabulary in a new language, it can be advantageous to first cultivate a substantial vocabulary in your native language before embarking on the journey of learning the new language. (Blom & Bosma, 2016) This is also inseparable from the role of technology, as it has been said that movies with subtitles can be an English learning facility, Watching English movies with subtitles facilitates vocabulary learning and motivates students to acquire new vocabulary, phrases, idioms, and slang. (-, 2017)

Therefore, it is through the use of this technology that students develop English not only through books or dictionaries, but also using the means of films with subtitles that are used to be a shortcut in practicing skills to develop English, as well as learning while entertaining themselves through dramatic scenes in films that bring them to a high emotional level, and provoke them to find out more about the storyline of the film according to their wishes, this is what accustoms them to acclimatization or adaptation they do to technology. Thus, movie-based vocabulary learning can also open windows through new branches of knowledge to broaden horizons and become a more efficient learning medium for students. more than that, learning English through movies has a good impact on student psychology which has implications for increasing student motivation and knowledge. therefore, the objectives of this study include knowing and explaining how the application of movie media with subtitles can facilitate students' vocabulary learning, as well as how their involvement in watching movies with subtitles can affect their vocabulary.

B. Research Question

Based on the background above, the researcher can draw several research questions:

1. How is the implementation of students in learning English vocabulary through English movie facilities?
2. how does students' involvement in watching subtitled movies affect their vocabulary?

C. The object of The Study

In line with the research questions, the objectives of this study are as follows:

1. To explain the implementation of watching movies in facilitating vocabulary learning.
2. To explain how students' involvement in watching subtitled movies affect their vocabulary.

D. Significant of The Study

1. Theoretically

Theoretically, one of the hopes of this research is to make English movie-based learning media as an alternative way for students to continue to develop technology as a vocabulary learning instrument with fun methods and build student motivation to be more interested in learning English

so that students continue to practice and try to understand the meaning in a conversation.

Practically

The results of this study, of course, researchers expect something that can contribute and play a role in helping learning practices, these contributions for teachers and students.

a. Students

Students can search for movies anytime, which is easy to use as a learning tool. The advancement of technology is very helpful for students in determining the content that can be used as a method of therapy for listening skills and vocabulary mastery, and English-language film media may become a mediator of training for students because, in addition to listening students can also see body language, and of course, the movie provides a cast with a witty personality and scenes that are interesting to observe.

In addition, the researcher hopes that students can enjoy English movie-based

learning because students learn with pleasure. Then it will be easy to build motivation to improve English skills, foster self-confidence, and value communication more. Professional.

b. Professional

Professionally, it can add insight and easily access the internet to create technology-based learning content using cartoon films. This is useful for an educator's expertise to be more creative and innovative in presenting learning materials, as well as training students in improving English vocabulary.

c. Researcher

The findings of this research offer valuable insights that can serve as a foundation for future studies exploring student perceptions of utilizing English songs for extensive listening practice and enhancing various English language skills.

E. Limitations of the Study

This study focuses on explaining the implementation of movie-watching skills in

teaching listening and describing student engagement in teaching listening skills by watching movies on the English Language, Students of UIN Walisongo Semarang. The researcher realizes that there are limitations and constraints in this study that are beyond the researcher's control and cannot be arranged as previously planned. Some of these limitations are as follows:

a. Lack of experience

Researchers are aware of the need for more knowledge and experience during the research process, so this research is less than optimal both in the process of data collection and data processing. However it does not rule out the possibility, and researcher continue to try their best so that this research can be done optimally.

b. Source limitations

Researchers realize that the sources used as references for this research are still limited, so there is a mistake in understanding a reference source with a meaning that is difficult to digest.

However, the researcher tries to find aligned reference sources with content that is

similar to this research so that these efforts can produce results that can be trusted for their originality.

c. Time limitation

The researcher realized that there were obstacles that had occurred in the research process, which in the end, this research could have been more optimal.

However, inseparable from responsibility, researchers have worked as much as possible to fulfill the conditions for the implementation of this research from start to finish.

d. Limitations of data processing

This research uses descriptive qualitative methods, which will take a lot of attention and thoroughness in the data processing process, and of course, other aspects need to be included.

However, the researcher endeavors to understand every data that can be explained in detail about matters related to this research.

CHAPTER II

LITERATURE REVIEW

There have been some findings about the previous research that have been collected and helped in this study; some of them are:

A. Theoretical Framework

The method of learning English through movies is a new method developed in line with technological developments. This method is widely used as a hearing therapy material, with advances in information technology making it easier for everyone to access all needs efficiently. Quoted by Lincoln et al. (2018), The study's findings demonstrated that language learners held the belief that movies represent authentic language learning resources, and they can be utilized efficiently to enhance various language skills, such as speaking, listening, reading, vocabulary, and writing. Moreover, the results indicated that, from the perspective of language learners, movies contribute positively to expanding students' cultural awareness. (Albiladi et al., 2018) A movie is a combination of audio and visual that can focus a person's attention until he pays attention to what is in the display, so this activity affects brain tissue cells stored in brain memory. In line with the results of research conducted by

Ibrahim Rabadi (2016), The findings indicated that among the participants, memory strategies were the most commonly employed, while metacognitive strategies were the least frequently utilized. Even though the participants were categorized as intermediate strategy users, the results from the Vocabulary Learning Strategies Questionnaire (VLSQ) revealed that specific individual strategies were employed at a relatively low frequency. These outcomes underscore the significance of considering individual vocabulary learning strategies as a notable variable in future research endeavors. (Rabadi, 2016)

Basheer (2013) says the impact of technology has grown significantly in language teaching and learning, complementing the instructor's role. In essence, the combination of the instructor's role with technology can yield enhanced learning outcomes. (Basheer Nomass, 2013)

The utilization of videos and films as educational tools has garnered the attention of researchers and educators, who have effectively applied these resources in various learning settings. The initial investigation regarding the efficacy of subtitles was carried out by Price, who found that subtitling contributed significantly to the comprehension of cultural nuances, linguistic elements, and social behaviors. This information is sourced from

Chiaye Khorsheed Fage. (2017) (Price, 1983 as cited in Rokni and Ataee 2014, p.718). Many scholars and researchers have conducted that videos with subtitles facilitate

Vocabulary acquisition. Koskinen et al., 1985 (as cited in Yuksel& Tanriverdi, 2009, p. 1303) investigated the impact of captioned videos on reading vocabulary, and their research outcomes demonstrated that non-native English speakers experienced a significant enhancement in their reading vocabulary knowledge due to the use of videos. (Akbulut, 2007, p. 5) Argued that "combining text with visuals is more effective in facilitating vocabulary learning than providing only definitions of words."(-, 2017)

As per the insights of Melinda Hestiana and Anita (2022), vocabulary encompasses a repertoire of words essential for both speaking and listening. Essentially, vocabulary represents a compilation of terms utilized for effective communication, enabling individuals to convey their emotions, viewpoints, and critiques. It stands as the cornerstone of English language acquisition and demands proficiency. According to Barcroft (2004), In the hierarchy of language learning, grammar is often considered more crucial at the outset. The rationale behind this lies in grammar's capacity to convey a broader range of

information. However, it is crucial to emphasize that vocabulary holds a pivotal role since, without it, effective communication remains unattainable. According to Zhang (2012), vocabulary takes precedence over grammar, particularly in situations where swift and precise message delivery is paramount, such as telegrams, emergency scenarios, or instances of heightened emotions. Consequently, a rich vocabulary greatly facilitates effective communication, enabling the straightforward expression of emotions and seamless interaction with native speakers. According to M. J. McCarthy (1990), In the realm of language acquisition, vocabulary stands out as a pivotal linguistic component. A comprehensive grasp of words and their meanings equips students with the ability to employ the language effectively. Regardless of the fluency of pronunciation or the mastery of grammar, meaningful communication in the target language hinges on the availability of a diverse lexicon to convey nuanced meanings. Furthermore, a student's vocabulary breadth typically serves as a yardstick for assessing their language proficiency level, as they are frequently expected to attain a specific vocabulary threshold to achieve fluency in speaking. (Hestiana & Anita, 2022)

B. Literature Review

1. English Language Movies for Learning

Technology has perpetually held a significant role within the educational landscape, serving as a fundamental tool for educators to enhance the learning process. The concept of 'integration' emerges when discussing the incorporation of technology into teaching and learning. Given that technology is an omnipresent facet of our daily lives, it is imperative to reconsider the notion of merely integrating technology into the curriculum and instead focus on seamlessly incorporating it into teaching practices to bolster the learning journey. In essence, technology has evolved into an indispensable component of the learning journey, emerging as a paramount concern for educators, from the initial stages of crafting educational experiences through the teaching and learning process.

Utilizing the internet heightens learners' motivation and engagement. The incorporation of films as an instructional tool fosters enthusiasm among learners and facilitates knowledge acquisition. When technology, such as computers

and the internet, is integrated into the learning process, learners can engage in meaningful learning experiences. Embracing technology in learning also promotes the development of higher-order thinking skills among learners. In summary, it can be deduced that a seamless amalgamation of multimedia and teaching methodologies holds paramount significance in capturing learners' interest and enhancing their engagement in the process of learning the English language. (Ahmadi, 2018)

2. Advantages of Movies

Films provide a context rich in genuine content, thereby facilitating language acquisition. This perspective finds backing in Krashen's input hypothesis, which posits that learners have the capacity to unconsciously absorb a substantial amount of language through exposure to sufficiently comprehensible input. Here, comprehensible input refers to material that slightly surpasses the learners' current language proficiency level.

However, Conversely, movies with subtitles introduce visual information within genuine

situations, featuring authentic and naturally spoken language presented at a conversational pace, along with various linguistic styles reflecting different age groups, genders, and socio-cultural backgrounds. The genuine setting created by these films enables learners to capture an extensive vocabulary range, while textual cues aid learners in deciphering the meanings of unfamiliar words, ultimately resulting in the incidental acquisition of vocabulary.

As such, Movies that incorporate audio-visual elements represent a valuable resource for unintentional vocabulary acquisition, which contributes to the prolonged retention of vocabulary by learners. Subtitled movies, as an invaluable instructional tool, possess the advantage of presenting authentic contexts and recurrent exposure to words, featuring language spoken at a natural pace and a fusion of audio and visual stimuli, encompassing both verbal and nonverbal communication. Undoubtedly, these attributes are advantageous for enhancing vocabulary acquisition among learners. Given their substantial relevance in English Language Teaching (ELT), the efficacy of subtitled movies in nurturing vocabulary acquisition

remains a subject that warrants more comprehensive investigation. (Sadiku, 2017)

3. Subtitles in Movies

Movie subtitles have three types, as quote from Maru et al. (2021) (Zanon, 2006, p. 47) distinguished them to the

There are three types of subtitles to choose from: 1. Bimodal subtitling (English dialogues paired with English subtitles). 2. Standard subtitling (English dialogues paired with subtitles in the learners' native language). 3. Reversed subtitling (dialogues in the learners' native language paired with English subtitles). Among these three subtitle options, bimodal subtitling proves to be the most suitable choice for EFL learners as it allows learners to both see and hear each word.

"English movie are believed to be more effective than other media as teaching tools and English subtitles also can help students to understand conversation in the movies." Furthermore, Maru et al. (2021) state, "movie is needed by teachers to make sure their role in increasing their learning in the classroom." In short,

the movie provides a rich, interesting resource for students and teachers. (Sembel et al., 2021)

When movies as an audio-visual are exposed to students using subtitles, it can help them enrich their vocabulary acquisition because they can easily understand the words by taking note of the story in the movie. Concerning English learning, especially vocabulary learning, subtitle movies might bring the students to realistic situations, making it easier for students to communicate more effectively when expressing their colloquial expressions and opinions in both verbal and inscribed form.

There are strongly held views about knowledge on the use of English subtitles when watching English movies instead of Indonesian subtitles. English subtitle makes it easier for students to learn English because they have the chance to understand the context of using a particular word. On the other hand, Indonesian subtitle makes it difficult for students to learn English because it will make students only read the subtitle translation from the movie they watch EF English Centers for Adults, (2018). Considering that a movie's dialogue is spoken by a native speaker, using English subtitles,

in addition to previously mentioned, can aid students in improving their listening and pronunciation skills Solihah, (2019). Furthermore, native speakers are seen as language experts by both students and teachers (Liando et al., 2022). As a result, they are more dependable, experienced, and qualified teachers. It's preferable to watch while learning using English subtitles instead of only watching.

CHAPTER III

RESEARCH METHOD

In this chapter, the research method used in this study is presented. It consists of research design, data and source of the data, technique of collecting data, instrument, and data analysis technique.

A. Research Design

This research uses a descriptive method with a qualitative approach. The population of this study was students majoring in English Education at UIN Walisongo, Semarang; about ten students became the subject of sampling. Hafni Sahir (2022) states,

"Qualitative research must be supported by extensive knowledge from the researcher because the researcher directly interviews the object of research. Qualitative research must be supported by extensive knowledge from researchers because researchers directly interview the object of research."(Sahir, 2022) Meanwhile, Suryana, M. Si (2012) Mentioned that the qualitative method is new because of its popularity not long ago. It is also called the post-positivistic method because it is based on the philosophy of postpositivism. It is also called the artistic method because the research process is more artistic. Also called the interpretative research method. (Prof. Dr.

Suryana, 2012) This study used fourth-semester students as the sample data with the expectation that they already have good English speaking, writing, listening, and reading skills. In addition, they have received all the basic English courses. This research was conducted face-to-face and via telephone if the subject was unwilling to meet in person.

B. Research Instrument

An instrument is a tool that helps a researcher use data collection methods systematically and more easily. The instrument of this research is the list of questions for an interview.

1. Interviews

An interview represents a narrative involving two individuals, often unfamiliar with each other, who come together to discuss a specific subject matter. This method has evolved into the predominant avenue through which contemporary social research addresses pertinent issues. Interviews serve as a pivotal data collection technique within qualitative research, enabling researchers to delve into the interviewee's unique perspective and attain a profound comprehension of their everyday experiences. These interview

interactions yield what is commonly referred to as verbal data, derived from conversational exchanges and question-and-answer sessions.

Interviews are broadly categorized into three types structured, semi-structured, and unstructured interviews. Each type offers varying degrees of flexibility for researchers. In structured interviews, questions are predetermined and standardized, providing consistency in data collection. In semi-structured interviews, there is a middle ground, allowing for some adaptability while maintaining a core set of questions. Conversely, unstructured interviews grant researchers the utmost flexibility to explore unforeseen inquiries and delve into uncharted territories during the conversation. This flexibility can be particularly advantageous in uncovering unexpected insights and enriching the depth of the research findings. (Prof. Dr. Suryana, 2012)

An interview holds a crucial role as a qualitative research technique through which the researcher directly gathers data from the participants. In this particular study, interviews were conducted with students from the English Education Department at UIN Walisongo Semarang

to obtain information about them. The semi-structured interview approach involved a combination of both closed- and open-ended questions.

2. Documentation

The researcher used the documentation to support the Information obtained from the interview to gather further Information. The main research process is the interview conducted to collect data.

C. Data Analysis Technique

The researcher employed a descriptive qualitative approach, which involves gathering, organizing, and presenting data without the use of mathematical calculations or statistical procedures. The researcher will proceed as follows:

1. Reduction

Data reduction is summarizing, selecting key things, Concentrating on significant aspects, identifying recurring themes and patterns, and eliminating superfluous elements. data reduction, namely the process of focusing and abstracting data into meaningful information. Suryana (2010) so, in this step, researchers reviewed all the data collected from interviews with informants, observations,

documents, selected pictures, and other notes. In the data reduction process, information was selected based on the research questions. In this stage, researchers chose to collect data from observations and interviews to analyze how much influence the use of films has in facilitating the learning of vocabulary.

2. Data Display

After reducing the data, the next step is to display the data. In this study, researchers used a qualitative approach, thus the data that has been analyzed will be displayed in descriptive form, making it easier for researchers to see the effect of using films on learning students' vocabulary.

3. Conclusion

Interpretation is the final stage in the data analysis process. At this stage, the researcher explains all the data that has been collected and then describes the data in the form of a description of how the implementation of movie-based vocabulary learning affects student engagement. By understanding the data deeply, the researcher can identify patterns, relationships and findings that emerge from the analysis, which in turn can be used

to validate the movie-based vocabulary learning approach.

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the findings and discussion of the research. It consists of the results of interviews with 3rd-semester English education majors and 7th-grade students, who are related to the research problem of how the implementation of movies with subtitles for vocabulary learning facilities, and how students' involvement in movie-watching activities affects the acquisition of new vocabulary. The collected data were provided to answer the research problem. Then, the results are briefly discussed in the discussion section.

A. Research Finding

This study was conducted at UIN Walisongo Semarang, The subjects chosen to be participants in this study were 3rd-semester students of English Education, Data collection was obtained through individual interviews by direct face-to-face, observation the researcher found out that the participants used English movies as a facility and for learning English vocabulary, as well as the implementation of subtitles in the film. furthermore, the researcher also asked about their involvement in watching movies and how they

implemented it to improve vocabulary when the activity took place.

Four participants participated in the interviews, coded as follows:

Table 4.1 List of research subjects

No	Name	Code
1.	Umi Zafria Zahra	Subject 1
2.	Aufa Sahara Nur Lathif	Subject 2
3.	Aviana	Subject 3
4.	Riska Fatikha Romadhona	Subject 4

To find out the complete research, the researcher attached the data analysis which is presented as follows:

1. Implementing of English Movie As A Vocabulary Learning Facility

Movies are visual media that are commonly used for entertainment as well as a medium to add to one's insight, The movie itself has a variety of genres or classifications of films with diverse themes, ranging from action, romance, drama, comedy, trailers, and horror. On the other hand, movies can be a facility for learning foreign languages, along with the development of

information technology that allows someone to access internet media easily, movies are increasingly familiar and easy to find on any website that can be accessed via smartphones, computers, and laptops, the reason they use English-language movies, among others, is for entertainment as well as learning foreign languages casually. This argument is reinforced through the results of interview data obtained as follows:

First, the researcher found that almost all participants had known movies since childhood, this data was found through a question about when did you know English movies, which aims to explore that watching movies is part of their hobby.

Umi Zafria Zahra : *“Sedari kecil saya sudah mengenal film berbahasa inggris atau film luar negeri seperti film Harry Potter, Disney, Pixar, dan lain sebagainya, karena menonton film memang bagian dari hobby saya, oleh karena itu saya sangat senang dalam menonton film, apalagi film-film dengan alur cerita yang tak terduga, dan biasanya durasi yang saya tonton sekitar 1-2 jam untuk satu film.”* (S1, 31rd July, 2023)

It was explained that subject 1 started adapting to movies from an early age, especially since the movies he watched were characterized by animated shows presented for children.

Aufa Sahara Nur Lathif : "Saya mengetahui film bahasa inggris bermula sejak saya SMP dengan menonton film series, sewaktu kecil saya hanya menonton film-film kartun indonesia seperti spongebob, dan doraemon, karena lebih fun dan mudah diterima karena berbahasa indonesia. Namun setelah saya remaja saya lebih sering menonton film luar negeri seperti series, biasanya saya nonton satu kali bisa sampai 1 jam lebih, alasannya saya karena penasaran, seperti film-film series, dan triler seperti film conjuring, selain itu saya juga masih suka dengan film-film lokal." (S2, 11th August, 2023)

Subject 2 is the same way, but he often watches cartoon movies that have been aired with Indonesian dubbing, but as he grows up, he is more inclined to horror genre movies.

Aviana : "Saya mengenal film luar negeri, sewaktu saya kecil nonton bersama ayah saya,

ayah saya biasanya mengajak saya nonton bersama film-film yang bertema action, antara lain seperti transformer, avenger, intinya film yang dominan melakukan adegan peperangan, dan durasi yang saya tonton 2 jam lebih.” (S3, 11th August, 2023)

Subject 3 mentioned that he adapted to foreign movies after having the experience of watching with his father, which is good for children because with parental guidance, they are more controlled with shows that are appropriate for children to see.

Riska Fatikha Romadhona : “Saya mengetahui film berbahasa inggris memang sejak saya SD, karena saya sangat senang dengan film-film kartun, seperti kartun Frozen, Cinderella, Rapunzel, Toy Story dan lain-lain, aktifitas menonton biasanya satu jaman lebih atau 2 jam, tergantung film yang saya lihat. (S2, 11th August, 2023)

Based on the explanations of all participants, the researcher found out that some of them knew English-language films at an early age, but some

participants knew English-language films when they were teenagers for the reason that they did not like films with foreign languages in their ears. Grace Yue Qi (2016) say the positive attitudes of children toward English education and their support for the early introduction of English.

Secondly, the researcher found that during the viewing activity, they always use the subtitle property to help their learning process in understanding every context of conversation and scene in the movie, Besides that they often inform the storyline of the movie with their peers. This argument is strengthened by the participants' statements presented as follows:

Umi Zafria Zahra : *“Saya menggunakan film sebagai pembelajaran bahasa inggris, dengan menyertakan subtitle, terkadang subtitle dengan bahasa inggris untuk mengetahui kata yang diucapkan pemeran, kadang juga menggunakan subtitle bahasa indonesia, untuk mengetahui arti dan maksud mereka, dan durasi film yang saya tonton dalam satu kali biasanya 2 jaman sih.”*
(S1, 31rd July, 2023)

Subject 1 said that the selection of subtitles according to him greatly affects understanding, especially subtitles in Indonesian, in contrast to English which guides him more in knowing the sentences that are expressed clearly.

Aufa Sahara Nur Lathif : “Biasanya setelah saya menonton film, apalagi dengan film-film yang baru saja rilis, saya sering menceritakan dengan teman saya, ya seperti spoiler lah, dan saya juga sering merekomendasikan film-film yang bagus untuk ditonton.” (S3, 11th August, 2023)

Meanwhile, subject 2, he often follows the news about what movies are being discussed by many people, and he provides information to his friends.

Aviana : ”Saya selalu menggunakan subtitle bahasa indonesia, dengan alasan untuk lebih memahami konteks percakapan, dan lebih mengetahui kosa kata yang tidak familiar untuk saya.” (S3, 11th August, 2023)

Subject 3 said that in the context of unfamiliar conversations and vocabulary, he

recognized the reason for using subtitles, making the movie more interesting to watch.

Riska Fatikha Romadhona : *“Kadang saya menggunakan subtitle, kadang kala juga tidak, tapi terkadang banyak kosa kata yang asing menurut saya, setelah menemukan kosa kata baru, biasanya saya mencatatnya.”* (S2, 11th August, 2023)

Based on the explanation of all participants, the researcher knows that all participants agree that the use of subtitles in watching English movies helps them in learning. On the other hand, the way they learn using movies is almost the same, but only the participant with the code S2, who conducts discussions with his friends.

Third, the researcher found out why they like foreign movies that have an impact on their English language development,

Foreign films have their characteristics, starting from the nuances of Western culture, the atmosphere of the scene, and the accent of the language they have to look cool and make the

audience interested in listening to the plot of the film.

Fun Learning, Movies provide entertainment and enjoyment. When students enjoy what they see, they tend to be more engaged in learning. Movies can create a fun and interesting atmosphere, which in turn can motivate students to be more active and enthusiastic in the learning process.

Attractive Visuals and Audio, Movies present information in an attractive visual and audio form. Dramatic scenes, visual effects, and sound can stimulate students' emotions and attention. Strong visuals can help students understand concepts better and remember information better.

The selection of roles played by several top artists, in other words, their idols with good acting attracts their attention to watch the newly released movie.

Based on the results of the explanation above, the researcher concludes that movies are the most interesting visual media to be used as entertainment, with a wide selection of diverse genres, it can be ascertained that almost everyone likes movies and presents incidents that can be captured and easily

remembered by students, Mousavi et al (2014) According to Incidental vocabulary acquisition, the acquisition of vocabulary becomes more effective when it occurs within a meaningful context, while the learner is primarily engaged with other aspects of the foreign language. Consequently, vocabulary expansion frequently takes place unintentionally as students engage in various cognitive tasks. Among these cognitive activities, reading subtitles can significantly enhance students' vocabulary acquisition, thereby enhancing their language proficiency and academic achievements. (Mousavi & Gholami, 2014) As for learning vocabulary through movies, there are several stages, namely:

Choosing the Right Movie, learning vocabulary through movies, by choosing a movie that matches the language comprehension level and learning context. Then the audience ensures that the movie has vocabulary that matches the learning objectives.

Context Explanation, Before watching a movie, they ensure that they know the content of the movie they are watching based on a brief explanation of the content and theme of the movie.

This can help the audience to be better prepared to understand the vocabulary and context that they will encounter.

Pre-Watch Activity, They write down a list of vocabulary words that will appear in the movie. Discuss the meaning, usage, and example sentences for each word. This has an impact on students' ability to create their sentences using these words.

Vocabulary Comprehension Activity, After watching the movie, they give an activity that tests their vocabulary comprehension through the blurb in the subtitle. This could be multiple choice, matching words with their meanings, or fill-in-the-blank.

Discussion and Analysis, They usually invite peers to discuss the movie, characters, and situations in the target language. discuss the use of vocabulary in the context of the story they are watching.

Post-Watching Activities, After watching a movie repeatedly with different movies, the creative activities they do are usually writing a short review about the movie, describing scenes using new vocabulary, or imitating new dialogues based on the situation in the movie.

Evaluation, Evaluate their vocabulary comprehension through assignments or exams that match the learning objectives.

Diverse Movie Choices, To develop vocabulary in various contexts, they choose movies from different genres, cultures, and backgrounds, as well as scenes that build their motivation to develop their English.

This argument is clarified by the results of interviews with several English language education students who gave explanations about learning English vocabulary through movies.

Aviana : “Saya biasaya mencatat aja, kata-kata yang belum saya ketahui, kemudian saya pahami dengan melihat konteks percakapan yang hampir sama kalimatnya dengan kata yang baru saya ketahui.” (S3, 11th August, 2023)

The researcher found out that the implementation of movies in their English vocabulary learning, accompanied by the activity of recording sentences or words that they just knew, as subject 3 did.

Riska Fatikha Romadhona : *“Biasanya belajar harus nentuin dulu film yang mudah dipahami adegannya, kebetulan kan saya suka film-film kartun, saya merasa konten yang disajikan untuk anak-anak lebih mudah dipahami, saya juga mencatat dan mengingat kalimat setelah nonton.”* (S4, 11th August, 2023)

in line with the study results Dedi efrizal et al (2018) which says that, English movie could improve students' vocabulary mastery.

2. English subtitles in movies affect students' vocabulary development

The researcher found that the use of subtitles in movies has a significant impact on students' vocabulary development. The positive effect of using movie subtitles on students' vocabulary development. This statement was obtained from the results of interviews with participant codes S1 and S4 through the following interview data:

Umi Zafria Zahra : *“Subtitle bahasa inggris maupun bahasa indonesia, membantu kita dalam memahami sebuah kalimat tentunya, perolehan kosa kata, kalimat apapun tentu kita*

terima sebagai audiens, tapi dengan adanya subtitle membantu kita dengan jelas maksud dan tujuan si pemeran itu sendiri.” (S1, 31rd July, 2023)

Subject 1 said that the impact of using subtitles they received included acquiring new vocabulary, it can be seen that learning the role of subtitles in movies opens up a space of understanding for the movie viewers themselves.

Riska Fatikha Romadhona : *“Penggunaan subtitle itu menurut saya selain kita bisa memahami artinya, kita juga dapat dengan mudah mencerna arti kata dan kalimat dari si tokoh pemeran, selain itu juga berdampak pada peningkatan kosa kata bagi saya pribadi.” (S4, 11th August, 2023)*

Subject 4 said that the use of subtitles is easier to digest, they can understand the meaning of the sentences they listen to, it has a positive impact on improving their vocabulary, This argument is in line with the research results Elke Peters et al (2016) results indicated that captions have the potential to increase form learning. (Peters et al., 2016)

The tips they use in learning English through movies can be an effective strategy to improve vocabulary comprehension, as well as listening skills. Saengpakdeejit (2014) explains vocabulary learning strategies which he believes are very important because The process of acquiring vocabulary is ongoing and can provide solutions to formidable challenges faced by language learners. It can be asserted that by employing vocabulary learning strategies, learners have the potential to optimize their English language acquisition. Therefore, it holds significant importance to have a fundamental understanding of vocabulary learning strategies and how students can proficiently incorporate these strategies into their learning endeavors. In essence, gaining deeper insights into how students perceive and utilize vocabulary learning strategies becomes essential in facilitating their vocabulary acquisition. (Saengpakdeejit, 2014) Here are some ways of implementing subtitles in English learning that have been used by participants to improve their English vocabulary: Choosing an Appropriate Movie or Video: Usually they choose movies, TV shows, or short videos that interest them and match their level of English

comprehension. Also, make sure that subtitles are available in English. **Watching Movies Without Subtitles:** First of all, they try watching a movie or video with no subtitles at all. This helps them gauge their general understanding of the content and story. **Watching with Subtitles:** After that, watch the movie or video again with English subtitles enabled. This will help them connect the words with the right meaning and context. **Enable Native Language Subtitles:** Once they feel more comfortable with the English subtitles, they try to enable the subtitles in the original language of the movie. This helps them compare the meaning of words and understand linguistic variations.

Vocabulary Understanding: If there are unfamiliar words or phrases, they used to take notes and look up the meaning of the word after watching. Such activities help them expand their vocabulary. **Repetition and Practice:** Watch the same movie or video several times with English subtitles. This allows them to become more familiar with the pronunciation, intonation, and use of words in various contexts. **Note-Taking Activity:** During the viewing, they take notes about words or phrases that

catch their attention. After watching, the participants look up the meaning and use the words in new sentences. Discussion and Speaking Practice: After watching, they invite their friends or colleagues to discuss the movie or video. Using the new vocabulary they just learned and implementing it in conversation. Listening Practice: The participants usually choose a short piece of dialog from the movie or video, and listen to it by repeating it without looking at the pictures. They try to identify words and understand the conversation through sound only. Writing Skill Development: They write snippets of sentences that catch their attention about the story of the movie or video that they find interesting, and then they caption them on social media for their personal use. Regular Schedule: They make a regular schedule to watch English movies or videos as part of their English learning, leisure time, or no activity at all. Different Types of Content: Besides movies, they can also use subtitles in TV shows, vlogs, TED presentations, or video lessons for a wider variety of content. Measuring Progress: They take comprehension tests or vocabulary exercises periodically to see how far their English has progressed.

From several points of how they learn, researchers can conclude that the existence of other activities as mentioned above has a big impact on their English development, especially since learning English through movies with subtitles, is a learning activity with challenges, which they can organize themselves in their way, Moreover, learning English through movies can increase their motivation to learn, although each person feels a different impact depending on how they respond to the movie they watch, in line with the statement of Khadija Saleem Omar, et al (2023) the effectiveness of using movies as a language-learning tool may vary depending on individual learner characteristics, such as language proficiency, motivation, and learning style. (Omar et al., 2023)

Everyone has their way of watching an audio-visual show both movies, videos, and television shows, With their carrying and acceptance of what they see they can be sure that everyone can present a sense of involvement in seeing a show in front of them, as well as a sense of emotion when seeing an actor or a person's character being disturbed or fighting someone who plays an antagonist. of

course, they are carried away and participate in presenting a sense of annoyance towards the antagonist, as well as the participants in their respective ways involved with the context of learning English through movies, to have a big impact and influence on the development of their English vocabulary, especially they are a student majoring in English. Students' involvement in movie-watching activities can have a positive impact on the acquisition of new vocabulary, Some of the points below are statements from them about how it can affect vocabulary acquisition, which are packaged descriptively with the set of all interviewees as follows: Contextual Learning. They can see how words are used in conversations, situations, and emotions, which helps in understanding and retaining their meaning. Thus watching movies exposes students to words and phrases in meaningful contexts. Visual Context Students can associate words with images, actions, and facial expressions, which reinforces their understanding of the visual elements of the movie that provide additional context for understanding vocabulary. Real Life Usage. Students learn how words are used naturally in everyday

communication, based on those in the movie that often depict authentic language use, including informal conversations, slang, idiomatic expressions, and cultural references. Accent and Pronunciation Variety. Exposure to different speech patterns can improve listening skills and help students adapt to a variety of accents that are mimicked through what they see and are exposed to in movies that sometimes feature characters with diverse accents and pronunciation styles. Emotional Connection. The emotional impact of movies can improve students' vocabulary retention, they are more likely to remember them when students connect the words to the emotional experience of the movie. Reinforced Learning. Students engage in repetition, which is key to vocabulary acquisition, watching movies, multiple times exposes students to the same vocabulary in different contexts, thus strengthening their understanding and memory. Cultural Insights. Students learning vocabulary in a cultural context can increase their cultural awareness and sensitivity through the flow of the movie which often provides insights into the culture, customs, and lifestyles of different regions. Interactive Learning. Students will engage in

discussions, or questions relating to the movie content encouraging their active participation and deeper engagement with the new vocabulary.

Motivation and Fun. When they are interested and engaged, they will more easily absorb and remember new vocabulary, For them watching a movie is a fun activity that motivates them to learn.

Contextualized guessing. Students often encounter unfamiliar words, however, they can often guess their meaning based on the context of the scene, which contributes to their vocabulary development.

Peer Interaction. Watching movies together and discussing with friends can provide opportunities to interact with their viewing partners, allowing them to share their interpretations of words and phrases, learn from each other, and practice using new vocabulary in conversation.

Independent Learning. They say movies can be a convenient and enjoyable way for students to engage with language outside of the classroom, as well as promote independent learning based on their experiences.

Multisensory Experience. They think movies have a combination of visual and auditory input in the movie creating a multisensory learning experience, which can improve vocabulary retention.

3. Involvement in the use of subtitles in movies affects students' English language development

Subtitles are an element related to language, subtitles are usually used to translate the language spoken by movie actors so that viewers from different countries understand the meaning of what the actors are saying. Subtitles are a tool that helps someone to understand a movie plot easily so that someone will enjoy the movie they are watching more. In line with Aida's statement (2021) which explains that Subtitles, regardless of the language, serve as valuable aids that enable individuals to appreciate films from diverse cultures and nations. However, for language learners, subtitles can present a fresh avenue for grasping a new language. (Etemadi, 2012)

Subtitles serve as a means to make accented language comprehensible to any viewer. They play a crucial role in facilitating the audience's understanding of a movie by addressing their language and cultural preferences. When viewers encounter speech they don't comprehend, they naturally turn to read and process subtitles in their native language. However, when subtitles are in a

foreign language, it introduces a new linguistic dimension, where the audience simultaneously hears and reads foreign words. This dual sensory experience aids in assimilating the phonetics of their language, enabling them to comprehend subsequent words and familiarize themselves with the sounds of the new language. Grignon, Lavaur & Blanc (2005) conducted a comparison of three versions of a movie segment (i.e., dubbed, subtitled, and original versions) and discovered that both the dubbed and subtitled versions yielded superior performance compared to the original version. (Kusumawati, 2019)

The researcher found a special argument related to the implementation of the use of subtitles as a tool for learning English through movies, some subjects mentioned that subtitles help them understand the movies they watch, so they can know the meaning of the dialog. Below are the participants' explanations regarding the use of subtitles in movies:

Umi Zafria Zahra : *“Biasanya saya menggunakan subtitle untuk kalimat yang tidak saya mengerti, saya melihatnya dengan cermat,*

dan mengingatnya kembali selang beberapa menit kemudian, penggunaan subtitle itu membantu peningkatan kosa kata bagi saya.” (S1, 31rd July, 2023)

The researcher found out that Subject 1 students' involvement in learning using subtitled movies helped them in understanding the vocabulary of sentences that sounded unfamiliar to them, and the activities they did were to pay close attention, and remember them after a while.

Aufa Sahara Nur Lathif : “Menurut saya subtitle sangat membantu meningkatkan kosa kata, karena dengan adanya subtitle kita dapat mengerti kalimat-kalimat yang jarang saya denger, dan menemukannya dalam film yang di omongin sama pemerannya, kadang kan di bahasa inggris ada homophone yang ucapannya sama tapi kalimatnya berbeda.” (S3, 11th August, 2023)

Likewise with subject 2, he paid more attention to sentences that rarely appeared in the movie, which helped him in understanding vocabulary, arguing that English has sentences that sound the

same in speech, but have different meanings (Homophone).

Aviana : *”subtitle sangat membantu, karena adanya subtitle kita bisa tau apa yang diomongin sama pemerannya, kemudian kita catat artinya dan di ingat-ingat.”* (S3, 11th August, 2023)

Subject 3 also felt the impact of using subtitles, the activities he did included remembering them and noting the words he just learned.

Riska Fatikha Romadhona : *“Adanya subtitle menurut saya ngebantu banget sih, karena kita bisa tau apa arti yang diucapin sama pemerannya dan juga dalam bahasa inggris ada penggunaan slang, yang bisa kita pahami artinya.”* (S2, 11th August, 2023)

Subject 4 was also helped by the subtitles played in the movie, which made it easier for him to understand a sentence that sometimes used slang.

All students seem to do the same thing by observing carefully, analyzing the sentences they see and the sounds they make carefully, so that their involvement in watching English movies helps

them improve their English skills, especially in the context of acquiring new vocabulary.

B. Discussion

Their knowledge of foreign films becomes their provision to find out more about the films they watch according to their respective levels of difficulty, therefore they more often watch movies with superior themes, which can provide a clearer understanding of scenes that seem real in their lives. Furthermore, watching movies is also part of their hobby, on average they watch for the longest duration of 2-3 hours per day, and it becomes their habit in a learning pattern that is not monotonous, that way they unconsciously train their English skills, by listening to constantly train the sensitivity of sentences and words that often appear in conversation, in line with the results of Sumonta Damronglaohapan's research, Erika Stevenson (2013) said that at least about 85.9% of the participants agreed that watching English movies had an impact on improving their English skills.(Damronglaohapan & Stevenson, 2013) In addition to having an impact on listening skills, films also provide subtitles that add to the attractiveness of visuals that can be seen directly, a tool commonly used by many people to simply know the meaning in dialogue, without realizing this can also be an

effective learning tool for practicing reading skills and mastery of vocabulary and have a good impact on student communication, in line with Hestiana et al (2022). Saying that “movie subtitles have their own appeal for students who are learning English, especially in increasing vocabulary.” When students view an English film without understanding the dialogues spoken by the actors and actresses in the movie's plot, they resort to comprehending the meaning through the English subtitles presented. Students proceed to translate challenging words and phrases into Indonesian to aid their comprehension. (Hestiana & Anita, 2022) Challenges in comprehending vocabulary can impede students' progress in mastering English. Students who frequently rely on movie subtitles tend to exhibit strong English communication skills. Consequently, it can be inferred that the utilization of English movies can exert a positive impact on the acquisition of a foreign language. According to Chiaye Khorsheed Faqe (2017), movies, as audio-visual aids, play a significant role in aiding students in enhancing their vocabulary, addressing grammar deficiencies, and refining their listening abilities. Specifically, with regard to vocabulary acquisition, subtitled movies serve as a vital catalyst for introducing learners to fresh and contemporary vocabulary and phrases. The amalgamation of auditory

and visual elements serves as a powerful motivator, propelling learners toward achieving their educational objectives.(Faqe, 2017)

The findings were obtained through interviews with English education students regarding the implementation of English film media to facilitate vocabulary learning and student involvement through movie shows with subtitles that have an impact on increasing their English vocabulary.

Based on the outcomes of the interviews, it was evident that the participants held favorable views regarding the use of movies as a tool for English learning. The results indicated a consensus among the participating language learners about the effectiveness of using movies. Notably, the participants highlighted numerous advantages associated with language acquisition through this approach.

Jingjit, Mathukorn (2015) Based on the researcher's findings, the researcher confirmed that the utilization of multimedia to deliver educational content through integrated formats (including text, images, and sound) has a positive impact on students' performance in vocabulary comprehension assessments. However, it does not significantly enhance their depth of vocabulary knowledge.(Jingjit, 2015) This research shows that the use

of multimedia in education has positive potential in improving students' vocabulary comprehension. Multimedia, which includes text, images, and sound, can make the material more interesting and easily understood by students. It can help them understand words in a broader context, strengthen their vocabulary, and allow them to remember the vocabulary better.

As this research is carried out experimentally or experiments aimed at getting the results as expected, in this facility researchers implement to elementary school students where researchers must carefully pay attention and choose visual media that is suitable for airing to minors, The factors that actually must be met are as follows:

This research is an experiment that aims to measure the impact of using multimedia in delivering learning materials to elementary school students. One important aspect of this research is the selection of appropriate visual media for early childhood. Several factors must be considered to ensure the effectiveness of the use of this visual media.

First of all, the content of the movie should be fun. Young children tend to be more interested in shows that combine animated graphics with storylines that are

relevant to their daily lives. This includes activities such as playing, singing, and joking. By presenting shows that reflect their daily lives, children will be more interested in watching and engaging with the shows. They can feel connected to the characters in the animated movie and imagine themselves as part of the story.

Furthermore, music and song elements in movie content also play an important role. Researchers should be very selective in choosing movies that contain a lot of singing. When children watch such movies, they often sing along and participate in the roles played by the characters in the movie. The addition of a good audio-visual element, which includes singing activities in each episode, can increase children's engagement in the show. Especially for young children, their ability to remember information from visual and auditory impressions is excellent. Therefore, the use of songs in multimedia shows can be an effective tool in helping them learn and remember English vocabulary. In this context, it is important to emphasize that proper selection of content in visual media is the key to success. Movies that offer a good combination of interesting animation elements and engaging music can motivate children to learn and improve their understanding of English vocabulary. However, research also needs to

pay attention to the extent of the impact of using this visual media on in-depth understanding of vocabulary, as the results of the study suggest that the effect may be more significant in improving general vocabulary knowledge than in deeper understanding.

In addition to the selection of appropriate content, it is also important to observe how children respond to these visual media. Observations of their participation in the singing activities and their ability to absorb information from the shows can provide valuable insights into the effectiveness of this method. Thus, this research can help develop better learning strategies for young children who want to learn English.

Eniko Csomay, Marija Petrović, (2012) The results of this study provide interesting evidence on the possibility of incidental vocabulary acquisition when utilizing movies and television programs centered around legal subjects. The research findings suggest that this medium has considerable potential to improve students' vocabulary comprehension. Moreover, their use can also be well integrated into English for Specific Purposes (ESP) learning, especially if the focus is relevant to the material taught in the classroom. (Csomay & Petrović, 2012)

The potential importance of incidental vocabulary learning through visual media such as movies and TV shows can be seen from their significant impact on students' vocabulary enrichment. When students watch movies or TV shows with legal content, they are exposed to vocabulary related to the topic naturally, without the need for excessive learning pressure. This can improve their understanding of the legal terms, phrases, and concepts used in that context.

In addition to enhancing vocabulary comprehension, the utilization of movies and television programs featuring legal themes can also provide valuable support for instructing language patterns in English for Specific Purposes (ESP) classes. For instance, when students observe and listen to conversations within legal scenarios, they gain insights into how language functions in real-life contexts. This, in turn, bolsters their ability to communicate with greater confidence in legal situations in English.

Hence, the findings from this study underscore that movies and TV shows centered on legal content not only boost students' vocabulary comprehension but also serve as effective tools for teaching English for Specific Purposes (ESP) with a pertinent emphasis. This visual

medium introduces fresh opportunities for engaging and potent learning approaches, aimed at enhancing students' language skills within specific contexts.

Furthermore, Y. Nagira, M. Montero Perez, E. Peters, et al. (2013) The results revealed that vocabulary acquisition and recognition of English words showed the most significant results in the condition of using subtitles. This finding indicates that primary school children in the Netherlands can inadvertently improve their vocabulary comprehension in foreign languages, especially English, through the habit of watching television programs with subtitles. (Nagira et al., 2013)

This phenomenon reveals the importance of using subtitles in supporting children's foreign language learning. When children watch a television program accompanied by subtitles, they have immediate visual access to the foreign language words they are hearing. This provides a context that helps them associate sound with writing, which in turn strengthens vocabulary comprehension. Students may unconsciously begin to recognize English words that appear frequently in the programs they watch, even without the specific goal of learning English.

In this context, it is possible to support these findings by involving observations of children's behavior when watching television programs with subtitles. For example, observations regarding whether children show positive reactions to the subtitles, whether they follow the words that appear, and whether they attempt to pronounce them simultaneously with the dialog in the foreign language could provide additional insights. The analysis could also involve interviews with children to understand their feelings regarding the use of subtitles and how it affects their vocabulary comprehension.

In addition, it is important to note that the use of subtitles in foreign language learning can not only improve vocabulary comprehension but also help in the development of listening and speaking skills. When children get used to listening and seeing words in a foreign language, they can improve their ability to recognize correct intonation and pronunciation. This can potentially help them in speaking and communicating in the language when they are involved in real-life situations.

As such, the findings provide important insights into the potential for children's vocabulary acquisition through the use of subtitles in watching television programs. Qualitative analysis can help further illustrate how

children respond to the use of subtitles in the context of learning a foreign language.

As for how students involve themselves in seeing and paying attention to subtitles visually when the movie takes place in the scenes depicted, they also use subtitles that can help them understand words and sentences that they do not understand, this is in line with the statement of Karakas and Saricoban (2012) in the journal Fauji et al (2021) the use of subtitles will easily help a person in understanding the meaning and meaning of a foreign language.(Fauzi et al., 2021) Thus the use of subtitles is the right step to be used by foreign language learners, especially English students, including in the category of effective techniques for learning English through movies. In addition to being an effective learning medium, movies can also motivate students to learn. The way they learn English through movies is to choose the right movie for learning, which they can find out by first looking for a synopsis of the movie they will use as their learning media, that way they can find out learning tactics in enriching vocabulary through movies. Context Explanation, Before watching the movie, what they do is to make sure that they know the content of the movie they are watching based on a brief explanation of the content and theme of the movie. This

can help them to be better prepared in understanding the vocabulary and context they will encounter. Then in the pre-watch, they record the vocabulary list by color-coding the words using bright colors that will appear in the film. That way they will know the word they just found and then remember it, Rogahang et al (2017). said that bright colors help a person classify something in the form of writing or background. (Rogahang et al., 2017) They then discuss the meaning, usage, and example sentences for each word. Analysis, which they usually do, is to analyze the characters and situations in the target language with the use of vocabulary in the context of the story they watched. After watching the movie repeatedly with different movies, the creative activities they do are usually writing a short review about the movie, describing the scene using new vocabulary, or imitating new dialogues based on the situation in the movie. Diverse movie choices to develop vocabulary in various contexts, they are free to choose movies from various genres, cultures, and backgrounds, as well as scenes that build their motivation to develop their English. Jane King (2002) says, that when students are given the freedom of structured activities designed to encourage active viewing and stimulate engagement to take advantage of learning opportunities from films, there is no doubt that audio-visual feature films are the most

stimulating and enjoyable learning materials for the electronic generation. (King, 2002)

The similarity between research above and this research is that it discusses learning tools using movies as English language learning facilities, but the significant differences discussed in this study include explaining about students' involvement in the movies they watch and the implementation they do independently, but in research above, conducted an experiment which is an experiment that is certainly not carried out regularly, As for the advantages of this research is that it has an impact on students through this research so that they are more consciously continuing to practice their English skills using subtitled films, furthermore, of course this research also has shortcomings, where researchers only discuss the implementation of English-language film media with subtitles, but do not include new techniques or strategies that researchers offer for participants, but this is useful for other studies so that in the future they can conduct research by including effective techniques and strategies to develop students' English and build motivation so that the skills needed are qualified in studying English.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two aspects, namely conclusions and recommendations. and suggestions. The conclusions of this research are made based on the results of the data analysis discussed in Chapter IV of this research report. The suggestions are intended to provide valuable input for English language learners and further research.

A. Conclusion

This study shows that movies can facilitate English learning, especially in vocabulary learning, based on the results of the study: Students are very enthusiastic when they learn English by watching movies, participants have been familiar with movies since childhood, during the viewing activities, they always use the property of subtitles to help their learning process, subtitles help them understand the movies they watch, according to them, this is not the first time they do this activity, but it has been going on for a long time, with the presence of subtitles, it helps their knowledge thoroughly, and has an impact on the cognitive aspects of students.

Furthermore, their involvement in watching movies brings them a sense of breadth, they better understand the

diversity of cultures, and lifestyles, which affects their broadening level of insight and experience, Students' involvement in watching movies for English learning is a unique experience that they can share with their friends, discuss, find out the meaning and sentences that match real-world phenomena, this is the uniqueness of the movie that brings the audience into the atmosphere they see in the scene. Clear visual impressions will increase the attractiveness of students to listen with more focus because clear images can make them see more details of things that they usually do not pay attention to. As for vocabulary acquisition, students can take full note of what they capture through the sense of hearing, subtitles, and body language of the actors playing the characters, this increases the audience's sensitivity to the intentions and goals expressed by the players, movies with survival scenes look interesting to watch, scenes such as survival, fighting crime, and helping others, help students' psychology to become what they want positively, moreover, the audiovisual and mature presentation makes movies an effective means of motivating someone, especially students. The downside of movies is that they cannot be age-appropriate materials that can always be used in the classroom because they are not designed to replace the learning materials that teachers continuously use.

However, movies can be an alternative way for students who want to learn English through movies, besides being practical to find, learning through movies is also an efficient material for students.

B. Suggestion

The researcher acknowledges that this study involved a limited number of participants and was conducted within a brief timeframe. Nevertheless, the researcher anticipates that the study's outcomes will offer valuable insights for educators, potentially contributing to the enhancement of the quality and effectiveness of English language teaching and learning.

Furthermore, this study has generated recommendations for future research endeavors, aiming to assist upcoming researchers in shaping their investigations. Those interested in delving into the subject of English language movies with subtitles for vocabulary learning can find this study a valuable reference.

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Appendix

Appendix 1 – Riska Fatikha Romadhona (English education student)

English Movies With Subtitle to Facilitate Vocabulary Learning	
Name :	Riska fatikha Romadhona
Student Number :	2203046023
Class :	PBI - Semester 3
Email :	riskafatikha45@gmail.com
The interview will be conducted by the researcher by asking the following questions:	
A. Implementing English movies as a learning facility.	
Learning English Language through Watching Movies	
1) How long have you been using English movies as a learning tool?	
2) How do you usually use English movies in learning?	
3) What kind of English movies do you like for learning?	
4) What is the reason you like this movie?	
5) How can movies facilitate you in learning English?	
6) How the movie help your English comprehension?	
7) How would you rate the effectiveness of an English movie as a learning tool in improving English language skills? (give your best argument)	
8) To what extent do you agree with the following statements: "Watching English movies can help improve understanding of real-life vocabulary and idioms in real life." (give reasons)	
9) How effective do you think English movies are in helping you understand English pronunciation, prosnunciation and intonation?	
10) Do you think English movies can help improve vocabulary and listening skills in English as taught in schools or language courses?	

B. students' involvement with movies with English subtitles affects vocabulary development.

- (1) How long have you been using English subtitles when watching foreign movies?
- (2) How do you find the English text helpful in understanding new vocabulary and new phrases in English?
- (3) How do you engage with using subtitles in English when watching movies or television shows?
- (4) Do you focus more on the subtitle text or more on the experience of hearing and seeing the images?
- (5) Do you think the use of translated texts in English helps you assemble words and phrases into better sentences for you?
- (6) How does this affect your ability to express yourself verbally or in writing? (e.g. how you express yourself through social media captions, and conversing with friends using English)
- (7) Are there any special tips or strategies you use to maximize the benefits of English texts in enriching your vocabulary?
- (8) Do you note down new words from the subtitles and look up their meanings after watching movies or television shows? If yes, how did this help your vocabulary development?

Appendix 2 – Aufa Sahara Nur Lathif (English education students)

English Movies With Subtitle to Facilitate Vocabulary Learning	
Name :	Aufa Sahara Nur Lathif
Student Number :	2203046030
Class :	PBI - Semester 3
Email :	aufalathif5173@gmail.com
The interview will be conducted by the researcher by asking the following questions:	
A. Implementing English movies as a learning facility.	
Learning English Language through Watching Movies	
1) How long have you been using English movies as a learning tool?	
2) How do you usually use English movies in learning?	
3) What kind of English movies do you like for learning?	
4) What is the reason you like this movie?	
5) How can movies facilitate you in learning English?	
6) How the movie help your English comprehension?	
7) How would you rate the effectiveness of an English movie as a learning tool in improving English language skills? (give your best argument)	
8) To what extent do you agree with the following statements: "Watching English movies can help improve understanding of real-life vocabulary and idioms in real life." (give reasons)	
9) How effective do you think English movies are in helping you understand English pronunciation, prosnunciation and intonation?	
10) Do you think English movies can help improve vocabulary and listening skills in English as taught in schools or language courses?	

B. students' involvement with movies with English subtitles affects vocabulary development.

- (1) How long have you been using English subtitles when watching foreign movies?
- (2) How do you find the English text helpful in understanding new vocabulary and new phrases in English?
- (3) How do you engage with using subtitles in English when watching movies or television shows?
- (4) Do you focus more on the subtitle text or more on the experience of hearing and seeing the images?
- (5) Do you think the use of translated texts in English helps you assemble words and phrases into better sentences for you?
- (6) How does this affect your ability to express yourself verbally or in writing? (e.g. how you express yourself through social media captions, and conversing with friends using English)
- (7) Are there any special tips or strategies you use to maximize the benefits of English texts in enriching your vocabulary?
- (8) Do you note down new words from the subtitles and look up their meanings after watching movies or television shows? If yes, how did this help your vocabulary development?

Appendix 3 – Umi Zafira Zahra (English education students)

English Movies With Subtitle to Facilitate Vocabulary Learning	
Name :	Umi Zafira Zahra
Student Number :	2203046150
Class :	PBI - Semester 2
Email :	auraputri307@gmail.com
The interview will be conducted by the researcher by asking the following questions:	
A. Implementing English movies as a learning facility.	
Learning English Language through Watching Movies	
1) How long have you been using English movies as a learning tool?	
2) How do you usually use English movies in learning?	
3) What kind of English movies do you like for learning?	
4) What is the reason you like this movie?	
5) How can movies facilitate you in learning English?	
6) How the movie help your English comprehension?	
7) How would you rate the effectiveness of an English movie as a learning tool in improving English language skills? (give your best argument)	
8) To what extent do you agree with the following statements: "Watching English movies can help improve understanding of real-life vocabulary and idioms in real life." (give reasons)	
9) How effective do you think English movies are in helping you understand English pronunciation, prosunciation and intonation?	
10) Do you think English movies can help improve vocabulary and listening skills in English as taught in schools or language courses?	

B. students' involvement with movies with English subtitles affects vocabulary development.

- (1) How long have you been using English subtitles when watching foreign movies?
- (2) How do you find the English text helpful in understanding new vocabulary and new phrases in English?
- (3) How do you engage with using subtitles in English when watching movies or television shows?
- (4) Do you focus more on the subtitle text or more on the experience of hearing and seeing the images?
- (5) Do you think the use of translated texts in English helps you assemble words and phrases into better sentences for you?
- (6) How does this affect your ability to express yourself verbally or in writing? (e.g. how you express yourself through social media captions, and conversing with friends using English)
- (7) Are there any special tips or strategies you use to maximize the benefits of English texts in enriching your vocabulary?
- (8) Do you note down new words from the subtitles and look up their meanings after watching movies or television shows? If yes, how did this help your vocabulary development?

Appendix 4 – Aviana (English education students)

English Movies With Subtitle to Facilitate Vocabulary Learning	
Name :	Aviana
Student Number :	2203046001
Class :	PB1 - Semester 3
Email :	avianaivivi783@gmail.com
The interview will be conducted by the researcher by asking the following questions:	
A. Implementing English movies as a learning facility.	
Learning English Language through Watching Movies	
1) How long have you been using English movies as a learning tool?	
2) How do you usually use English movies in learning?	
3) What kind of English movies do you like for learning?	
4) What is the reason you like this movie?	
5) How can movies facilitate you in learning English?	
6) How the movie help your English comprehension?	
7) How would you rate the effectiveness of an English movie as a learning tool in improving English language skills? (give your best argument)	
8) To what extent do you agree with the following statements: "Watching English movies can help improve understanding of real-life vocabulary and idioms in real life." (give reasons)	
9) How effective do you think English movies are in helping you understand English pronunciation, prosnunciation and intonation?	
10) Do you think English movies can help improve vocabulary and listening skills in English as taught in schools or language courses?	

B. students' involvement with movies with English subtitles affects vocabulary development.

- (1) How long have you been using English subtitles when watching foreign movies?
- (2) How do you find the English text helpful in understanding new vocabulary and new phrases in English?
- (3) How do you engage with using subtitles in English when watching movies or television shows?
- (4) Do you focus more on the subtitle text or more on the experience of hearing and seeing the images?
- (5) Do you think the use of translated texts in English helps you assemble words and phrases into better sentences for you?
- (6) How does this affect your ability to express yourself verbally or in writing? (e.g. how you express yourself through social media captions, and conversing with friends using English)
- (7) Are there any special tips or strategies you use to maximize the benefits of English texts in enriching your vocabulary?
- (8) Do you note down new words from the subtitles and look up their meanings after watching movies or television shows? If yes, how did this help your vocabulary development?

Appendix 5 - Interview with student



Appendix 6 - Interview with Students



CURRICULUM VITAE

A. Personal Data

1. Name : Zaki Hudan Fahmi
2. Born : Karawang, 16th November 2000
3. Student's Number : 1903046099
4. Major : English Education Department
5. Religion : Islam
6. Address : Bugis Utara, RT/RW 006/002, Desa. Tanah Baru, Kec. Pakis Jaya, Kab. Karawang, Jawa Barat
7. Email : jackyassyhada@gmail.com
8. Phone : 085641494960

B. Educational Background

1. Madrasah Ibtidaiyah Anwarul Hidayah
2. Madrasah Tsanawiyah Anwarul Hidayah
3. Sekolah Menengah Atas Anwarul Hidayah

Semarang, 04th February 2023

The researcher



Zaki Hudan Fahmi

NIM 1903046099