

## THE USE OF ENGLISH SUBTITLE IN MOVIE TO IMPROVE STUDENTS' MOVIES VOCABULARY

Natalia Sembel<sup>1</sup>, Noldy Pelenkahu<sup>2</sup>, Mister Gidion Maru<sup>3</sup>  
*English Education Department, Faculty of Languages and Arts,  
Universitas Negeri Manado, Tondano, Indonesia.  
Email: [nataliasembel19@gmail.com](mailto:nataliasembel19@gmail.com)*

**Abstract** : The goal of this study was to investigate whether or not students' vocabulary knowledge increased as a result of the employment of English subtitles in film media. This study was also designed to find out the significance between students who received treatment and students who did not receive treatment in improving vocabulary of the 10<sup>th</sup> Grade students of 2021-2022 academic year at SMAN 1 Kakas. This study used a quantitative method with quasi-experimental design. Pre- and post-tests are used in this study to collect data. The experimental group, which consisted of 20 students, and the control group, which consisted of 20 students, each received a pre-test and a post-test. The average score of the experimental group was 68.35, whereas the average score of the control group was 56.90, according to data analysis using the t-test. It can be said that there is a difference between students who received treatment and those who did not, in terms of the average score of their learning outcomes. Therefore, the English subtitle in learning medium called movie has an effect in improving vocabulary on the 10<sup>th</sup> Grade students of 2021-2022 academic year at SMAN 1 and the alternative hypothesis (H<sub>1</sub>) in this study is accepted.

**Keywords** : *English, Students, Vocabulary, Subtitle.*

### INTRODUCTION

For the time being, along with the development of the phenomenon of globalization English is one of the most popular and widely used language in the world by everyone in daily communication with the result that English is dubbed a Universal language. as Cited in Lestari (2018), Hwang (1965) consider English as “an important item that used in employment and education matters.” Based on the aforementioned statement, people throughout the world think that to learn English is an important skill to be used for formal or informal situation and for academic or business purposes.

Since the 1990s, English has been the first foreign language spoken in Indonesia as the official international language. According to Pelenkahu (2017), “studying English is one of the requirements for someone to accomplish verbal and non-verbal communication.” The government of Indonesia urges curriculum planners to incorporate or use English in the Indonesian given that English is taught in Indonesian schools from pre-kindergarten through college. Furthermore, some colleges require certain TOEFL score as a requirement for admission. That is why the curriculum must reflect the importance of English in Indonesia. Liando et al. (2020) advocates by stating “English is one of the foreign languages that have to

learn at every level of education in Indonesia because it can be used to communicate with other people.” That is why English is one of the subjects that students have to know in Elementary school so they could master in a higher level such as junior high school and senior high school.

Since English is not Indonesian national language and the most of English teachers lack of ability in using media in teaching vocabulary, the students’ mastery of English is not sufficient. Because English teachers only use a textbook and a whiteboard during the teaching and learning process, every school encourages its English teachers to pay closer attention to the subject they are teaching. It causes the students to focus solely on the teacher's explanations or to copy the vocabulary the teacher has written on the whiteboard. As a result, the students struggle to memorize the words and instead grow unmotivated, anxious, and even bored when forced to study them.

Vocabulary is the most important and fundamental part of learning a language, especially English, and it is something that students must grasp if they want to advance in their ability. Thornbury (2002) as cited in Sadiku (2018) defines “teaching words is a crucial aspect in learning a language as languages are based on words.” Students with sufficient word stock knowledge will express their idea easily. Sadiku (2018) later adds that “learning vocabulary will aid students in developing their proficiency in the four English language skills: listening, speaking, reading, and writing.” However, without the sufficient word stock knowledge they will find it hard to express their idea and to mastering the four language skills. Therefore, no matter how well their grammar and pronunciation

knowledge, without the mastery of vocabulary it will be difficult to learn English.

Vocabulary absolutely affects students’ performances in various aspects, such as their academic achievement. In a local context, in this case North Sulawesi, most of the students in every school thinking that English is one of the most difficult lessons to be learned. English teachers are expected to use various teaching media as a strategy in enhancing the students’ enthusiastic in English learning. According to Maru et al. (2018), “English movie are believed to be more effective than other media as teaching tools and English subtitle also can help students to understand conversation in the movies.” Furthermore, Maru et al. (2021) states “movie is needed by teachers to make sure their role in increasing their learning in the classroom.” In short, movie provides the rich resource that is interesting for both students and teachers.

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

There are strongly held views about knowledge on the use of English subtitle when watching English movies instead of using Indonesia subtitle. 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, Indonesia 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 those that were 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 by using English subtitles as opposed to only watching.

There are many previous studies about the use of movie media with English subtitle in teaching English vocabulary. It even sparks the debate from the experts about the effectiveness of the strategy. Some experts agree that the strategy is effective and other experts agree that the strategy is ineffective. However, according to research findings from previous researchers, most of them stated that the strategy was effective.

Based on the results of the previous research, the researcher wants to investigate whether or not the strategy is effective to be employed to teach vocabulary to students at SMAN 1 Kakas. So, with various considerations, the researcher decided to conduct a study with the title "The Use of English Subtitle in Movie to Improve Students' Vocabulary" with the 10<sup>th</sup> Grade students at SMAN 1 Kakas as the research subject. This study has the objectives to find out the effectiveness of English subtitle in vocabulary improvement on 10<sup>th</sup> Grade

students of the 2021-2022 academic year at SMAN 1 Kakas and to analyze the significant difference between the student taught using English subtitle in movie and the student taught without using English subtitle in movie.

## RESEARCH METHOD

In this research, an experimental design was used by the researcher. According to Maru et al. (2016), "experimental design is employed to discuss a causality independent variable and dependent variable." In this research, the independent variable was subtitle and the dependent variable was vocabulary. The researcher was applied a quasi-experimental method with two groups with Pre-test and Post-test Control Group Design proposed by Sugiyono (2017). The design is described in the table below.

**Table 1.** Pre-test and Post-test Control Group Design

Sample	Pre-test	Treatment	Post-test
R	O <sup>1</sup>	X	O <sup>2</sup>
R	O <sup>3</sup>	-	O <sup>4</sup>

The R refers to the sample through purposive sampling. The X is the treatment in the experimental class. The O<sup>1</sup> and O<sup>2</sup> are the pre-test and post-test given to the experimental class. The O<sup>3</sup> and O<sup>4</sup> are the pre-test and post-test given to the control class. From Table 1, we can see that after the sample was obtained through purposive sampling, both groups were given a pre-test and post-test. The treatment was only applied to the experimental class and was not applied to the control class.

Sugiyono (2017) defines population as "a generalization area that consists of an object and a subject that have definite quality and characteristics determined by the researcher." In this research, the whole

10<sup>th</sup> Grade students of 2021-2022 academic year at SMAN 1 Kakas are the population. The detailed information about the number of students can be seen in the Table 2.

**Table 2.** Number of 10<sup>th</sup> Grade Students of 2021-2022 academic year at SMAN 1 Kakas

No	Grade	Class & Major	The Number of Students
1.	10 <sup>th</sup> Grade (Kelas X)	X MIPA 1	20
2.		X MIPA 2	23
3.		X MIPA 3	20
4.		X IPS 1	26
5.		X IPS 2	25
6.		X Bahasa	29
<b>Total</b>			<b>143</b>

The data in Table 2 shows that the population in this research was 143 students which are divided into 6 classes: 3 MIPA classes, 2 IPS classes, and 1 Bahasa class. Sample is “part of the quantity and characteristic of the population,” (Sugiyono, 2017). The sample in this research was determined by the researcher through a purposive sampling technique. With purposive sampling, the researcher can take sample based on the specific purpose of the study. In purposive sampling, there were two criteria that must established in conducting a research, namely the inclusion and exclusion criteria.

The inclusion criteria in this research were: 1) Two classes in the first grade of SMAN 1 Kakas, and 2) Classes that have the same number of students. The exclusion criteria in this research were: 1) Sick student and could not be present at the time of the research, and 2) Grieving student and could not be present at the time of the research.

The research data was taken from two classes namely the students of X MIPA 1 and X MIPA 3, with the number of students of class X MIPA<sup>3</sup> (experimental class) were 20 students and the number of class X MIPA<sup>1</sup> (control class) were 20 students. The data were taken from pre-test and post-test in both groups. The first test was pre-test done before the treatment applied to the students with the purpose was to know the students’ vocabulary ability before being the treatment. After administering the pre-test, the researcher gave the treatment to the students in experimental class by using movie with English subtitle. After the treatment was finished, the researcher administered post-test with the purpose to know the students’ ability of vocabulary after being taught by using movie with English subtitle and after being taught by using movie without English subtitle. The following were the formula to find the result of students raw score in pre-test and post-test.

$$\text{Students' Score} = \frac{\text{Correct Answer}}{\text{Total Question}} \times 100$$

After getting the raw score, the students’ raw score was converted into standard score using the absolute norm t-score proposed by Nurkencana & Sunartana (1990) to find out the average value of the two groups.

$$T = 50 + \frac{x - m}{SD} \times 10$$

In order to help the researcher in analysing the data, the researcher also uses the software, namely Microsoft Excel and SPSS.

## FINDINGS AND THE DISCUSSIONS

After given the pre-test and post-test to the experimental class, the researcher obtained the data about students’ vocabulary knowledge before and after the treatment. The result analysis of the pre-

test and post-test from the experimental can be seen in the Table 3.

**Table 3.** The score of Students' Pre-test and Post-test (Experimental Class)

No.	Student	Score	
		Pretest	Posttest
1	AK	57	83
2	AL	77	87
3	AM	23	23
4	CT	63	70
5	FL	60	60
6	GL	70	77
7	GM	57	63
8	HW	23	47
9	JJ	80	87
1	JH	80	87
11	JS	57	83
12	JW	65	70
13	LS	70	87
14	MN	63	70
15	NB	73	77
16	NK	80	87
17	RP	60	60
18	TR	57	83
19	VR	23	23
20	WW	23	47
<b>N</b>		20	20
<b>Max Score</b>		80	87
<b>Min Score</b>		23	23
<b>Sum</b>		1161	1371
<b>Mean</b>		58.05	68.35
<b>Std. Deviation</b>		19.65	20.17
<b>Variance</b>		386.16	406.99

Table 3 shows that there is an increase in students' scores in the experimental class. It can be seen from the maximum score, standard deviation, variance, and mean of the post-test that was higher than the pre-test. The same pre-test and post-test were also given to the control class. The distinct difference was the control

class did not receive the treatment given to the control class. The control class is used to compare the effectiveness of the use of English subtitle of movie in improving students' vocabulary knowledge. After giving the pre-test and post-test to the control class, the researcher obtained the data presented in the Table 4.

**Table 4.** The score of Students' Pre-test and Post-test (Control Class)

No.	Student	Score	
		Pretest	Posttest
1	AA	53	73
2	AM	23	23
3	AW	47	53
4	BR	80	80
5	CM	23	47
6	GL	53	73
7	GM	47	53
8	GP	23	40
9	IL	47	60
1	KK	40	60
11	KP	53	70
12	KT	47	47
13	ML	60	60
14	MP	53	70
15	MS	23	23
16	RC	53	73
17	RM	60	60
18	RP	47	53
19	SS	40	60
20	VS	23	40
<b>N</b>		20	20
<b>Max Score</b>		80	80
<b>Min Score</b>		23	23
<b>Sum</b>		895	1118
<b>Mean</b>		44.75	55.90
<b>Std. Deviation</b>		15.36	15.88

Table 4 shows that there is an increase in students' scores in the control class. It can be seen in the maximum score,

standard deviation, variance, and mean in the post-test which was higher than the pre-test.

**Prerequisite Test of the Data Analysis**

Before testing the hypothesis using the t-test, the normality test and variance homogeneity test were first carried out. The data used was the post-test difference data from the two classes, namely the experimental class and the control class. The normality test and the variance homogeneity test as well as hypothesis testing were presented as follows:

**Normality Test**

**Experimental Class**

The normality test using the Lilliefors test has the statistical hypothesis as follows:

H<sub>0</sub> : data is normally distributed.

H<sub>1</sub> : data is not normally distributed.

With the test criteria as follows:

Accept H<sub>0</sub> if L-test ≤ L-table

Accept H<sub>1</sub> if L-test > L-table

The result analysis of the L-test experimental class will be shown on the table below.

**Table 5.** Lilliefors Test Experimental Class Data

No	X	Z	FZ	SZ	FZ-SZ
1	23	-2.27	0.01	0.1	0.09
2	23	-2.27	0.01	0.1	0.09
3	47	-1.07	0.14	0.2	0.06
4	47	-1.07	0.14	0.2	0.06
5	60	-0.42	0.34	0.3	0.04
6	60	-0.42	0.34	0.3	0.04
7	63	-0.27	0.39	0.35	0.04
8	70	0.08	0.53	0.5	0.03
9	70	0.08	0.53	0.5	0.03
10	70	0.08	0.53	0.5	0.03
11	77	0.43	0.67	0.6	0.07

12	77	0.43	0.67	0.6	0.07
13	83	0.73	0.77	0.8	0.03
14	83	0.73	0.77	0.8	0.03
15	83	0.73	0.77	0.8	0.03
16	83	0.73	0.77	0.8	0.03
17	87	0.93	0.82	1	0.18
18	87	0.93	0.82	1	0.18
19	87	0.93	0.82	1	0.18
20	87	0.93	0.82	1	0.18
<b>L-test =   FZ - SZ   = 0.176</b>					

Based on the result from Table 5, the result of the test using the Lilliefors test obtained the value of L-test = 0.176. To find out whether the data is normal or not, the result of the L-test need to be compared with the L-table as follows.

**Table 6.** Table of Critical Values for the Lilliefors Test for Normality

One-tailed	.20	.15	.10	.05	.01
Two-tailed	.40	.30	.20	.10	.02
n=4	.300	.319	.352	.381	.417
5	.285	.299	.315	.337	.405
6	.265	.277	.294	.319	.364
7	.247	.258	.276	.300	.348
8	.233	.244	.261	.285	.331
9	.233	.233	.249	.271	.311
10	.215	.224	.239	.258	.294
11	.206	.217	.230	.249	.284
12	.199	.212	.223	.242	.275
13	.190	.202	.214	.234	.268
14	.183	.194	.207	.227	.261
15	.177	.187	.201	.220	.257
16	.173	.182	.195	.213	.250
17	.169	.177	.189	.206	.245
18	.166	.173	.184	.200	.239
19	.163	.169	.179	.195	.235
20	.160	.166	.174	.190	.231
25	.140	.147	.158	.173	.200
30	.131	.136	.144	.161	.187

n>30	.736/ $\sqrt{n}$	.768/ $\sqrt{n}$	.805/ $\sqrt{n}$	.886/ $\sqrt{n}$	1.031/ $\sqrt{n}$
------	---------------------	---------------------	---------------------	---------------------	----------------------

Based data in the table 6, with the  $\alpha$  0.05  $n$  20 one tailed, the value of L-table is 0.190 which means that  $L\text{-test} \leq L\text{-table}$  and  $H_0$  was accepted, so that the data was normally distributed.

**Control Class**

The normality test using the liliefors test has the statistical hypothesis as follows:

$H_0$  : data is normally distributed.

$H_1$  : data is not normally distributed.

With the test criteria as follows:

Accept  $H_0$  if  $L\text{-test} \leq L\text{-table}$

Accept  $H_1$  if  $L\text{-test} > L\text{-table}$

The result analysis of the L-test control class will be shown on the table below.

**Table 7.** Lilliefors Test Control Class Data

No	X	Z	FZ	SZ	FZ-SZ
1	23	-2.08	0.02	0.1	0.08
2	23	-2.08	0.02	0.1	0.08
3	40	-1.04	0.15	0.2	0.05
4	40	-1.04	0.15	0.2	0.05
5	47	-0.61	0.27	0.3	0.03
6	47	-0.61	0.27	0.3	0.03
7	53	-0.24	0.41	0.4	0.01
8	53	-0.24	0.41	0.4	0.01
9	60	0.19	0.58	0.65	0.07
10	60	0.19	0.58	0.65	0.07
11	60	0.19	0.58	0.65	0.07
12	60	0.19	0.58	0.65	0.07
13	60	0.19	0.58	0.65	0.07
14	70	0.80	0.79	0.7	0.09
15	73	0.99	0.84	0.9	0.06
16	73	0.99	0.84	0.9	0.06
17	73	0.99	0.84	0.9	0.06

18	73	0.99	0.84	0.9	0.06
19	70	0.80	0.79	0.95	0.16
20	80	1.42	0.92	1	0.08
L-test=   FZ-SZ   = <b>0.161</b>					

Based on the result on Table 7, the result of the test using the Lilliefors test obtained the value of  $L\text{-test} = 0.161$ . To find out whether the data is normal or not, the result of the L-test need to be compared with the L-table above (table VI). Based on the table 6, above, as in the experimental class with the  $\alpha$  0.05  $n$  20 one tailed, the value of L-table in control class is 0.190 which means that  $L\text{-test} \leq L\text{-table}$  and  $H_0$  was accepted, so that the data was normally distributed.

**Homogeneity Test**

The variance homogeneity testing using the f-test has the statistical hypothesis as follows:

$H_0$  :  $\sigma_1^2 = \sigma_2^2$

Where:

$\sigma_1^2$  : Variance 1

$H_1$  :  $\sigma_1^2 \neq \sigma_2^2$

$\sigma_2^2$  : Variance 2

With the level of significance ( $\alpha$ ) 0.05 (5%) and the test criteria as follows:

Accept  $H_0$  if  $F\text{-test} \leq F\text{-table}$

Accept  $H_1$  if  $F\text{-test} > F\text{-table}$

The result analysis of the variance homogeneity test using the F-test on the post-test  $S_1^2 = 400.0289$  and  $S_2^2 = 266.2000$ . By applying the formula of  $F = \frac{S_1^2}{S_2^2}$ , the researcher obtained the value of F-test  $t = 1.503$ . To find out whether the variance of two classes is homogeneous or not, the result of the F-test needs to be compared with the value of F-table as follows.

**Table 8.** Test Two-Sample for Variances

	<i>Experimental</i>	<i>Control</i>
Mean	68.35	56.9
Variance	400.0289474	266.2
Observations	20	20
df	19	19
F	1.502738345	
P(F<=f) one-tail	0.191301961	
F Critical one-tail	2.168251601	

Based on the table VIII above the result analysis of the variance homogeneity testing using the f-test on the post-test, resulting the value of F-table is 2.168 which means that  $F\text{-test} \leq F\text{-table}$  and  $H_0$  was accepted. Therefore, it can be assumed that the variance of the two classes was homogeneous.

**Hypothesis Test**

Hypothesis testing using t-test can be continued because the normality test and homogeneity test has been fulfilled. The following is the statistical hypothesis.

$H_0: \mu_1 \leq \mu_2$

$H_1: \mu_1 > \mu_2$

Where:

$\mu_1$ : the average value of experimental class

$\mu_2$ : the average value of control class

With the level of significance ( $\alpha$ ) 0.05 (5%) and the test criteria as follows:

Accept  $H_0$  if  $T\text{-test} \leq T\text{-table}$

Accept  $H_1$  if  $T\text{-test} > T\text{-table}$

To compute the value of T-test the researcher used the formula proposed by Sugiyono (2011).

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2} - 2r \left(\frac{s_1}{\sqrt{n_1}}\right) \left(\frac{s_2}{\sqrt{n_2}}\right)}}$$

The result analysis obtained the value of  $\bar{x}_1 = 68.35$ ,  $\bar{x}_2 = 56.90$ ,  $s_1 = 20.00$ ,  $s_2$

$= 16.32$ ,  $S_1^2 = 400.03$ ,  $S_2^2 = 266.20$ ,  $n_1 = 20$ ,  $n_2 = 20$ , and  $r = 0.97$ . To get the T-test value, the results of  $\bar{x}_1$ ,  $\bar{x}_2$ ,  $s_1$ ,  $s_2$ ,  $S_1^2$ ,  $S_2^2$ ,  $n_1$ ,  $n_2$ , and  $r$  will be entered in the formula above with the calculation as follows.

$$t = \frac{68.35 - 56.90}{\sqrt{\frac{400.03}{20} + \frac{266.20}{20} - 2r \left(\frac{20.00}{\sqrt{20}}\right) \left(\frac{266.20}{\sqrt{20}}\right)}}$$

$$t = \frac{11.45}{\sqrt{33.1 - 2r (16.32)}}$$

$t = 9.0450$

Based on the calculation above, the result show the T-test value is 9.0450. To make sure whether the average value of the experimental class is higher than the average value of control class or not, the result of the T-test need to be compared with the value of T-table as follows.

**Table 9.** Test: Paired Two Sample of Means

	<i>Experimental</i>	<i>Control</i>
Mean	68.35	56.90
Variance	400.0289474	266.20000
Observations	20	20
Pearson Correlation	0.971699747	
Hypothesized Mean Difference	0	
df	19	
t Stat	9.044956188	
P(T<=t) one-tail	1.29213E-08	
t Critical one-tail	1.729132812	
P(T<=t) two-tail	2.58425E-08	
t Critical two-tail	2.093024054	

Based on the table IX above, with the  $\alpha$  0.05  $n$  20 one tailed, the value of T-table is 1.7291 which means that  $T\text{-test} > T\text{-table}$  and  $H_0$  was rejected. Therefore, it can be assumed that the average value of students used movie with English subtitle



(experimental class) was higher than students used movie without English subtitle (control class) in increasing vocabulary. This study provides an understanding that movie media with English subtitle can increase the vocabulary knowledge of the 10<sup>th</sup> Grade students of 2021-2022 academic year at SMAN 1 Kakas. By using matching and fill in the blank tests as the instruments, the data was successfully obtained. The matching test does provide a relatively high chance of guessing correctly, but on the other hand the test is effective in measuring students' recall ability. The fill in the blank test itself is a useful test to reveal students' memory through rote memorization. Thus, the two tests have a complementary relationship.

Based on the research results in the experimental class (X MIPA 3) and control class (X MIPA 1), there was a difference in average score from post-test score in both groups. The learning outcomes of the experimental class using the movie with English subtitle was higher than the learning outcomes of the control class using the movie without English subtitle. The post-test score in experimental class was 68.35 while the post-test score in control class was 56.90. By using a movie entitled *Raya and The Last Dragon* media with English subtitle, students were enabled learn English vocabulary easily because apart from being equipped attractive audio-visual support, students can find out what the actors in the movie are saying through reading the available subtitle.

Based on paired two sample for means test with the  $\alpha$  that was 0,05 one tailed, bring on  $t\text{-test} = 9.0450 > t\text{-table} = 1.7291$ . Thus, the learning outcomes of students used movie with English subtitle was higher than students used movie without

English subtitle and  $H_0$  was rejected because  $t\text{-test}$  was higher than  $t\text{-table}$ , with the significance level of 0.05.

The rejection of  $H_0$  proved that there is a significant difference between the learning outcomes of the two groups, and also proved that the treatment greatly influences student learning outcomes or the independent variable has a significant effect on the dependent variable in this study. This research results in line with the previous study conducted by Lestari and Kusumawati (2018) which confirms English subtitle in movie is an effective way to teach vocabulary. Maru et al. (2018) also claimed that English subtitle can help students learn vocabulary because with the subtitle, students can identify the words that they are familiar with while the figures will give a clue on the meaning. It can be concluded that English subtitle video can improve students' vocabulary. The researcher had also proved the improvement of the students in the class with this strategy. The researcher found that the students have learned vocabulary based on the category of part of speech through the subtitle in movie and this strategy can motivate students to learning English.

## CONCLUSION

The use of a movie entitled *Raya and the Last Dragon* with English subtitle is effective to improve students' vocabulary knowledge. This is proven by the post-test results of both groups, where the post-test results from the control group are lower than the post-test results from the experimental group. The group receiving the treatment produces had the average score of 68.35 on the post test. On the other hand, the group without the treatment produces received the average score of 56.90 on the post-test. From the

data analysis, the students taught by using subtitle and the students taught without using English subtitle in movie has significant difference. The post-test score of both groups, and in paired two sample for means test, with significant level 0.05 one-tailed, the score of  $t\text{-test} = 9.0450 > t\text{-table} = 1.7291$  or the alternative hypothesis ( $H_1$ ) can not be rejected.

## REFERENCES

- Bahtiar. (2020). *Science Learning Evaluation*. Mataram: Sanabil Publishing.
- EF English Centers for Adults. (2018). *Tips Meningkatkan Kemampuan Bahasa Inggris dengan Menonton Film*. Tips Meningkatkan Kemampuan Bahasa Inggris Dengan Menonton Film. Retrieved January 26, 2023, from <https://www.ef.co.id/englishfirst/adults/blog/tips-meningkatkan-kemampuan-bahasa-inggris-dengan-menonton-film/>
- Efrizal, D. (2018). Improving Students Vocabulary Mastery Through English Movie for Second Year Students at MAN 01 Bengkulu. *Allughah, Language Journal* 7(1), 46-57.
- Faqe, C. K. (2017). The Effectiveness of English Movie Subtitles in Vocabulary Learning Among Iraqi Kurdistan EFL Learners. *International Journal of Current Advanced Research*, 6(3), 2590-2594. doi:10.24327/ijcar.2017.2594.0053
- Fikri, Suriaman, A., & Fery, R. (2021). English Subtitle Video in Teaching Vocabulary to the Junior High School Students in Palu. *Advances in Social Science, Education and Humanities Research, Series*, 5(34), 76-86.
- Hornberger, B., & Rangu, S. (2020). *Designing Inclusion and Exclusion Criteria*. Pennsylvania: Scholarly Commons Publishing.
- Jainuri, M. (2001, March 1). *Statistika parametrik\_teknik analisis komparasi (uji-t)*. Statistika Parametrik\_Teknik Analisis Komparasi (Uji-t). Retrieved January 26, 2021, from <https://www.slideshare.net/jenkelana/statistika-parametrikteknik-analisis-komparasi-ujit>
- Jannah, F., Noviana, E., & Hamizi. (2017). *Pengaruh Penerapan Model Pembelajaran Kooperatif Tipe Cooperative Integrated Reading And Composition (CIRC) Terhadap Hasil Belajar Ips Siswa Kelas V SDN 034 Tarai Bangun*. (Undergraduate Thesis, FKIP Universitas Riau, Pekanbaru).
- Kanellopoulou, C. (2019). Film Subtitles as a Successful Vocabulary Learning Tool. *Open Journal of Modern Linguistics*, 9, 145-152. doi:10.4236/ojml.2019.92014
- Kusumawati, E. (2018). The Effect of Watching English Movies with Subtitles on Esp Students' Content and Vocabulary Comprehension. *Science, Engineering, Education, and Development Studies*, 2(2), 139-150.
- Lamante, F. (2020). *Improving the Students' Vocabulary Mastery by Using Storytelling at the Eleventh Grade of Language Class in MAN Model 1 Manado* (Masters Thesis, State Institute of Islamic Studies, Manado).
- Lestari, R. C. (2018). The Use of English Subtitle in Movie to Improve Students' Vocabulary: Experimental Study in Grade IX of SMPN 1 Gunungsari Academic Year 2015/2016. *Academic Journal of Educational Sciences*, 1(1), 31-36.
- Liando, N. V. F., Wullur, A. E. J., & Rorimpandey, R. (2020). Improving Students' Motivation In Studying English Using Audio-lingual Method.

- Journal of English Language and Literature Teaching*, 5(1), 23-34.
- Liando, N. V. F., Rondonuwu, O. G. F., & Olii, S. T. (2022). Students' Perception In English Teaching And Learning Concerning Native-speakerism. *Journal of Teaching English, Linguistics, and Literature*, 1(2), 175-195.
- Manalu, S., & Siahaan, S. (2019). Scientific Approach-Based English Learning Strategy (SABELS). *The New Educational Review* 56(2), 41-52. doi:10.15804/tner.2019.56.2.03
- Maru, M. G., Liando, N. V. F., & Sahetapy, R. (2018). English Major Students' Perceptions Towards Watching English Movies in Listening and Speaking Skills Development. *Advances in Social Sciences Research Journal*, 5(6), 1-16. doi:10.14738/assrj.56.4627.
- Maru, M. G., Rogahang, L. A., & Liando, N. V. F. (2016). The Impact of Colors on SMA Negeri 1 Tomohon Student's Immediate and Delayed Retention of Vocabulary. *Journal of English Language and Literature Teaching*, 1(1), 41-55.
- Maru, M. G., Sarajar, O. M., & Posumah, J. (2021). Character Education as Revealed in the Movie Freedom Writers Directed by Richard Lagravense. *SoCul: International Journal of Research in Social Culture Issues*, 1(2), 139-151.
- Moron, Olivia, G., & Szarkowska, A. (2018). Viewers Can Keep Up with Fast Subtitles: Evidence from Eye Movements. *PLOS One Journal* 13(6), 1-30. doi:10.1371/journal.pone.0199331.
- Muhammad, H. (2017). *Panduan Penilaian oleh Pendidik dan Satuan Pendidikan*. Jakarta: Kemdikbud Publishing.
- Pelenkahu, N. (2017). Multiple Intelligences-Based Instructional Strategy of English Academic Writing Skill Instruction (MIB-IS of EAWSI): A Classroom Action Research at One of Indonesia Senior High School. *Studies in English Language Teaching*, 5(4), 792-822. doi:10.22158/selt.v5n4p792
- Pelenkahu, N., Tuerah, I. J. C., & Didipu, N. W. (2021). Foreign Language Speaking Anxiety on the 6th Semester Students of English Education Department. *Jurnal Bahasa dan Seni* 1(03), 321-347.
- Qorimah, A. N. (2021). *The Use of English Subtitled Movies in Teaching Vocabulary to Second Grade Students of MTs Al-Madaniyah Mataram in Academic Year 2020/2021* (Master Thesis, University of Muhammadiyah, Mataram).
- Ramli, H. A. (2020). *The Use of "Inside Out" Movie's Subtitles to Improve Reading A Case Study at SMK-PP Saree* (Master Thesis, State University Ar-Raniry, Banda Aceh).
- Sadiku, A. (2018). The Role of Subtitled Movies on Students' Vocabulary Development. *International Journal of Sciences: Basic and Applied Research*, 42(1), 212-221.
- Solihah, A. (2019). *Apakah mempelajari bahasa Inggris melalui film berbahasa Inggris efektif?* Quora. Retrieved January 26, 2021, from <https://id.quora.com/Apakah-mempelajari-bahasa-Inggris-melalui-film-berbahasa-Inggris-efektif>
- Sugiyono. (2017). *Statistik Untuk Penelitian*. Bandung: Alfabeta Publishing.

- Tasya, S. F. (2021). *Can English Subtitle on Movie Promote Self-Directed Learning in Enhancing Vocabulary Mastery* (Undergraduate Thesis, University of Brawijaya, Malang).
- Widiati, U., Rohmah, Z., & Furaidah. (2017). *Bahasa Inggris SMA/MA/SMK/MAK Kelas X, Kurikulum 2013, Revisi Akhir 2017*. Jakarta: Kemdikbud Publishing.
- Yildiz, T. A. (2017). The Effect of Videos with Subtitles on Vocabulary Learning of EFL Learners. *International Journal of Humanities and Social Science*, 7(9), 125-1