

ENGAGING EFL JUNIOR HIGH SCHOOL STUDENTS IN MOVIE SUBTITLE MEDIATED FOR VOCABULARY LEARNING THROUGH VOCABULARY SELF-COLLECTION STRATEGY: A CASE SYUDY

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Abstract

To communicate effectively in a foreign language, such as English, a person must first become familiar with the vocabulary in that language. A lack of vocabulary will make it difficult for students to express their understanding and even their production. In the EFL classroom, several media have the potential to help students learn vocabulary, one of which is films with subtitles. The study aimed To explore the extent of students' involvement in the process of learning vocabulary through the use of movies with subtitles as a medium and to explore student' perceptions towards the use of subtitled movie as a medium for vocabulary learning. The research method is qualitative using case study design. The participant were 5 high school students in Bekasi. The analysis data used thematic analysis by Braun and Clarke. Research showed that using films with subtitles greatly influenced on how students learned vocabulary. While interactive media aided understanding, clearer instructions were necessary for some. Students actively engaged in discussions, showing enthusiasm. However, the speed of subtitles posed a comprehension challenge. Enhancements in instructions and subtitle speed were crucial for effective learning.

Keywords: Comprehension; Subtitle; Movie; Vocabulary

INTRODUCTION

Vocabulary mastery is one of the most basic and essential aspects that an English teacher must teach in a foreign language. To communicate effectively in a foreign language, such as English, a person must first become familiar with the vocabulary in that language. The four general skills in English are reading, writing, listening, and speaking; with adequate vocabulary, these skills will be easier to learn and improve to a higher level. A lack of vocabulary will make it difficult for students to express their understanding and even their production. According to Mandasari and Oktaviani (2018), Indonesian people do not routinely communicate in English, so this language is considered a foreign language. Therefore, learning English is not as easy. Mastering speaking English fluently takes much practice. Apart from that, various elements in this language must be mastered, including vocabulary. Understanding vocabulary is a complex and challenging concept. Understanding a word requires various word information, such as word meaning, word origin, word registration, collocation, and word form. All of these types of words will need to be taught gradually. In the current era, teachers must deal with technology in teaching. The role of technology is crucial. The development of technology, which is a primary need, has the advantage of improving many elements of education, including teaching and learning. One method for teachers to deal with technology is integrating media into their lessons (Oktaviani & Sari, 2020). Including media in the English learning will motivate and

focus students (Sinaga & Oktaviani, 2020). Additionally, it provides details about a matter and explains the situation in the classroom.

In the EFL classroom, several media have the potential to help students learn vocabulary, one of which is films with subtitles. In films, there are many English subtitles to help non-English speakers understand the context of the video. Subtitles are also closely related to films; most non-English speakers will use subtitles to help them understand the film they are watching. They can be integrated with certain types of teaching strategies. Film subtitles have been widely used and researched by many previous researchers. It is revealed that film subtitles can help students acquire many new words. Based on research by Esen, Betül, and Elif (2018), who conducted a study on using films with subtitles in EFL classrooms. Their research found that using subtitles in the learner's native language positively affected both comprehension and vocabulary. Other related research was conducted by Sari and Aminatun (2021). Their research found that films are an excellent medium to help students develop their vocabulary mastery, primarily if the films use subtitles. Another factor that makes films good as a medium for learning vocabulary is that learning while watching films is fun, so it can motivate students to learn vocabulary. With strong motivation, students are eager to discover new vocabulary and learn how to use it. Concerning previous research that touched on films impacting students' motivation to learn vocabulary, there was also previous research conducted by Sabouri and Zohrabi (2015). Movies can make the classroom environment lively, which can motivate students to acquire new terminology and improve their English skills. According to Sabouri and Zohrabi (2015), watching films while learning English can help with problems such as poor comprehension, limited vocabulary, slow reading, poor grammar, and poor conversational skills. Watching films is entertaining; learning through observation will be more interesting and have many benefits. Besides, films do not always have to be watched in cinemas. Every student can watch it anywhere. Students can watch via smartphone, laptop, CD, or internet. To strengthen the previous research that has been explained, there is research conducted by Lestari and Yosinta (2022) entitled: "The Effects of Watching English-Subtitled Videos on EFL Students' Vocabulary Learning." Their research used two groups: a control group who watched videos without subtitles and an experimental group who watched videos with subtitles. The results of their tests showed that the experimental group had higher scores than the control group. Creating a pleasant environment in teaching languages is vital to engaging students. For them to enjoy everything they learn, it is better to give them the impression that they are not studying. Of course, engaging in fun activities in the classroom is a great way to do this. Media integration by teachers can produce fun activities in the classroom. To make their activities interesting, media support is needed. Media helps teachers in improving their lesson plans and assists in delivery. Based on the description above, the author examined how students behave towards using film media with subtitles to teach vocabulary, specifically how students are involved in the learning process. Little is known about how film subtitles emphasize student involvement in using films with subtitles for learning. Vocabulary. Indeed, student engagement is an essential part of successful learning. Because student engagement directly impacts student performance, teachers must detect when students are engaged and work to increase that level of engagement. Based on the previous research that has been described, it is accepted that little research concerns how film subtitles are studied from students' behavioral engagement. Therefore, this study will conduct research with the title: "Engaging EFL Junior High School Students' In Movie Subtitle-Mediated for Vocabulary Learning Through Vocabulary Self-Collection Strategy: A Case Study."

METHOD

This study uses a qualitative approach to explore data in depth and detail. It uses a case study design based on Yin (2018) to explain the author's perspective and student responses. This research was conducted at one of the junior high schools in Bekasi. This research will be carried out directly by researchers in class by showing films in front of the class using a projector. The number of participants selected was around 30 students, and then five students were selected to be interviewed, including female and male students. This research was conducted in one class. In this research, the first question will be answered using observational analysis (Widodo, 2015), while the second will be answered through interview analysis (Tao & Gao, 2017). To ensure the reliability of the data and that all questions were answered, observations and interviews were recorded, and the transcripts were checked for recurring themes. The information is then classified and organized based on events after being compared with observation and interview transcripts to see if there is a connection. Before making conclusions, the data was returned to the participants for confirmation as a source of data validity based on the students' reflective journals (Gülden, 2020). Researchers used Braun & Clarke's (2022) six-phase thematic analysis process to analyze research data.

RESULTS AND DISCUSSION

Results

Based on the analysis results, the researchers found several findings that emerged in this research. The research findings consist of affective, cognitive, and behavioral aspects. However, this research emphasizes research findings on behavioral and cognitive aspects. These findings were obtained from observation data validated through interview sessions with students. In the first discussion, the researcher explained the results of the findings regarding the behavioral aspects of learning English using strategies with film subtitles as media. The findings showed that students were actively involved in learning in class, both in discussions with the teacher and in groups. Most students contributed actively to learning. This behavior also showed that students had enthusiasm and were focused on learning. At the same time, researchers also found that this student's behavior was also characterized by the work results provided. Students showed seriousness in carrying out their assignments. The results of the researcher's observations were supported by students' statements in the interview session and reflective journal. As per the following data:

Table 1. Students' Behaviour

No	Initial	Data	Statement
1	FI	Interview	I have payyed attention to the teacher. When I didn't get the point, I usually ask to my friend first. We were active during the discussion. We faced some struggles. But, we can solve it together.
2	AB	Interview	I think, we also paying attention in the class. I did my task well. In the discussion, I often search the meaning of word. But, when I don't know, I would ask to my friend.
3	ZH	Interview	I listen the teacher, and when found the unfamiliar words that I didn't get on my dictionary, I ask the teacher.

4	AB	Reflective Journal	The learning is fun so I can do my task very well, especially in searching the meaning. Sometimes, I make sure to my teacher, when I have doubt.
5	IN	Reflective Journal	I have problem during write the unfamiliar word. But, active to ask my friend or teacher to know the word. Then, I can search the meaning for it.
6	ZH	Reflective Journal	I joined the discussion and actively communicate with them. I think I was doing my active learning. My task is writing the sentences in the group. When I found unfamiliar word, I looked for on the dictionary or asked to teacher.

In the findings presented, behavioral patterns showed student involvement in learning. These students displayed diverse attitudes toward understanding the material taught. Some students showed good attention to the teacher by actively listening. When they had difficulty understanding the material, they tended to ask their classmates first before finally asking the teacher for help. It showed the encouragement to solve problems together in groups. Students were also active in class discussions. They looked for the meaning of unknown words when discussing, and if they did not know, they would ask friends or teachers. Efforts to understand the meaning of unfamiliar words showed their dedication to understanding the material being studied.

Moreover, enjoyment in learning was also visible in student responses. It encouraged them to complete tasks well, especially in searching for the meaning of words. However, there were also obstacles in writing unknown words, but students actively sought help from friends and teachers to understand them. In conclusion, students' behavior patterns in learning showed active involvement in listening to the teacher, discussing, looking for the meaning of unknown words, and completing assignments. Even though there were obstacles, they showed a proactive attitude in finding solutions and understanding the material being studied.

In other findings, researchers found that students understood learning in class well. This behavior of paying attention to the teacher helped them have a more comprehensive understanding. Research data showed that students easily understood vocabulary learning and the concept of using vocabulary adapted to the context of conversation. Interview data and reflective journals showed the following:

Table 2. Students' Cognition

No	Initial	Data	Statement
1	FI	Interview	I understand the task, but I was difficult to write the sentence
2	AB	Interview	Learning with film help me to understand the word. I can understand the meaning of word based on the context. The visualization support my comprehension about how to use the vocab.
3	IN	Interview	Film help me to know how the words using in the sentence.
4	FI	Reflective Journal	I am fast to understand the learning process.
5	AB	Reflective Journal	I am fast to understand the new vocab through visualization and film's context.

6	IN	Reflective Journal	Film gave me understanding the vocab through dialog context. Thus, it help me to get better understanding.
7	ZH	Reflective Journal	I think the film help me to get better understanding regarding the new vocab rather than using book in learning vocab.

Based on the research findings, there was a reasonably clear picture regarding the cognitive side of using films in vocabulary learning. The students indicated that using films helped them understand the words better. They found it difficult to write sentences even though they understood the assignment. The assistance from film media helped students understand the meaning of words based on the given context. The visualization offered by the film also supported their understanding of the use of vocabulary in a context. Films also helped them understand how words were used in a sentence, providing a more realistic picture of the context in which they were used.

Apart from that, students felt that they quickly understood the learning process when using films as a tool. They felt that the visualization and context of the film helped them quickly understand new vocabulary. Films provided a better understanding of vocabulary use through the dialogue presented, enriching their understanding of the material. From these findings, the use of films in vocabulary learning significantly contributed to increasing students' understanding of new vocabulary. They felt that films were more helpful in understanding vocabulary than books as a tool for learning vocabulary.

At the same time, research findings also showed an affective side of students that emerged regarding learning in class using the VSS strategy through films. Most research participants said that they enjoyed this learning. As shown in the following interview data and student reflective journals:

Table 3. Students' Affective

No	Initial	Data	Statement
1	FI	Interview	The learning process is fun, because we usually learning vocab only based on the book. The film was interesting, so it hindered me to get the bored in learning.
2	AB	Interview	The learning was interesting and entertain. Thus, I didn't feel bored. Usually, we used book for learning vocab. It doesn't interesting for me.
3	IN	Interview	The learning process is so fun, we also can get the learning material, new vocab, and entertainment.
4	AB	Reflective Journal	The learning strategy help me to get the learning occasion that interesting
5	IN	Reflective Journal	This film is so interesting for learning vocab. I feel I can free to choose the unfamiliar words that I want to learn. Thus, I love it.

The research findings data illustrated a positive affective response to the learning process using film as a tool. The students showed that using films in vocabulary learning made learning fun. They felt that vocabulary learning was usually only done through books, but films attracted their attention, preventing boredom while studying. Students expressed that the learning presented through films was interesting and entertaining. It made them feel energized, especially when compared to using books that were less interesting to them. This learning

strategy helped them get interesting and enjoyable learning material. Students also indicated that films as a vocabulary learning tool were very interesting. They felt free to choose unknown words to learn, which made the learning experience more enjoyable. It reflected that films brought fun to the vocabulary learning process and made them like it.

However, in other findings, research data shows that there are obstacles experienced by students in learning vocabulary with the VSS strategy using film subtitles as media. The findings show that students complained about problems with the learning media used. Observation results showed that some students were overwhelmed to record the vocabulary they found. Other data sources also show similar things, as follows:

Table 4. Students' Obstacle during The Class

No	Initial	Data	Statement
1	FI	Interview	The subtitle is too fast, I was hard to understand the word. Thus, I am doubt to write the unfamiliar word.
2	AB	Interview	The subtitle is too fast. I was overwhelmed to write the vocab. When I want to write, the subtitle was changing.
3	IN	Interview	The pronunciation and the subtitle is too fast for me. I was in a hurry to write up. Then, the subtitle was changing.
4	FI	Reflective Journal	The subtitle is so fast, so I can't write the vocab completely.
5	AB	Reflective Journal	The subtitle tempo made me difficult to take a note for the unfamiliar word.
6	IN	Reflective Journal	The subtitle tempo was so fast. It made me tight to write the unfamiliar word that I found.

They revealed that the subtitle speed was too fast, making it difficult for them to understand the words presented. This speed caused them to hesitate when trying to write unknown words. Students needed help to note down unknown words due to rapid changes in subtitles. They felt too rushed in taking notes while the subtitles kept changing. Apart from that, speed in pronunciation and subtitles was also a problem because it made it difficult for them to write unknown words perfectly. Obstacles related to the tempo of subtitles being too fast also made it difficult for them to write words they needed to learn thoroughly. This difficulty hindered their ability to note down the words they wanted to learn. Overall, the most striking obstacle in using films as a tool was the subtitles' speed, making it difficult for students to write unknown words entirely and precisely. It interfered with their recording process and understanding of the material taught through film.

Discussion

This research found that using films with subtitles to aid vocabulary learning greatly influences students' cognitive, behavioral, and affective aspects in class. Cognitively, engaging interactive media helps students understand the material more easily. However, the lack of clarity in the instructions confused some students, hindering their understanding of the material. However, direct experience using vocabulary in a film context broadens students' understanding of the meaning of the vocabulary being taught. In line with Kusumawati's (2019) research, film subtitles can support students' learning to master English vocabulary. In his research, he also stated that subtitles help students to understand the meaning of using existing vocabulary. At

the same time, these findings also show that students can understand the film content and the vocabulary used. Therefore, these findings indicate that films can have an influence on students' vocabulary understanding. In line with research by Hestiana and Anita (2022), it was found that increasing students' vocabulary in learning using film subtitle media helped them gain a deep understanding of vocabulary and storylines. The increase in students' vocabulary is directly proportional to students' understanding of vocabulary and storyline. Therefore, vocabulary can help students provide a deep understanding of teaching material.

In terms of behavior, students are actively involved in the learning process. They actively discuss with group members, pay attention to the material presented, and contribute meaningfully to class interactions. A questioning attitude and full involvement in assignments show high student participation, reflecting strong involvement in the learning process. The findings of this research are supported by research by Kurniawan and Aryani (2019), which states that learning English using film media can trigger student activity in learning. The trigger factor is using interactive media to avoid boredom in learning. Apart from that, film media provides entertainment and learning for L2 students in learning foreign languages according to the pronunciation of native speakers. Based on this, the researcher believes that student behavior in learning in class is triggered by students' feelings, whether positive or negative. In this example, students tend to have positive traits and behavior that show they are actively involved in learning and discussions.

On the affective side, student responses were very positive. They feel happy and excited and enjoy learning through films with subtitles. Feelings of joy and satisfaction in learning were evident, indicating that this method was influential in the learning context and enjoyable for students. Nurfauziah et al. (2023) support the findings of this study. Research shows that learning vocabulary through film subtitles can give students a sense of enjoyment. It is because films provide entertainment to students so that they can influence feelings of joy and comfort in learning. This feeling of enjoyment and enjoyment in learning also increases motivation to learn. Khadawardi's research (2022) states that learning vocabulary through film subtitles positively affects students' learning motivation. Affected feelings will have an impact on students' behavior and understanding of learning itself. Therefore, students motivated to learn vocabulary can help improve their understanding of vocabulary and learning material in class. However, problems related to subtitle speed are a problem that needs attention. Fastening can interfere with student understanding and reduce what should be an enjoyable learning experience. Therefore, improvements in the speed and suitability of subtitles are an essential concern to ensure the effectiveness of this learning method. Hestiana and Anita (2022) support the findings of this research. Research shows that using film subtitles in vocabulary learning can create student obstacles. The obstacles that arise are the speed of the subtitles and the pronunciation of native speakers in the film. Inadequate English language skills affect the ability to read subtitles. Pronunciation and subtitles that appear at a fast speed affect students' understanding of each spoken vocabulary, which also affects the loss of several parts of the storyline (Kusumawati, 2019)

From these findings, the use of films with subtitles has an overall positive impact on vocabulary learning. However, aspects of clarity of instruction and pacing of subtitles need to be improved to maximize the effectiveness of this learning for students.

CONCLUSION

Research showed that using films with subtitles greatly influenced students' cognitive, behavioral, and affective aspects in vocabulary learning. Cognitively, interactive media helped in understanding the material, although instructions needed to be more precise for some students' understanding. Direct experience using vocabulary in a film context broadened

students' understanding of the meaning of vocabulary. In the behavioral aspect, students were actively involved in discussions, showing high involvement in learning. Students' responses were positively positive, as they felt happy and enthusiastic about learning through films with subtitles. However, the speed of subtitles was a problem that interfered with students' understanding. Improvements to the clarity of instruction and speed of subtitles were needed to maximize the effectiveness of vocabulary learning with this method.

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