# THE CORRELATION BETWEEN WATCHING MOVIE WITH SUBTITLES AND STUDENTS' VOCABULARY MASTERY AT UNIVERSITAS BINA DARMA

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**Abstract :** *The aim of the research was to find out the correlation between watching movies with subtitles and students' vocabulary mastery as well as to find out students' perspectives that affect watching movies with subtitles and vocabulary mastery at Universitas Bina Darma. Quantitative method was used in this research. The instruments of the research were vocabulary test and questionnaire. The number of samples were 60 students of Information System Study Program Universitas Bina Darma. The samples were chosen by using purposive sampling technique. The data were analysed manually by using Product Moment Formula and recalculated by using Product Moment Formula from SPSS 20 Version (Statistical Package for Social Sciences). The result of the analysis showed that there was a positive medium correlation between watching movies with subtitles and students' vocabulary mastery.*

**Keywords:** *Correlation, Watching Movies with Subtitles, Vocabulary Mastery*

**Abstrak :** *Tujuan Penelitian ini adalah untuk mencari hubungan antara menonton film dengan subtitles dan pengetahuan kosakata siswa serta pandangan mereka terhadap pengaruh menonton film dengan subtitles dan pengetahuan kosakata di Universitas Bina Darma. Penelitian ini adalah penelitian kuantitatif. Instrumen yang digunakan adalah tes kosakata dan kuesioner. Jumlah sampel adalah 60 siswa Program Studi Sistem Informasi Universitas Bina Darma. Sampel dipilih menggunakan teknik purposive sampling. Data dianalisis secara manual menggunakan Rumus Product Moment dan dihitung kembali dengan Product Moment Formula dari SPSS Versi 20. Hasil penelitian menunjukkan bahwa ada korelasi sedang dan positif antara menonton film dengan subtitles dan pengetahuan kosakata siswa.*

**Kata kunci**: *Korelasi, Menonton Film dengan Subtitles, Pengetahuan Kosakata*

## 1. INTRODUCTION

Vocabulary is one of the most essential needs in learning a language. In the context of learning English as a foreign language, vocabulary means a basic knowledge and useful material in the form of words that are always used by learners in learning a certain language. Besides, Cameron (2001, p.73), states that vocabulary is one of the knowledge areas in a language that plays a great role for learners in acquiring a language.

As language learners, students are demanded to have good vocabulary mastery. Vocabulary learning is supposed to be acquired in the daily life of the students. Moreover, many activities such as reading, writing, and speaking require students to always be familiar with a lot of vocabulary. It is because vocabulary is the basic component needed to enhance other

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language skills like reading, writing, listening and speaking. A good acquisition of vocabulary mastery is essential for successful language learning. Having a good vocabulary mastery, students can be better readers, writers, speakers, thinkers, and learners. In today's world, skilful communication seems to be an important aspect to compete in fields of education, job or even business.

In learning English as a foreign language, many students in Indonesia ignore the importance of having a wider knowledge of vocabulary. The result of the research on Indonesian University Students' Vocabulary Mastery with Vocabulary Level Test (VLT) conducting by Rully Raslina Novianti (2016, p.193) reveals that the receptive vocabulary scores of Indonesian college students are lower than 2000 words. Meanwhile, Adolphs and Schmits (as cited in Sudarman & Chinokul, 2018, p.2-3) believe that learners' number of productive vocabulary mastery is at least 2000 words in order to communicate orally in daily life. Even further, Nation (as cited in Sudarman & Chinakol, 2018, p.2) emphasizes that learners should acquire 6000 to 7000 word-family vocabulary for spoken texts and around 8000 to 9000 word-family vocabulary for written texts in order to perform the language effectively. It shows that most university students still acquire low vocabulary mastery.

There are many causes of this. First, Audio Linguist suggested the teaching of language should be emphasized on the basis of grammatical acquisition and the development of vocabularies can be done later (Kurniawan, 2016, p.2). Second, students are also repetitive or using the same words, phrases or even expressions in speaking or writing. This also creates a limitation in students' language ability. Meanwhile, other students who try to gain more vocabulary mastery face difficulties in memorizing the vocabulary they have learned. It indicates that vocabulary might be a big obstacle to learning a language.

Motivation is one of the keys needed in learning a language. Students who have less interest in learning will not have an effective output of language learning. However, with the advancement of technology, vocabulary acquisition has also developed in many ways, for instance, through audio-visual media. One of the representations of audio-visual media is movies. This research uses movies as a medium for students to learn vocabulary. Through this pleasant way, students will be more motivated to learn. It is because movies are not only a single language learning tool, but it provides an enjoyable source of audio-visual media. Moreover, movies provide a lot of useful vocabulary used in real life. It means students are learning daily terms of a language by watching movies. Even if they might find difficulties in listening to the native speakers' language, students will get used to hearing native speakers speaking using formal, non-formal language, or even slang. In addition, movies provide visual information since it also shows body language, gestures, facial expressions along with the meaning, intonation, and stress of the vocabulary, as well as with the culture and authentic language of the speakers. Moreover, Baltova (1994, p.508) also states that audiovisual media are closer to real-life because visual clues

and context which help the viewers understand the message sent in the movie. Nevertheless, there are movies with subtitles and movies with no subtitles. Some movies use English subtitles and others use the native language where movies are played.

Generally, viewers tend to read subtitles whether in their native language or in English. Subtitles are provided to guarantee the comprehension of meaning in the movies because viewers understand the meaning of unfamiliar words used by the characters in the movies. This is because the viewers are able to comprehend the vocabularies they found through listening to dialogs while reading the subtitles. The use of subtitles is effective in understanding the whole movies as well as learning the language. Grignor, Lavaur & Blanc (as cited in Ebrahimi & Bazaee, 2016) state that among three versions of a film sequence (that is dubbed, subtitled, or original versions), the dubbed and subtitled version lead to better performance compared to the original version. Watching movies with subtitles increase learners' vocabulary mastery. This is in relation with Pavio's dual coding theory which states that learners accept more signals through watching subtitled movies. With the help of subtitles, students can figure out the meaning of vocabularies they see in the movies. Subtitles also help students acquire other skills like listening, speaking, and pronunciation. Through movies, students can lessen stress in learning a language.

## 2. RESEARCH METHODOLOGY

### 2.1 Research Method

In this research, quantitative method with correlational design was used. Quantitative method was used to answer questions on relationships within measurable variables in order to explain, predict and control phenomena (Leedy, 1993, p.32).

### 2.2 Research Participants

The population in this research was the second and the fourth semester students of Information System Major of Universitas Bina Darma. Total numbers of population was 322 students. In this research, the researcher used non-probability sampling with purposive sampling type. According to Arikunto (2010, p.183) purposive sampling is the process of selecting sample by taking subject based on specific purposes. In this research, the researcher wanted to choose samples who watched English movies with subtitles. Therefore, the researcher chose 60 samples of Information System' students of Universitas Bina Darma.

### 2.3 Research Variables
1. Independent variable
Independent variable is an input variable because it influences dependent variable. In this research,

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the independent variable is watching movies with subtitles.

2.      Dependent variable

Dependent variable is also called as the output because it shows the effect of independent variable. The dependent variable of this research is vocabulary mastery.

### 2.4      Hypothesis

There are two statistical hypothesis formulation in this research:

1.  H$_0$      = There is no correlation between watching movies with subtitles and  vocabulary mastery

2.  H$_a$      = There is a correlation between watching movies with subtitles and vocabulary mastery

After the researcher has calculated the degree of freedom, Product Moment Table can be determined in 5% significance which hypothesis criteria as follows:

1.  H$_0$ is accepted if $r_{xy} < r_t$ or there is no correlation between two variables

2.  H$_a$ is accepted if $r_{xy} > r_t$ or there is a correlation between two variables

### 2.5      Technique of Collecting Data

To collect the data based on the research instrument, the researcher defines the data collection procedures as follows:

1.  The researcher gave the vocabulary test to the students to reveal their score which represent their vocabulary mastery.

2.  The researcher gave the questionnaire to the students to find the correlation between watching movies with subtitles and vocabulary mastery as

well as to further reveal the students' perspective that affect watching movies with subtitles and vocabulary mastery.

### 2.6      Technique of Analyzing Data

The data collected was analyzed using Pearson product moment correlations. Pearson product moment correlations was used to measure and strength and direction association between two variables measured statistically. The collected data of the study was analyzed by using Statistical Package of Sosial Science (SPPS 20) program. SPSS (Statistical Package of Social Science).

There were several steps taken in analyzing the data through SPPS:

1.  After the score was determined, the researcher classified the students' score which was adapted from Suharsimi Arikunto, 2009. The score was categorized under this criteria:

**Table 3.2 Vocabulary classification score**

| SCORE | CLASSIFICATION |
|-------|----------------|
| 86-90 | Very Good |
| 71-85 | Good |
| 56-70 | Fair |
| 41-55 | Poor |
| <40 | Very Poor |
| *(Source: Suharsimi Arikunto, 2009, p. 245)* | |

2.  The researcher defined the correlation between watching movies with subtitles

and vocabulary mastery by using Product Moment Formula

In defining the correlation between two variables, the researcher used the following formula:

$$r_{xy} = \frac{n\sum xy - (\sum x)(\sum y)}{\sqrt{\{n\sum x^2 - (\sum x)^2\}\{n\sum y^2 - (\sum y)^2\}}}$$

3. The researcher input the collected data into SPSS to run the bivariate Pearson Correlation in order to confirm whether the data which counted manually is correct.
4. The researcher described and interpreted the result of the bivariate Pearson Correlation to answer the statistical research hypothesis as well as the first research problem.
5. The researcher described and interpreted the result of questionnaire in order to find out students' perspective that affect watching movies with subtitles and vocabulary mastery.
6. The researcher drew conclusion from the findings.

## 3. RESULT AND DISCUSSION

### 3.1 The Result of Vocabulary Test

The result of the test was presented in the form of graph. A total of 60 samples took the test. The highest score (100) was achieved by 4 students (6%) while the lowest score (15) was achieved by 2 students (3%). The second highest score (95) was achieved by 2 students (3%)

while the second lowest score (20) was achieved by 3 (5%). The third highest score (90) was achieved by 7 students (11%) while the third lowest score (25) was achieved by 2 (3%) students. The average score of students' vocabulary test was 66.25.

The following graph 1 shows the classification of students' vocabulary score.



Graph 1
The Result of Students' Vocabulary Test
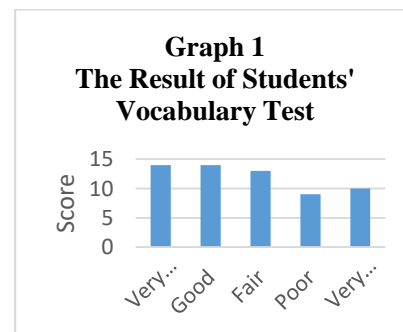
### 3.2 The Result of the Questionnaire

There are 10 items of statement of to be answered by the students. The highest score (46) was achieved by 1 student (1.6%) while the lowest score (27) was achieved by 1 student (1.6%). The second highest score (44) was achieved by 1 student (1.6%) while the second lowest score (28) was achieved by 2 students (3%). The third highest score (43) was achieved by 3 students (5%) while the third lowest score (30) was achieved by 2 students (3%).

### 3.3 Coefficient Correlation

The researcher find out the correlation between x and y variable by using Statistical Package for Social Science (SPSS) version 20.

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## Table 3.1 Correlation Table

**Correlations**

| | | Watching Movies | Vocabulary Mastery |
|---|---|---|---|
| Watching Movies | Pearson Correlation | 1 | .526** |
| | Sig. (2-tailed) | | .000 |
| | N | 60 | 60 |
| Vocabulary Mastery | Pearson Correlation | .526** | 1 |
| | Sig. (2-tailed) | .000 | |
| | N | 60 | 60 |

**. Correlation is significant at the 0.01 level (2-tailed).

Based on the correlation table above, it can be seen that the correlation coefficient product moment value ($r_{xy}$) is 0.5 and $r_{table}$ ($r_t$) from total respondents (N=60) in 5% of significance level is 0,254. From the calculation, index value of $r_{xy}$ is bigger than $r_t$ which means $r_{xy} > r_t$ because 0.5 is bigger than 0,254. Therefore, it can be concluded that $H_a$ is accepted and $H_0$ is rejected. Hence, there is a correlation between watching movies with subtitles and students' vocabulary test. In specific, there is a medium or fair correlation between watching movies with subtitles and students' vocabulary test.

The result of the research shows that there is a positive correlation between watching movies with subtitles and vocabulary mastery. A positive correlation means both variables are moving in the same way. In this research, positive correlation implies that the improvement of watching movies with subtitles activity will also improve vocabulary mastery. The higher level of watching movies with subtitles means the higher level of vocabulary mastery. It

indicates that vocabulary mastery can be measured by the activity of watching movies with subtitles.

There are some students' perspective which affect the result of the medium correlation between watching movies with subtitles and vocabulary mastery.

1. There were 15 (25%) students strongly agree and 21 (35%) students agree if watching movies with subtitles frequently help them to improve their vocabulary acquisition. Meanwhile there were 7 (17%) students disagree if watching movies with subtitles improve their vocabulary acquisition. Most students (35%) believe that high frequency of watching movies with subtitles will improve their vocabulary mastery.

2. There were 3 (5%) students strongly agree and 5 (8.3%) students agree if they understand the storyline of movies better when they like the genre. Meanwhile 14 (23.3%) students disagree and 18 (30%) students strongly disagree if they understand the storyline of movies better when they like the genre. In conclusion, most students (30%) strongly disagree if they understand the storyline of movies better when they like the genre.

3. There were 11 (18.3%) students strongly agree and 24 (40%) students agree if subtitles help them to understand vocabulary they found in movies. Meanwhile, there were 7 (11.7%) students disagree if subtitles help them to understand

vocabulary they found in movies. In conclusion, most students (39.1%) agree that watching movies with subtitles help them to understand vocabulary they found in movies.

4.  There were 14 (23.3%) students strongly agree and 39 (65%) students agree if subtitles help them understand storyline in movies. Meanwhile none of the students disagree about this statement. In conclusion, most students (64.1%) agree that watching movies with subtitles help they understand storyline in movies.

5.  There were 13 (21.7%) students strongly agree and 38 (63.3%) students agree if subtitles help them to improve their vocabulary master. Meanwhile, there were 2 (3.3%) students disagree if subtitles help them to improve their vocabulary mastery. The mean of vocabulary score of total strongly agree and agree students are 66.5 and 70.6. Meanwhile, the mean of vocabulary score of total disagree students is 20. In conclusion, those who agree if subtitles improves vocabulary mastery have a higher vocabulary score than those who disagree. It indicates that most students who agree if watching movies with subtitles improve their vocabulary mastery have a better vocabulary score.

6.  There were 17 (28.3%) students strongly agree and 36 (60%) students agree if

watching movies with subtitles help them to find details in movies. Meanwhile, there were 2 (3.3%) students disagree if watching movies with subtitles help them to find details in movies. In conclusion, most students (60%) agree that watching movies with subtitles help them to find details in movies, for instance; the character's favorite food.

7.  There were 15 (25%) students strongly agree and 29 (48.3%) students agree if intonation help them to understand the meaning in sentences. Meanwhile, there was 4 (6.7%) students disagree if intonation help them to understand the meaning in sentences. In conclusion, most students (48.4%) agree that intonation (for instance, high intonation expresses surprise) help them to understand the meaning in sentences uttered by speakers in movies.

8.  There were 12 (20%) students strongly agree and 27 (45%) students agree if visual element in movies help them understand the storyline in movies. Meanwhile, 1 (1.7%) student disagree and 2 (3,3%) strongly disagree if visual element in movies help them understand the storyline in movies. In conclusion, most students (45%) agree that visual element in movies help them understand the storyline in movies.

9.  There were 7 (11.7%) students strongly agree and 27 (45%) students agree if cultural values help them to understand the

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storyline in movies. Meanwhile, there were 6 (10%) students disagree and 2 (3.3%) students disagree if cultural values help them to understand the storyline in movies. In conclusion, most students (45%) agree that cultural values help them to understand the storyline in movies.

10. There were 7 (11.6%) students strongly agree and 28 (46,6%) students agree if watching movies with subtitles make them feel relaxed and entertained. Meanwhile 5 (8.3%) students disagree and 2 (3.3%) strongly disagree if watching movies with subtitles make them feel relaxed and entertained. In conclusion, most students (46.6%) agree that watching movies with subtitles make them feel relaxed and entertained.

## 4. CONCLUSION

Based on the calculation on previous chapter, the researcher found the value of correlation product ($r_{xy}$) is bigger than r table (0,5 > 0,254) which means the alternative is accepted ($H_a$) is accepted and the null hypothesis ($H_0$) is rejected. There is medium or fair correlation between watching movies with subtitles and vocabulary mastery of students at Universitas Bina Darma.

Furthermore, the researcher found several students' perspective that affect the relation between watching movies with subtitles and vocabulary mastery, they are:

1. Most students believe that watching movies with subtitles frequently help them to improve their vocabulary acquisition.

2. Most students do not believe that watching their favorite movie genre make them understand the storyline better.

3. Most students believe that watching movies with subtitles help them to understand vocabulary they found in movies as well as improve their vocabulary mastery.

4. Most students believe that watching movies with subtitles help them understand storyline in movies.

5. Most students believe that watching movies with subtitles help them to find details in movies.

6. Most students believe that intonation help them to understand the meaning in sentences uttered by speakers in movies.

7. Most students agree that visual element and cultural values help them understand the storyline in movies.

8. Most students believe that watching movies with subtitles is less stressful.

In conclusion, there is positive medium relationship between watching movies with subtitles and students' vocabulary mastery at Universitas Bina Darma.

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