THE EFFECTIVENESS OF SUBTITLING VIDEO ON THE STUDENTS' VOCABULARY MASTERY: An Experimental Study in the Second Grade Students at SMP N 2 BAYAN ACADEMIC YEAR 2021/2022

Sri Rupiani[1], Amrullah[2], Arafiq[3]

English Education Department, Faculty of Teacher Training and Eduucation,

University of Mataram, Indonesia

*Corresponding Author's email: niwayansrirupiani@gmail.com

Abstract: The purposes of this study is to determine whether or not the subtitling video is effective to improve students' vocabulary mastery of second grade students at SMPN 2 Bayan. Pre-experimental study was selected as the research methodology. The population for this survey consisted of 104 second-grade students and the sample were 20 students which selected using the technique of purposive sampling. The data were collected using testing instruments that were separated into three data collection procedures: pre-test, treatment, and post-test. The mean pre-test scores of the class were 28.40 and the mean score for the post-test were 63.80. Then, the data were analyzed using the t-test formula. The research revealed that the t-test score was 7.79, which was greater than the value of t-table 4.322 at the 95% confidence level and 38 (df). As a result, the null hypothesis (Ho) is rejected, and as a result, the subtitling video is effective to improve students' vocabulary mastery in the second grade students of SMPN 2 Bayan.

Keyword: subtitling video, vocabulary, mastery

INTRODUCTION

English is an international language recognized and spoken worldwide. In Indonesia, English has become the foreign language that has been taught since Junior High School, even some have learned it since elementary school. As an international language, of course English is very important to learn. By learning English, we can communicate with people around the world who also speak that language. In addition, there is so much information, articles, or journals that are only written in English. It will be difficult for us to read and understand the content if we cannot speak the language.

In learning English, there are four important skills that we should master; reading, writing, listening, and speaking. The four skills are related to each other and will not be realized if we do not have enough knowledge of vocabulary. (Gray, 1939, P.1) "Vocabularyis an essential means of interchanging ideas and of acquiring new experiences. Man's growth in ideas has always been accompanied by a corresponding expansion of his vocabulary.". Vocabulary is the most important part in learning a language. By having knowledge in vocabulary, we can easily improve our

listening, reading, speaking, and alsowriting skills. Not only understanding but also producing the language.

The importance of vocabulary and vocabulary mastery, however, is not required to motivate ELT practitioners to place a greater emphasis on vocabulary teaching and vocabulary learning, as it has been discovered that vocabulary teaching and learning appear to be neglected in learning English in the Indonesian context (Cahyono and Widiati, 2008). This appears to be challenging given that teaching English in a country where English is a foreign language, such as Indonesia, is likely to confront many barriers and challenges, particularly with regard to vocabulary.

Relevant studies on observations toward vocabulary teaching and learning revealed that specialists in teaching English as a foreign language did not pay attention to vocabulary teaching and learning. Kebiel (2012) explored the perceptions of teachers and students regarding vocabulary acquisition methodologies. According to the findings of the study, the majority of teachers and students lack adequate knowledge of learning strategies and vocabulary learning procedures.

Vocabulary mastery cannot be separated from the teaching and learning of vocabulary. "Using effective strategies in both teaching and learning vocabulary will contribute positively to students' vocabulary growth, which will affect their language skills." 2017 (Aisyah). Vocabulary teaching is done to provide kids with the greeter number or understanding of words so that they can successfully communicate. Meanwhile, Intaraparasert (2004) highlights that the major aims of vocabulary learning are: 1) discovering the meanings of new words; 2) remembering newly-learned terms; and 3) expanding one's understanding of English vocabulary. As a result, it is obvious that vocabulary teaching and learning have a significant impact on students' vocabulary knowledge.

One reason teachers are interested in teaching vocabulary is to help the students understand the stuff they will be assigned to read. Students will struggle to understand what they are reading if they cannot determine the meaning of the words. According to Thornbury (2002), a lack of vocabulary knowledge hinders language understanding and production. Allen (1983) also stated that in order to achieve native-like knowledge of a language, students must memorize thousands of words. It might be inferred that communication in L2 is impossible without words to represent a broader range of meanings (McCarthy, 1990). Then, because all skills require vocabulary, vocabulary might be considered the most significant aspect of mastering four English skills. According to Thornbury (2002), teaching vocabulary plays an important role in language acquisition since mastery of vocabulary will help pupils learn all language abilities (speaking, listening, reading, and writing). Without greeting word knowledge, students will be unable to communicate, listen, write, or read. Teaching vocabulary entails considerably more than simply introducing new words to students (Hammer, 2008;107). Mastering pupils' vocabulary is a teacher's responsibility that comes with various benefits in the learning process. If they can increase their vocabulary, they will feel more smarter. They notice that they understand more of

what they read or hear. They find it easier to communicate since they have a stronger grasp of their language both orally and in writing.

From the information provided above, it should be clear that vocabulary plays a crucial part in learning new languages. However, even though this language has been taughtsince junior high school, many students do not have enough knowledge of English vocabulary. This can be due to lack of interest in the lessons due to difficult explanations or maybe the teachers do not try to teach in a fun way so that the students will feel bored and not interested in learning.

Aside from that, there are other methods of teaching vocabulary. Give the student a few pieces of vocabulary and instruct them to find the meaning, pronunciation, and compose an example sentence using the word in it. They will thereafter be able to educate others in groups. Second, create a worksheet and have students match words to definitions. Third, have students categorize a bunch of words into different groups. For instance, a collection of animal nouns divided into tame and wild animals. Fourth, assign students to find a new vocabulary word from their reading homework and teach it to the rest of the class.

In many cases, the students of SMPN 2 Bayan have many difficulties in understanding English language. Many of them find it difficult because they have a lack vocabulary. Beside of English is a foreign language that they not often use in daily activities, the monotonous activities during the learning process. Actually, if we just memorize books and teachers' tedious explanations, learning vocabulary would not be simple. Additionally, students can independently learn using a variety of audio or visual materials. Moreover, as a teacher, you ought to be more imaginative in the unique teaching strategies you employ. Today, there are a variety of media, including music, video, movies, and more, that can be used to increase students' vocabulary mastery.

Teaching media are valuable instructional tools that can help make learning more effective and interesting. Harmer defines instrumental media as "a variety of objects, pictures, and other things that can be used as instrumental media to present and manipulate language and to engage students in activities." According to Reiser and Dick, one of the teaching strategies that teachers should prepare before entering the classroom is instructional media. Instructional media are physical devices such as movies, tape, recorders, computers, overhead projectors, and others that convey instructional activities to students. Raiser and Dick propose a principle for using instructional material. First, educational materials should be useful. It means that teachers should assess the availability of media as well as the practicality of media, such as whether they are easily involved in obtaining them. Second, the instructional media should be tailored to the characteristics of the students, as their perception of the media will influence their learning. Finally, instructional media should be an effective technique of presenting a certain educational task. This means that the media should support the activity provided in the classroom.

Acquiring knowledge is a process called learning. It requires a lot of work, and occasionally it will cause learners to lose concentration on the lesson because they are frustrated or bored with the way their teacher is teaching them. To involve learners and make the learning

process more exciting in this situation, media must be used in the teaching and learning process. It is nothing new to incorporate media into the teaching andlearning process. Some teachers are aware that the media can aid learners in their learning, but not all teachers are good at putting this knowledge into practice. As a result, rather thanfacilitating learning, the media will obstruct it. This condition may be problematic. Mediaare the tools used to transmit or deliver messages. According to Li-Ling (1996), a mediumis referred to as an educational medium if it transmits information for teaching. He continues by stating that media use is crucial and necessary for coordinating teaching and learning (Li-Ling. 1996). Media can be used with students of every grade level and in any subject, making them flexible. Teaching materials can also help students to take more charge of and control over their own education, participate in joint curriculum creation, and adopt a longer-term perspective on their own education (Masterman. 1999). A teacher should think about a medium to be employed in the teaching-learning process because media offers various benefits.

In this research, writer will use video with English subtitles as a medium. Ogasawara in 1994 said that watching subtitled video in English might be one of the richestways of presenting authentic input since it is the combination of three mediums; aural, visual, and textual. Based on the Oxford dictionary, subtitle is a caption that is displayed atthe bottom of a video describing the meaning of the narration or conversation in the video.Subtitled video is a kind of audio-visual media which provides narrative models organizedin emotions and images with captions. To be simple, subtitled videos representing words and pictures in oral and visual form. (Zanon, 2006, P. 47) indicates that subtitles might bedistinguished to the following types: 1. Bimodal subtitling (English dialogue to English subtitles). 2. Standard subtitling (English dialogue to learners' mother tongue language). 3. Reversed subtitling (dialogue form learners mother tongue language to English subtitles). From the three types of subtitle video, the researcher will use bimodal subtitles by giving the students English video with English subtitle.

It is important to do, this study was to find out whether or not the subtitling video is effective on students' vocabulary mastery in the second grade students at SMPN 2 Bayan.

RESEARCH METHODS

This research is a pre-experimental research with pre-test and post-test on the experimental group in order to find out the effectiveness of using English subtitling video on students' vocabulary mastery. The sampling technique that will be used in this study is purposive sampling. Purposive sampling is randomly selected from a specific number of probable sample of the population. In this research, the researcher used one class consist of 20 students as the experimental class and will be administered by using subtitling video. There are two kinds of test will be given in this research, they are pre-test and post-test. Pre test will be given before the treatment in order to measure the students' vocabulary mastery and the post test will be given after the treatment to find out weather or not using subtitling video is effective to help the students' vocabulary mastery.

FINDING AND DISCUSSION

The researcher conducted a pre-test to find out the students' vocabulary proficiency before and after applying English-subtitled videos to teach them. The researcher obtained scores on the students vocabulary mastery by giving them pre- and post-tests. The test was applied by the researcher to obtain data for this study. The students in second grade in class C at SMP N 2 BAYAN served as the study's sample population.

There were 25 questions total that the researcher provided. The test had two different formats: 10 questions for filling in the blanks in sentences and 15 questions for matching terms with translations. The sample for this study consisted of 20 students. The researcher gave the students a pre-test before starting the treatment to figure out how far along they were with their vocabulary. The pre-test results revealed that the students' vocabulary proficiency was low and that they were still having trouble using language in specific contexts within short passages.

After receiving the results of the pre-test, the researcher treated the students with an English subtitled video. The students were enthusiastic and had a good time watching the film. They were paying attention to the video and taking notes on some tough words. The teaching and learning process went smoothly.

The students took a post-test after treatment, which was given to them by the researcher. This post-test was given to students to measure their vocabulary growth after receiving lessons from English-subtitled videos. The goal of the study was to evaluate how much the students' language development had improved following the intervention. The post-test findings showed that students vocabulary achievement significantly increased.

To describe the data, the researcher showed the criteria of score of the students' test result, mean of the test result, and percentage of the test. To know the students' achievement whether it was good or not, the researcher gave the criteria as follows:

Table 4. 1 Critearia of the score

No	Interval Class	Criteria
1	80-100	Very Good
2	70-79	Good
3	60-69	Enough
4	50-59	Poor
5	0-49	Low

Scoring the learners' vocabulary test of pre-test and post-test by using the following formula:

$$Score = \frac{The\ total\ of\ the\ students^F correct\ answer}{the\ total\ of\ itema} \times 100$$

For example, if the learner cumulative correct answer is 18, the point is 72 with estimated as follows:

The cumulative correct answers are 18

The entire numbers of the test are 25

$\frac{18}{25} \times 100 = 72$ (Good)

The significant difference scores in vocabulary mastery before and after being taught by using English subtitled Video could be seen in the table below:

Table 4 .2 Students' Score in Pre -test and Post-Test

No	Nama	Pre-test	Post-tes
1	DGA	36	72
2	MEJ	24	76
3	AS	20	40
4	AM	20	80
5	A	36	64
6	NKAL	44	76
7	NSP	36	72
8	I	48	60
9	TA	40	72
10	MSA	32	68
11	S	28	64
12	Ml	20	60
13	Mrl	32	60
14	Mln	52	84

15	HS	20	76
16	NR	12	44
17	HA	16	40
18	MA	20	84
19	M	20	40
20	OM	12	40

Statistical group analysis of mean and standard deviation is a statistical method used to provide an overview of the characteristics of data from one or several different groups. In this analysis, the mean is used to indicate the middle value of the data, while the standard deviation measures the extent to which the data is spread from the mean. The standard deviation is the most informative metric in measuring the spread of data, as it reflects the extent to which each unit of observation is distributed from its mean value (Ghozali, 2016).

Table 4 .3 Analysis of mean and standars deviation

Group Statistics					
	Test	N	Mean	Std. Deviation	Std. Error Mean
Pre-test and post-test	Pre test	20	28.40	11.816	2.642
	Post test	20	63.60	15.295	3.420

With large samples, the calculated mean and standard deviation values have a high chance of approaching the mean and standard deviation of the population. The larger the standard deviation value, the greater the variation in the value on the item or the further away from the average value, which means the more inaccurate the mean. Conversely, the smaller the standard deviation value, the closer the values on the item are to the mean, which means the more accurate the mean is. Based on the SPSS output table, it can be seen that the standard deviation value of the pre-test is 11.816 and the mean is 28.40, indicating that the data have a low variation because the standard deviation value is less than the mean. The post-test standard deviation value is 15,295 and the mean is 63.60, which also indicates that the data have a low variation because the standard deviation value is less than the mean.

Independent Sample t-test is a statistic method that used to compare the means of two non retaive and independent groups of data. In this context "independent" means that the two groups has no relation to each other.

Table 4. 4 Independent sample test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Pre tes and post test result	Equal variances assumed	1.150	.290	-8.145	38	.000	-35.200	4.322	-43.949	-26.451
	Equal variances not assumed			-8.145	35.723	.000	-35.200	4.322	-43.967	-26.433

The basis for hypothesis analysis of the Independent Sampling test is:

1. If it's Sig. (2-tailed) 0.05, so there is a significant difference between post-test results and pre-test results

2. If it's Sig. (2-tailed) 0.05, so there is no significant difference between post-test and pre-test results

Based on the SPSS output results table, Sig values are derived. (2-tailed) pre-test and post-test are the same as 0.00 and it can be seen that the value of Sig. (2-tailed) 0.00 ± 0.05. It means that H1 was accepted and H0 rejected. Thus, it can be concluded that there is a significant difference between the results of the pre-test and post-test. It indicated that the use of English subtitled video was effective towards students' vocabulary mastery.

CONCLUSION

Teaching by using subtitling video gives an effect on students' English vocabulary mastery. This is evidenced by result of computing the mean score of the students test result on the pre-test before they given the treatment is lower (28.40) than the mean score after they given treatment by using subtitling video which is (63.60). From the analysis, it was found that the t-test value is 7.75, which is higher than t-table at the confidence level of 0.05 (95%) equals to 2.024, at degree of freedom (df) 38. Therefore, based on the criteria of the hypothesis testing: if the t-test < t-table at the confidence level of 0.05 (95%), means that H_0 is accepted. However, if t-test > t-table at the confidence level 0.05 (95%), H_0 is rejected. Therefore, the Null hypothesis (H_0) successfully rejected, and as the conclusion that subtitling video is effective on improving students vocabulary mastery in the second grade at SMPN 2 Bayan.

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