



THE ROLE OF MOVIE SUBTITLES TO IMPROVE STUDENTS' VOCABULARY

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Abstract

According to M. J. McCarthy (1990), vocabulary in language learning is one of the important linguistic features. Without adequate knowledge of the word and its meaning, the language learning of students cannot use the language efficiently. However, depending on the level of language proficiency and vocabulary content of the movie learners, they may sometimes face difficulties in understanding video material without being provided with subtitles in the mother tongue or target language. This study uses a qualitative method. The population of this research is students majoring in English Education Department Semester 4 Class A at UIN SMH Banten, Serang. Four students became the sample, consisting of one boy and three girls. The research instruments in this study is interview. The researcher explored the effect of watching movie subtitles on students' vocabulary. they gave a positive response; those are an increase in their vocabulary. Without even realizing it, when we watch movie subtitles, we are learning the specific target languages used in the movie. Learning new vocabulary, as a demanding task for most language learners, plays an important role in language learning, especially in improving their communication skills. Movie subtitles have a special attraction for students learning English, especially in increasing vocabulary. When students watch English movies but do not know what the actors or actresses are talking about in the movie's storyline, they will find out the meaning or meaning through the displayed English texts. Students will translate difficult words and phrases into Indonesian.

Keywords: movie, subtitles, vocabulary, the role of movie subtitles

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INTRODUCTION

Vocabulary is a collection of words, or in general, vocabulary is a list of terms used to communicate with other people, expressing their feelings, opinions, and criticism. Vocabulary is the fundamental element in learning English, and it needs to be mastered. According to Barcroft (2004), vocabulary is initially less important than grammar. The point is that without grammar, very little can be conveyed. Without vocabulary, there is nothing that can be obtained. Zhang (2012) believes that vocabulary is more important than grammar because people generally use vocabulary and reduce grammar, especially when conveying messages quickly and precisely is most important, such as telegrams, panic situations, or moments of very high emotions. Therefore, vocabulary helps us when communicating with someone. It has so much vocabulary that it will be straightforward to express feelings or communicate with native speakers. According to M. J. McCarthy (1990), vocabulary in language learning is one of the important linguistic features. Without adequate knowledge of the word and its meaning, the language learning of students cannot use the language efficiently. Communication in the target language, no matter how fluent the sounding language is controlled, no matter how well learned the grammar is, cannot occur in a meaningful way without words to express wider meanings. In addition, the size of a student's vocabulary is almost always used to figure out their level of language proficiency because they are often required to reach a certain level of vocabulary to be able to speak fluently.

According to Megawati (2017:107), the key to mastering a language is vocabulary. Learning English vocabulary must be followed by its meaning. Mastery of vocabulary is very important to building a meaningful understanding of language. Learning English fluently means mastering vocabulary. By having a lot of vocabulary, we can improve our language. Mastering vocabulary is the ability to get or receive many words. By having and mastering vocabulary, we will know the meaning of a word in its context. It can also help to avoid errors in understanding written or spoken text. According to Megawati (2017:108), the media is one component of communication, namely as a messenger from the communicator to the communicant. Learning media can be thought of as an intermediary in the learning process. In this era, there are lots of media that can be used to improve speaking, listening, writing, and reading English skills, such as music, video, movie, and so on. The most popular medium today is movie. Movie is one of the audio-visual media that can be easily found in everyday life. Movies contain wisdom and exciting visuals suitable for language learning. Watching movies has become a habit or hobby for everyone. Language teachers can use this by presenting authentic learning materials.

In the movie, actors and actresses present dialogue and a storyline with a plot, starting from introductions, problems that arise, problem-solving, and resolution. Students learn appear can give students new vocabulary. Watching movies is not just entertainment, but more than that, it can make learning English less boring. Through movies, it is hoped that students can enjoy watching and update their English vocabulary through movies. It can also increase the number of students learning English. It takes courage and confidence in students to practice speaking English. This is where the lecturer or teacher plays a role in building an English daily environment. In an effort to build a British, American, etc daily environment, lecturers or teachers will use the English language approach and method of teaching that are considered suitable for students so that they will feel comfortable and confident in the learning and teaching process. Below is the target language teaching method, such as:

1. Approach to Teaching Oral and Situational Language
Richard and Rodger (2001:43) stated that there were three teacher roles. First, at the gurub acting presentation stage as a model, by tuning and modeling a new structure that has been spoken over and over again by students. Second, the teacher seemed like a conductor of an orchestra show who directed musicians to remove a harmonious sound. Third, the teacher is required to become a talented-talented person with a question, command, and other instructions for fishing the right sentence from students.
2. Audiolingualism
According to Richard and Rodger (2001:62), the role of the teacher here is central and active. This is called the method that is dominated by teachers. The teacher becomes a model of the target language, controls direction and steps, and monitors and corrects the student's speech. The teacher must keep students focused by providing drills and tasks and determining the situation relevant to the structure of practice.
3. The Silent Way
Stevick defines the duties of a teacher as teaching, testing, and issuing ways. Teaching means presenting one thing at a time, using nonverbal clues to acquire meaning. After that, continue with a test that raises and shapes students' pronunciation as quietly as possible. The teacher uses gestures, charts, and manipulatives to issue and form a response to students, and here the teacher must be fluent and creative as a pantomime.
4. Total Physical Response
Total Physical Response is a method of teaching language that combines speech and gestures to help students learn how to speak and write in English. This method is used to help students build a daily English environment. The TPR method is a language learning method that relates to the coordination of commands, speech, and movements. According to Larsen and Freeman (1986, p.116), the "Total Physical Response method" applied by

the teacher aims to create a comfortable and confident atmosphere so that students can enjoy learning and can learn to communicate using foreign languages well. This is because this method was developed to reduce pressure for students in the classroom and make the classroom atmosphere pleasant.

5. Community language learning
6. In this approach, there are five stages of development in the role that the teacher holds. In the early learning stages, the teacher plays a supporting role by providing target language translation and becoming a model that will be imitated by clients upon request. Then, the interaction is started by the students, and the teacher monitors student speech by providing assistance when asked. When teaching takes place, students' ability to receive increased criticism and teachers' ability to intervene directly to correct the student's speech deviations, provide idioms, and give advice regarding points of grammatical use are enhanced.
7. Suggestopedia
The main role of the teacher in this method is to create the most favorable situation for the teacher to be able to suggest students and then present linguistic material in a way that is most likely to push student acceptance and memory.
8. whole language
According to Richard and Rodger (2001:110), the teacher's role is seen as a facilitator and an active participant in the learning community rather than as an expert conveying knowledge. Instead of following a teaching plan or script, a teacher teaches students based on the subject discussion and sees events from moments that can be taught. an atmosphere that supports learning with collaboration (collaborative learning). Teachers have the responsibility of negotiating work plans with students.
9. Multiple Intelligence
According to Richard and Rodger (2001: 120), Multiple Intelligences (MI) Theory provides complex mental models to teachers, beginning with the compilation of a curriculum to developing it himself as an educator. is expected to understand, master, and commit to the MI learning model. The teacher recommended that they administer the MI inventory for themselves, and thus they are able to connect their life experience with the concept of MI. The MI inventory is a short list, which makes it easy for the user to create their own profile and use it as a guide for designing and reflecting on experiences after studying them. The teacher then becomes a curriculum developer, designer, lesson analyst, activity inventor, and orchestrator of multisensory rich shows within the realistic barriers of time, classroom space, and resources. The teacher recommended not looking at themselves only as a language teacher. They have a role that not only improves students' language skills, but also contributes to the main part of the development of student intelligence overall.
10. Lexical approach
Lewis stated that teacher talk is a main source of student input in demonstrating how phrases lexical used for functional purposes differ. Lewis generally views the teacher's role as one of the most important in creating an environment for students to act effectively and helping students handle their learning process alone. Here the teacher must eliminate the teacher's impression as a person who knows better and concentrate on ideas about students as 'explorers'.
11. Communicative Language Teaching
A quote from Richard and Rodgers, Breen and Candlelin (2001:167) stated that the teacher's role in CLT is twofold, namely first to facilitate the process of communication

between all participants in the class, and second to provide participants with various kinds of activities and texts. The second role is to act as a participant independent in study groups. Another teacher's role is as a needs analysis, advisor, and group process manager.

12. Natural Approach

According to Richard and Rodgers (2001:188), the teacher has three central roles. First, the teacher is the main source of the target language input that can be understood. Here, the teacher must develop a language input flow that is constant while providing a variety of nonlinguistic clues to help students interpret the input. Second, the teacher creates a class atmosphere that is interesting, friendly, and has a low filter for affective learning. Lastly, the teacher must select and orchestrate activities that promote rich learning that cover a wide range of various sizes, loads, and contexts. The teacher is responsible for collecting materials and designing their use.

13. Cooperative Language Learning

According to Richard and Rodgers (2001:200), teachers should create a learning environment that is very structured and well laid out in class, by setting goals, planning and structuring tasks, managing physical arrangements in the class, asking students to group and play a role, and determining the material and time. The important role of the teacher is as a student learning facilitator. In this role, the teacher must move around the class to help students and groups. The teacher spoke a little and gave questions that challenged students to think, preparing students for the task that must be completed, helping students learn the task, and giving a little command, emphasizing control and discipline.

The description above, those of the teacher or lecturer, has a very important and very important role in its special interaction if you want to build a British daily environment. It's important for students to have teachers who care about them and know how to help all of them learn, like teachers who make the classroom a place where students are happy, brave, and confident in learning. According to Brown (2004:172), there are five elements in speaking, of which one is vocabulary, which means understanding vocabulary or terms in speaking. If the five elements of speaking ability are fulfilled, the student already has good English language to speak from words and sentences shown in a movie. Various utterances and dialects that skills. Based on the description above, learning English can be improved through the media. Through audio-visual media, students who watch movies with subtitles to learn foreign languages have improved reading and listening comprehension, word recognition, decoding skills, motivation, and vocabulary mastery. Movies with the same subtitles as the actors and actresses in the movie (English subtitles) are expected to enable students to identify how to express and pronounce English text directly from native speakers. Students are expected to be familiar with hearing conversational expressions in English through this learning process.

Mayer's cognitive theory is one of the many learning theories that support the use of movie subtitles in increasing students' vocabulary. Mayer's cognitive theory of multimedia learning assumes that "there are two separate channels (auditory and visual) for processing information; there is a limited capacity of the channels; and learning is an active process of filtering, selecting, organizing, and integrating information (Davey K). One example of this audio-visual channel, with the help of subtitles, gives the learner a large amount of vocabulary, which the learner first needs to pay attention to and then process. As mentioned by M.Lévesque (2013), For successful vocabulary mastery, the learner needs to be provided with a text with about 98% of the words known and unfamiliar that need to be repeated in various contexts. In addition, other researchers also added that frequent repetition of written words helps vocabulary. So, when students watch movies subtitles, they are faced with three independent systems with close interrelationships. Among them are images, sounds, and text. Information is then classified in more ways than one in the brain but still aids retention and recall of new vocabulary because words are learned in different modes. On the other hand, subtitled films promote visual

information in real-life contexts with realistic and natural language that is "spoken at a normal conversational speed as well as language differences of different ages, genders, and sociocultural backgrounds" according to J. Lertola (2012)

However, depending on the level of language proficiency and vocabulary content of the movie learners, they may sometimes face difficulties in understanding video material without being provided with subtitles in the mother tongue or target language. Therefore, watching foreign language movie subtitles is a significant educational component that has shown great promise in facilitating various language traits, especially vocabulary acquisition. In such conditions, vocabulary acquisition occurs spontaneously since students are trying to understand the material content by accessing spoken language that they are not fully acquainted with. In particular, films with subtitles can be a great tool in bringing students closer to authentic, real-life communication vocabulary. According to the above, I hope that teaching English to increase students' English vocabulary with movie subtitles media will provide a new way to motivate students to learn English. Based on the above background, the title chosen for this research is "The Role of Movie Subtitles to Increase Students' Vocabulary."

RESEARCH METHOD

This study uses a qualitative method. The population of this research is students majoring in English Education Department Semester 4 Class A at UIN SMH Banten, Serang. Four students became the sample, consisting of one boys and three girls. The research instruments in this study is interview. Based on Welman & Kruger (2001), an interview is a data collection method that generally involves personal visits to respondents at home or work. The meaning of the interview is a kind of conversation by asking participants about the social world in which they live. This researcher uses fourth-semester students in the hope that they will have good English speaking, writing, listening, and reading skills. Besides that, they have received all of the courses I mentioned since semester one. The research was carried out in this class because I wanted to know how far their English skills had progressed due to learning to Improve their vocabulary from movie subtitled.

FINDINGS AND DISCUSSION

This section presents the findings based on the results of interviews with 4 participants, namely for the first question "How often do you spend time watching subtitled movies?" All the answers that have been given are answered often but have different frequencies. The first participant answered that he often watched film subtitles once a week. The second participant said that he generally watches subtitles every weekend. As for the results of the third interviewer, he often watches subtitled films, which is once every two weeks. And for the last participant, he said that he watches subtitled movies every holiday. Based on the meaning, Murthy (1998:181) explains that the adverb of frequency is an adverb that states how often an event occurs. "As long as you watch movie subtitles, it could help you gain more vocabulary than watching movies without subtitles, or not?" The result of the second question is that the answers from all participants are quite similar in that watching subtitled movies helps them improve their vocabulary understanding, although sometimes there is a mismatch between vocabulary and subtitles because the actors or actresses speak too fast. Not only can being able to watch movies with subtitles help them find slang and proverbs, but it can also improve their reading comprehension. According to them, watching subtitled movies is very useful. One of them even said that their teacher recommended watching movie subtitles to improve their English skills, especially vocabulary. On the other hand, it is not only easy to understand but also fun because we can not only listen but also see the interesting visuals from the movie.

Which types of movie subtitles (vlogs, series, etc.) lead to more successful vocabulary acquisition for long-term retention? For the third question, most of them answered the vlog subtitles due to the vocabulary they got, which was often used for daily activities. There is no significant difference between movie subtitles and vlog subtitles. Might be watching movie subtitles requires more effort

because of the longer duration, while most vlogs are only a few minutes. However, it all depends on which one each person prefers. All kinds of movies can help us remember vocabulary easily, as long as we are focused, serious, and consistent in watching the movie. So far, according to your opinion, has there been a significant change in the improvement of your English vocabulary? And for the last question, they gave a positive response, namely an increase in their vocabulary. Without even realizing it, when we watch movie subtitles, we are learning the specific target languages used in the movie. Thus, we try to understand the language through subtitles and maybe it could be practiced in everyday life.

A. Definition of a movie

Films are collectively referred to as "cinema". Cinema itself comes from the word kinematics, or motion. The literal meaning of film is Cinemathographie, which comes from Cinema + tho = phytos (light) + graphie = grhap (text = image = image), so it paints motion with light. In order for us to be able to paint motion with light, we must use a special tool, which we usually call a camera. According to Hornby, 16, a film is a series of motion pictures recorded with sound that tell a story, shown on television or in a television cinema.

B. The Benefits and Drawbacks of Watching

Nasution said that the advantages of film are:

- a) This film is very good for explaining a teaching and learning process;
- b) Every student can learn something from the movie, whether it's smart or not smart;
- c) Historical films can describe events in the past;
- d) Films can take students from country to country.

As is well known, everything, of course, has its drawbacks. In addition to its many advantages, the use of English films in EFL classes still has drawbacks or obstacles. First, watching movies takes a long time, so it makes students bored. Using English films in EFL classes will reduce students' time to do class activities such as writing or discussing. According to Mirvan (2013, p.65), a film generally reduces the active time to more than one hour, so that it will be a tedious time for students to finish the film until it is finished.

C. Kinds of Vocabulary:

Some experts divide vocabulary into two types: active and passive. Harmer (1991:150) distinguishes these two types of vocabulary. The first type of vocabulary refers to the vocabulary that students have been taught or learned and that they are expected to use. According to Dakshina Murthy Jayanthi (2003), the sentence can be further divided according to the function of each word in the subject-predicate relationship; each of these functions is classified as a different part of speech. They are:

➤ **Noun**

This is one of the most important parts of speech. This is where verbs help to form important sentence cores for each complete sentence. It could be a person's name, a place, thing, or idea. An Example: This is a book.

➤ **Verb**

It is a word that expresses an action, condition, or existence. Example: Students are playing badminton.

➤ **Adjective**

It is a word used to describe or qualify a noun. For example: This novel is cheap.

➤ **Adverb**

It is a word to modify a verb, adjective, or other adverb or words used to describe how, where, when, and why an action takes place. Example: I attended university.

➤ **Conjunction**

It is a word used to combine one word with another, or one sentence with another. For example: forgot to call him before I left.

➤ **Pronoun**

a word that can be used in place of a noun. Example: They are classmates of mine.

➤ **Interjection**

It is a word put into a sentence to express a sudden feeling of mind or emotion. Example: Oh my goodness, I can not believe it is true.

➤ **Prepositions**

It is a word used to explain the relationship between two grammatical words or a word used with a noun or pronoun to show their relation with some other word in the sentence. It is known as a preposition. Example: He is upset with me.

D. The Research-Related Theory

The researcher explored the effect of watching subtitled movies on students' vocabulary mastery. The theory designed is a behavioristic theory. As stated by Abuddin Nata, behavioristic theory assumes that children do not have potential from birth, but that children's growth and development is influenced by environmental factors, such as family, school, community, humans, nature, culture, region, and so on. Where the growth and development of children is related to concrete terms that can be seen and researched. Then Jeanne says in her book, There are several basic assumptions of behavioristic theory about learning. The first assumption is that some people's behavior is the result of experience with environmental stimuli. Second, learning can be drawn from the relationship between the ancients that can be studied, namely the relationship between stimulus and response. Third, learning is the effect of changing behavior. The last is that learning often occurs when the stimulus and response come in the near future. Furthermore, in the book, Abuddin Nata also says that, "behavioral theory is said to be a stimulus and response theory, which is separated into three parts, they are:

- a) Stimulus response theory;
- b) Conditioning Theory;
- c) Reinforcement theory."

The relationship between Behavioristic Theory and the Strategy of Watching movie subtitles on students' vocabulary mastery where Behavioristic theory is one of the assumptions that children's behavior and growth and development are influenced by environmental factors such as family, school, community, humans, nature, culture, region, and so on. So, behavioral theory is called stimulus response theory. The strategy of watching movies is a student learning approach with learning strategies. With the strategy of watching subtitled movies, a teacher teaches students cognitive skills by creating learning experiences, by modeling behavior, and then helping students to grow these skills based on their efforts by providing encouragement, support, and so on. In addition, watching movie subtitles is also good for self-learning because it is quite easy to access anywhere and anytime. Also, watching movies with subtitles is another way to use media to help people learn new words.

CONCLUSION

Learning new vocabulary, as a demanding task for most language learners, plays an important role in language learning, especially in improving their communication skills. On the other hand,

increased access to various multimedia and technological resources, including movie subtitles, offers learners many opportunities to enrich their vocabulary. Many scholars have seen the value of subtitles in helping students through the vocabulary acquisition process. Thus, many studies have been conducted to explore the effectiveness of watching movie subtitles in vocabulary acquisition. Previous studies have found some benefits of using movie subtitles by confirming that subtitles do improve vocabulary learning. As multimedia language materials, particularly movies, have been shown to be powerful tools in aiding language learning, investigating their benefits is a significant approach in computer assisted language learning (CALL). However, this study extends previous research by examining different factors that may have an impact on vocabulary acquisition through watching movies. Therefore, this research is important, firstly, because it provides researchers and educators with insight into how watching movies subtitles can have great potential in developing students' vocabulary mastery. It also shows how films can influence our understanding of vocabulary use in real contexts while providing an authentic environment for vocabulary acquisition.

Movie subtitles have a special attraction for students learning English, especially in increasing vocabulary. When students watch English movies but do not know what the actors or actresses are talking about in the movie's storyline, they will find out the meaning or meaning through the displayed English texts. Students will translate difficult words and phrases into Indonesian. Students' difficulties in understanding vocabulary will hinder them in their English skills. Students who are accustomed to watching movie subtitles tend to have good communication skills in English. They will know a lot and understand various vocabulary and can pronounce words according to native speakers. In this study, it was found that there was a positive correlation coefficient correlation between students' habits of watching subtitled films and their improvement in their English vocabulary skills. Students who regularly watch movie subtitles will also have excellent English skills. Students who understand the meaning and writing of English pronunciation will gain confidence in their ability to speak, write, read, and listen in English.

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