



### The Use of Bimodal Subtitling in English Movie to Increase Students' Vocabulary Mastery

Nurafni Latief<sup>1</sup>, Moon H. Otoluwa<sup>2</sup>, Helena Badu<sup>3</sup>

<sup>1,2,3</sup>English Language Education Departement, Universitas Negeri gorontalo  
[nurafni121005@gmail.com](mailto:nurafni121005@gmail.com)<sup>1</sup>, [moonhidayati@ung.ac.id](mailto:moonhidayati@ung.ac.id)<sup>2</sup>, [helenabadu@ung.ac.id](mailto:helenabadu@ung.ac.id)<sup>3</sup>

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#### Abstract (Bahasa Inggris)

The aim of this research was to investigate whether the use of bimodal subtitling in English movies can increase students' vocabulary mastery. This research used quantitative method in the form of pre-experimental research design with one group pre-test and post-test. The subjects of this research were 16 students of class X TLM 2 of SMK Teknologi Muhammadiyah Limboto in the 2022/2023 academic year. This research used purposive sampling. The technique of collecting data was used as a vocabulary test as the instrument of this research. The data was analyzed by using paired sample t-test calculations with the help of SPSS program 23 version. The outcome demonstrated a statistically significant increase in the students' mean score between the pretest and posttest with a significant level of  $\alpha = 0.05$ . The result showed the value of Sig. (2-tailed) was 0.000 lower than  $< 0.05$ , which means  $H_0$  was rejected and  $H_a$  was accepted. Therefore, it can be stated that there was an influence of the use of bimodal subtitling in English movies to increase students' vocabulary mastery.

#### Abstrak (Bahasa Indonesia)

Penelitian ini bertujuan untuk mengetahui apakah penggunaan takarir bimodal dalam film berbahasa Inggris dapat meningkatkan penguasaan kosakata siswa. Penelitian ini menggunakan metode kuantitatif dengan desain pre-experimental design one group pre-test and post-test. Subjek penelitian ini adalah 16 siswa kelas X TLM 2 SMK Teknologi Muhammadiyah Limboto tahun ajaran 2022-2023, ditentukan dengan menggunakan teknik purposive sampling. Data dikumpulkan menggunakan tes kosakata sebagai instrument penelitian ini, dan dianalisis dengan menggunakan perhitungan pair sample t-test dengan bantuan program SPSS versi 23. Hasil penelitian menunjukkan adanya peningkatan yang signifikan secara statistik pada nilai rata-rata siswa antara hasil pre-test dan post-test dengan singkat signifikansi  $\alpha = 0,05$ . Hasilnya menunjukkan nilai Sig. (2-tailed) = 0,000 lebih kecil dari 0,05, artinya  $H_0$  ditolak dan  $H_a$  diterima. Oleh karena itu, dapat dinyatakan bahwa terdapat pengaruh penggunaan takarir bimodal dalam film berbahasa Inggris terhadap peningkatan penguasaan kosakata siswa.

#### Corresponding Author:

Nurafni Latif

Fakultas Sastra & Budaya

Universitas Negeri Gorontalo

E-mail: [nurafni121005@gmail.com](mailto:nurafni121005@gmail.com)

## 1. PENDAHULUAN

Vocabulary mastery is the most important thing for students because vocabulary becomes the basic aspect that helps students to master the four language skills. If students have good vocabulary mastery, they are able to understand what they read or hear, speak fluently, and write easily if they have the capability of using the words accurately. Actually, learning new vocabulary is difficult considering the many factors that can influence students. Based on the experience of Teaching Practice II in SMA Negeri 2 Gorontalo, the researcher found that most of the students had big problems with learning English. Students' difficulty that they often encountered was that they could not understand the meaning of a word, and they still did not understand how to use the word in a sentence. The teacher said that students have problems with understanding words or phrases. It happens because they may lack vocabulary. It made it for students difficult to make a sentence or to make a short conversation.

Several factors could influence the lack of vocabulary mastery for students. The first was in the learning process. Students had difficulty finding out the meaning of those words. They just asked their friends who knew the meaning of those words. The second was students' difficulty memorizing vocabulary. The third was that students are less in reading. Students are not interested in reading a book. The fourth was that the teacher still used traditional ways to teach students. Use a textbook and let the students find out the meaning of that text or that sentence. It made students feel bored. The teacher use media in the learning process to make the class more interesting. The teacher had a very important role in the learning process. Teachers teaching without new techniques made the learning process monotonous.

Based on the explanation of the problems above, the researcher designed a plan to be used in teaching. Attracting students' interest in learning English, teachers must use good learning methods that are supported by good learning media as well. Some instructional media can be used by teachers to increase students' vocabulary mastery. Such as using English movies as the audiovisual medium. Watching English movies can be used as a resource for learning the medium. In addition, students have more interest in watching or seeing things that are real and that does not make students feel bored. Watching English movies gives students more focus and learning English. Meanwhile, in a research article by Arpan (2015), "watching English movies is useful media for students in senior high school. Students can get knowledge that they cannot get in class or in their text-books". Although English movies are suitable as a medium of learning, movies may also make students confused and do not understand the storyline of the movie. It makes students bored and unfocused. Therefore, students need some help to understand the movie, and that is the function of the subtitles. By watching an English movie with subtitles, students learn some vocabulary and phrases which help students to understand what the movie is talking about. Students watching movies with subtitles for learning foreign languages have shown increases in reading and listening comprehension, word recognition, decoding skills, motivation, and vocabulary acquisition (Etemadi, 2012, p. 239).

Based on the background above, the purpose of this study is to investigate whether the bimodal subtitling in English movies can increase students' vocabulary at the tenth grade of SMK Teknologi Muhammadiyah Limboto. The main point of this research is vocabulary, particularly in nouns, adjective, and verbs that are provided by English movies.

## 2. METODE PENELITIAN

This research used a quantitative method. Quantitative method is a method that uses numbers to analyze data and uses one variable to influence other variables (Cresswell, 2014). The researcher used this method to measure the use of watching English movies to enrich students' vocabulary mastery. The data for this research were the students' scores on a vocabulary test which indicated their knowledge and skills. In constructing the test, the researcher used two based competence from curriculum K13 that are KD 3 knowledge, and KD 4 skill. The subjects of data were students in senior high school at SMK Teknologi Muhammadiyah Limboto, academic year 2022/2023.

Moreover, this research used independent and dependent variables. According to Sugiyono (2016), the independent variable is a variable that affected, or caused the change, and appears as a dependent variable. The independent variable is bimodal subtitling in English movies. However, Dependent Variable (Y) Dependent variable is the main focus of researchers. This variable is often referred to as the output variable, criteria, consequence or dependent variable. The dependent variable is the variable that "depends" on the independent variables. In this research, the dependent variable is students' vocabulary mastery.

This research used pre-experimental study with one group pre-test and post-test design. The researcher employed this design to find out the difference between before and after giving treatment, and used bimodal subtitling in English movies as a teaching medium. The pre-experimental method used pre-test, treatment,

and post-test, as well as the experimental procedure with one class of research subject. The students gave a vocabulary test with multiple choices that consisted of 25 numbers.

The technique of data collecting is the strategy of writers to get the data from participants. The writer applied a test to collect the data for this research. In this research, the researcher used test as the instrument of research. The researcher only used a test because in this study applied a pre-experimental study with a one group pre-test and post-test design which only focused on the results of data collection, not on the processed of data collection. The type of test was multiple-choice. Students had to answer the questions that consisted of vocabulary, and there were 50 questions that students needed to answer. After getting the result of the valid test, the researcher analyzed the result by using SPSS 23 program to know whether the tests were valid or not. And the number of valid questions was 25. The valid questions are used in the pre-test and post-test, and the invalid questions are deleted.

The validity test is one of the features of the scoring method for measuring the test according to the study. According to Schumacher and McMillan (2001:281) says that test validity is the extent to which inferences and uses made on the basis of instrument are reasonable and appropriate. The validity test is a test of accuracy, known as a try-out test. It is used to measure students' vocabulary levels before taking the actual test. By using the help of SPSS program version 23, the validity of the test was verified using the product moment correlation formula. This test was given to class X ASKEP 1, which was not selected as the sample of this study. There were 50 consisting of 15 nouns, 9 verbs, and 16 adjectives. The reason why the researcher chose nouns, adjectives, and verbs is because they mostly appeared in the movie.

Moreover, reliability analysis is found that the instrument is suitable for use as a tool during data collection. According to Schumacher and McMillan (2001:181) says that reliability refers to the consistency of measurement, the extent to which the scores are similar over different forms of the same instrument or occasions of data collection. This test used the Cronbach's Alpha method. The statistical test decision was that if  $\text{Alpha} > 0.60$ , the item was reliable or consistent. Based on the result of the reliability test in the table above, Cronbach's alpha number in the test was 0.927. With the result of  $0.927 > 0.60$ , it obtained at a very high level. Therefore, it can be stated that the test used in this research was consistent and reliable. After conducting a reliability test by using the formula Cronbach's Alpha with the help of SPSS 23, and taking reliable questions, the researcher applied the test to the research sample and analyzed the data.

Additionally, the data analysis is the process of systematically compiling information from participants after doing the test to get the result or finding of this research. In analyzing the data, the researcher used the following formula in scoring the students' tests. According to Arikunto (2005), the formula is as follows:

$$S = \frac{R \times 100}{N}$$

Where:

S = Score of the test

R = Right answer

N = Total of the items

After scoring students' outcomes, the researcher calculated and analyzed the data by using a paired t-test with the help of Statistical Package for the Social Sciences or SPSS program 23 version. The aim of the t-test was to find out the difference in students' vocabulary development between pre-test and post-test. To measure the score of students' vocabulary mastery, the researcher used the classification for students' scores. The range of score of students' vocabulary mastery scores into four classified level of students' vocabulary mastery. In the range 89-100 includes in very good category, range 79-88 include in good category, 70-78 include in enough category, and range <70 include in poor category.

Furthermore, the hypothesis verification is a tool used to know the success or failure of this research. The researcher used the significance level  $\alpha = 0,05$  according to Santoso (2014), the indicators as follows:

Accepted If the value of Sig. (2-tailed) is lower than  $<0.05$ , it means  $H_0$  was rejected and  $H_a$  is accepted

Rejected If the value of Sig. (2-tailed) is bigger than  $>0.05$ , it means  $H_0$  was accepted and  $H_a$  is rejected.

For the research report, the researcher used the steps specified in this study to present the students' vocabulary results in statistical data. The data displayed the result of each test using SPSS (Statistical Program Social Science) version 23.

### 3. HASIL DAN PEMBAHASAN

Bagian pembahasan (diskusi) bertujuan untuk: (1) menjawab rumusan masalah dan pertanyaan-pertanyaan penelitian/kajian; (2) menunjukkan bagaimana temuan-temuan itu diperoleh atau ditemukan; (3) menginterpretasi/menafsirkan hasil temuan-temuan; (4) mengaitkan hasil temuan penelitian/kajian dengan

struktur pengetahuan yang telah mapan; dan (5) memunculkan teori-teori baru dan/atau modifikasi teori yang telah ada, dengan mengkomparasikan hasil penelitian terdahulu yang telah diterbitkan pada jurnal bereputasi.

Dalam menjawab rumusan masalah dan/atau pertanyaan-pertanyaan penelitian, hasil penelitian harus disimpulkan secara eksplisit dengan mengacu pada penelitian terdahulu. Interpretasi atas temuan penelitian/kajian, dapat dilakukan dengan menggunakan logika empirik yang didasarkan pada teori-teori yang telah ada dan/atau hasil penelitian terdahulu pada jurnal-jurnal bereputasi baik internasional maupun nasional, sedangkan temuan berupa kenyataan di lapangan diintegrasikan atau dikaitkan dengan hasil-hasil penelitian sebelumnya atau dengan teori yang sudah ada. Untuk keperluan ini, penulis diharuskan untuk merujuk pada jurnal internasional (scopus) dan jurnal nasional (sinta). Dalam memunculkan teori-teori baru, teori-teori lama bisa dikonfirmasi atau ditolak oleh penulis, sebagian mungkin perlu memodifikasi teori dari teori-teori lama, dan referensi hasil penelitian/kajian yang digunakan penulis, harus referensi 10 (sepuluh) tahun terakhir, minimal 15 (lima belas) referensi.

Bagian pembahasan (diskusi) diharapkan dapat memberikan sumbangan dan warna baru bagi pengembangan ilmu pengetahuan. Oleh sebab itu, penulis diharapkan dapat benar-benar memberikan perhatian khusus untuk memastikan bahwa pembahasan yang dituliskan merupakan bagian penting dari keseluruhan isi artikel, yang dapat meningkatkan kualitas keilmuan dalam bidang keilmuan manajemen pendidikan. Artikel yang ditulis di *Tarbawi: Jurnal Keilmuan Manajemen Pendidikan* berkisar antara 3000 sampai 5000 kata atau setara dengan 10 sampai 16 halaman sesuai ketentuan yang ada pada template ini.

#### **4. KESIMPULAN DAN SARAN/REKOMENDASI**

##### **4.1 Kesimpulan**

Ditulis menggunakan nomor atau berbentuk narasi sesuai naskah. Kesimpulan memuat sari dari kajian dan sekaligus juga merupakan jawaban atas permasalahan yang dikaji dalam artikel. Sehubungan dengan hal tersebut, penulisan kesimpulan harus disesuaikan dengan urutan permasalahan yang dikaji serta relevan dengan tujuan penelitian. Pada bagian Kesimpulan tidak boleh ada pembahasan baru atau komentar dari penulis.

##### **4.2 Saran/Rekomendasi**

Saran atau rekomendasi penulis ditulis di bagian ini. Jika tidak ada, maka bagian IV, cukup ditulis dengan kesimpulan.

#### **5. UCAPAN TERIMA KASIH (JIKA ADA)**

Ucapan terimakasih sifatnya pilihan. Silahkan disesuaikan sesuai kebutuhan publikasi.

Kesimpulan terdiri dari rangkuman dari artikel yang menyajikan ringkasan dari hasil penelitian yang telah dilaksanakan, dan merupakan jawaban dari rumusan masalah. Kesimpulan harus diselaraskan dengan rumusan masalah dan tujuan penelitian. Jika kesimpulan lebih dari satu, maka dituliskan dengan menggunakan penomoran angka pada paragraf, bukan dengan menggunakan bullet, dan penulis juga dapat menambahkan prospek pengembangan dari hasil penelitian/kajian serta bagaimana implikasi lebih jauh yang menjadi prospek penelitian/kajian peneliti selanjutnya.

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