The Use of English Subtitle on Films to Help Self-Study in Mastering Vocabulary

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Abstrak

The master key to understanding the meaning of foreign language sentences is vocabulary. Mastering a lot of vocabulary makes it easier to understand the reading, follow a conversation, give an answer, and speak a foreign language. Without a proper vocabulary, the students cannot communicate and understand what is being communicated. The goal of vocabulary teaching should be to get students to actively think about the meaning of words and how we can use them in different situations. The use of subtitles in films is an effective way to make it easier for students to develop an understanding of the sentences and vocabulary conveyed in films. For students studying English, movie subtitles have a distinct appeal, especially for expanding vocabulary. The purpose of this study is to see how the use of subtitles in films is beneficial for mastering students' vocabulary and find out whether subtitles in films can influence students' mastery of English vocabulary. The research method used by the author is a qualitative descriptive research. Data collection was carried out through documentation and interviews with research subjects. The subjects of this research were two students majoring in English class of 2020 at a private campus in South Kalimantan. This study finds the conclusion that the use of films with English subtitles as a strategy for teaching vocabulary independently can help students to master English vocabulary in a fun and interesting way because students enjoy and are motivated to learn vocabulary.

Keywords: english learning, films, students, subtitle

Introduction

Vocabulary is a very important part of learning a foreign language. The master key to understanding the meaning of foreign language sentences is vocabulary. Mastering a lot of vocabulary makes it easier to understand the reading, follow a conversation, give an answer, and speak a foreign language. Vocabulary is considered an important part of developing foreign language skills. Without a proper vocabulary, the students cannot communicate and understand what is being

communicated. On the contrary, if students do not know the meaning of words in a foreign language, they cannot participate in the conversation, express what they want to convey, or give or ask for information. Considering the importance of vocabulary in learning foreign language, vocabulary learning must be developed, because otherwise the control children's vocabulary will be limited and cause difficulties for children in learning foreign languages.

Vocabulary is a part of the English language that plays an important role in reading comprehension and expressing thoughts in writing or speaking. Students of various skill levels frequently find themselves in situations where they understand only a portion of a written text or sentence due to a lack of vocabulary (Santos, 2012). Vocabulary is the most important element to learn in order to use it properly. This means that vocabulary is a big component that helps people understand a part of the written text because they don't know the meaning of all the words.

Vocabulary is the most important thing for someone who wants to learn any language. Without good vocabulary mastery, it is impossible to become fluent in that language. Vocabulary is the collection of words that a person or other entity knows or that are part of a particular language. Vocabulary is the total number of words (and the rules for combining them) that make up a language. Vocabulary is all the words in a language that a person knows.

Vocabulary learning strategies are a conscious effort by learners to control their vocabulary learning. Vocabulary learning strategies are part of the language learning strategy, which in turn is part of the general learning strategy. Students should know and be familiar with vocabulary learning strategies that will help them in the vocabulary learning process (Ngalawi & Zainal, 2020). The goal of vocabulary teaching should be to get students to actively think about the meaning of words and how we can use them in different situations. Such rich and comprehensive teaching is likely to influence understanding (Fehr, 2012). There are many strategies for learning vocabulary, including determination, social, memory, cognitive, and metacognitive (Permatasari, 2021). Various useful strategies are taught and learned in the classroom, then practiced by learners to gain knowledge in various contexts (Gu & Johnson, 1996). Students need a variety of independent word learning strategies. The choice, use, and effectiveness of language learning strategies are influenced by setting factors, tasks, and context.

In the learning process, people have their own vocabulary learning strategies for completing tasks. Self-study can be done at any time and from any location, including formal institutions such as schools and campuses as well as informal ones such as at home, alone or in groups. Humans, as different individuals, find and have their own way of learning that indirectly

determines an individual's success in the learning process. However, two people who engage in the same type of learning may not achieve the same learning outcomes.

Self-study is a type of learning where students manage their own education outside of the classroom and without a teacher's direct supervision. Self-study can be a highly beneficial learning strategy for many individuals since it gives them the freedom to choose what and how they learn. Additionally, independent or group self-study is a learning approach for equality education that is used outside of face-to-face instruction or tutorials. Self-study strives to increase the standard of practice as well as make self-study open to discussion in the academic community, adding to the body of knowledge in teacher education (Vanassche & Kelchtermans, 2015). Self-study refers to teacher educators who methodically and purposefully assess student practice in order to enhance it, this is done in order to gain a deeper understanding of both the practice itself and the context in which it takes place (Hauge, 2021). Self-study is therefore strongly encouraged because it can help kids develop the learning abilities they need to explore new subjects or take on difficult school assignments. It can also help students learn and remember material better, which can enhance their understanding, grades, and motivation.

Self-study provides many advantages to students who want to learn, including the ability to customize their learning to fit their goals, expectations, and motivations. Students can explore important topics better, which will improve the learning process. Students are able to design and evaluate their own learning objectives. In order to produce deeper learning, students will be more engaged in their studies. In order for pupils to acquire critical thinking skills, they are urged to think now rather than just memorize what they have learned. Enhance students sense of ownership over the learning process and provide them the ability to assess their learning progress. The earlier someone develops the capacity for autonomous study, the easier it is for students to carry out their learning. Curiosity, critical thinking abilities, decision-making, originality, and self-assurance can all be improved by self-study.

Media are tools, methods, and techniques that are used in order to more effectively communicate and interact between teachers and students in the process of education and teaching in schools. Media is a medium for channeling messages and can pique students interests and talents in order to promote the learning process in them (Gustami, 2020). In general, pupils learn vocabulary more quickly when they have visual support, such as images or actual things. In teaching English to children, especially for spoken language, the teacher often only gives loose words without giving context. That way, most students might feel confused and have difficulty understanding what is being

conveyed by the teacher, so using learning media that are in accordance with what the teacher will teach is the right solution to make it easier for students to understand the lesson.

The use of subtitles in films is an effective way to make it easier for students to develop an understanding of the sentences and vocabulary conveyed in films. Some individuals frequently find it challenging to comprehend the message or substance of videos that employ foreign languages. Therefore, using subtitles in movies to teach foreign languages might help students stay motivated, deal with uncertainty, and lessen some of their worry (Sabouri et al., 2015). When we watch movies with subtitles, we unknowingly pick up the particular target language that was utilized in the movie. For most language learners, learning new vocabulary is a challenging activity that is crucial to language acquisition, especially for developing communication skills (Hestiana & Anita, 2022). For students studying English, movie subtitles have a distinct appeal, especially for expanding vocabulary. When students watch an English movie but are unsure of what the actors or actresses are referring to in the plot, the English text that is presented will help them understand what is being said.

Mastering vocabulary is important for learning. Vocabulary is an important element in mastering a foreign language. Knowing a limited amount of vocabulary will prevent students from communicating well in the target language (English). Students have difficulty mastering several types of vocabulary, such as phrasal verbs, idioms, slang, and colloquial language. This makes them apply different learning strategies to mastery. Memory strategies, cognitive strategies, metacognitive strategies, and compensatory strategies are the easiest strategies for learning and mastering vocabulary (Basri et al., 2014). Their positive attitudes and desire to engage in language usage help children comprehend how to use English in casual conversation. The surroundings and one's capacity for motivation then turn into challenges for learning English (Lismay & Zubaidah, 2019). As a result, several strategies are needed to master it. Based on their own traits, inventiveness, and interests, students have their own learning styles. Students typically employ the following learning techniques to grasp English vocabulary: using a dictionary, memorization, listening to music, translating, taking notes, and watching movies and videos.

Apart from some previous studies on the use of subtitles on films to aid self-study in vocabulary mastery, the theoretical basis of these skills is distinct. For example, study with Meryani (2021) films with English subtitles helps pupils acquire more vocabulary and become more motivated to study English. In addition, a study conducted by Alonso-Perez (2019) Teaching vocabulary by using subtitles can increase student motivation for learning vocabulary and reduce stress levels in students. In

addition, Taoufik (2022) the research study proved that the majority of students believe that watching movies in English improves not only vocabulary but also teaches culture, critical thinking, and other aspects of language.

Various studies have been conducted on the topic "The Use Subtitles On Films To Help Self-Study In Mastering Vocabulary." According to Meryani (2021) the purpose of this study was to learn how students perceive self-directed English language learning through English subtitles in Indonesian films in 2017, as well as students' perceptions of the difficulties of self-directed English language learning through English subtitles in Indonesian films in 2017. In addition, the study conducted by Alonso-Perez (2019) aimed to observe the effect of subtitling and project work on these students, to what extent it enhanced their motivation for self-study, and to what degree the use of authentic materials (short films) and the active manipulation of these resources are motivating factors. In addition, Taoufik (2022) The current research study was conducted to investigate the correlation between watching English language movies and EFL learners' vocabulary learning at Mohamed Kheider Biskra University.

The purpose of this study is to see how the use of subtitles in films is beneficial for mastering students' vocabulary. Of course, such studies can be useful for teachers and for student self-study. This can be an effective way to learn vocabulary on your own. The purpose of this study is to find out whether subtitles in films can influence students' mastery of English vocabulary. The question that must be answered is How do students use subtitles in films to improve their vocabulary mastery?

Method

This research is a qualitative descriptive study. This research framework uses the assumption that students can learn vocabulary independently without the help of a teacher but are still directed and supervised. Data collection was carried out through documentation and interviews with research subjects. In this study, researchers analyzed students' ways of learning vocabulary independently by using film subtitles. The subjects of this study were two students majoring in English class of 2020 at a private campus in South Kalimantan. These students were deliberately chosen because they were considered to be students who had already mastered English vocabulary through self-learning, namely through subtitles from films.

Findings and Discussion

In this section, the author describes the results of the research and its discussion based on the results of the interviews. The findings include the results of students' perceptions of how they use English subtitles in films to master vocabularyWhile in the discussion section, the researcher will analyze the findings.

In this section, the researcher will present the results of the research and the answers to the questions that have been asked, namely, how do students

use subtitles in films to improve their vocabulary mastery? The information presented here is based on interviews with two respondents who are English majors at a private campus in South Kalimantan. The results of the research findings will be presented in the description below.

Respondents said the method or strategy they used to learn vocabulary independently was by watching movies with English subtitles. They have applied this learning method for more or less 5-7 years, and although there is no specific time for them to learn in this way, they always use their free time to watch movies with English subtitles. Respondents were motivated to learn in this way because they liked watching movies; besides, according to respondents, watching movies with English subtitles felt more authentic, and the meaning contained in the film was better conveyed.

Respondents said that there were several ways they used when they did not understand the meaning of the new vocabulary when watching movies with English subtitles, namely by matching the situation in the film with the context to be conveyed or by looking at the movements of the actors in the film, besides that, they also used translate if they still did not understand the vocabulary. After getting a new vocabulary, they don't use it immediately, usually, after knowing the meaning, they remember it first, and if the vocabulary is a vocabulary that is often used in everyday life, they practice

it. According to respondent, if the vocabulary is difficult to remember, it means that the vocabulary is seldom used by people.

Respondents said that English subtitles on films can support independent learning in increasing vocabulary mastery and are effective to apply because, according to respondents, learning with film subtitles is a fun way of learning compared to other methods because there is no compulsion in learning that way. Additionally, as English pronunciation differs from Indonesian pronunciation, using English subtitles allows us to learn the proper letter arrangements and English pronunciation for vocabulary. As a result, this strategy can be utilized to increase vocabulary mastery.

In this section, the author presents a discussion of research results. The discussion is focused on the findings of the questions posed by the researcher, namely, how students use subtitles in films to improve their vocabulary mastery.

Students are encouraged to be in charge of their own learning needs, or independent learning, because class time is restricted. To increase students' vocabulary, each of them is required to have an independent way of learning. There are several strategies that can be employed to help pupils develop their vocabulary on their own. Subtitles in movies are the appropriate independent learning technique for studying vocabulary because watching movies is currently one of the habits that students

frequently have. This opinion is reinforced by previous research conducted by Tasya (2021) which states that Students can have fun and learn at the same time by watching movies with English subtitles. The advantages that English subtitles provide students with enable them to learn language more effectively by watching films with English subtitles.

Based on the findings statements, according to the respondent, learning with film subtitles is a fun way of learning, and learning is done without coercion. By watching movies with English subtitles, of course, it can accidentally increase their vocabulary mastery. This opinion is in line with previous research conducted by Meryani (2021) which stated that English subtitles in films have a positive impact on students, increasing their vocabulary and motivation to learn English.

The researcher understands from the discussion above that English subtitles in movies are pertinent and useful as student media to increase students' vocabulary. This method makes it easier for students to learn fun vocabulary and encourages them to learn more vocabulary.

Conclusion

This study finds the conclusion that the use of films with English subtitles as a strategy for teaching vocabulary independently can help students to master English vocabulary in a fun and interesting way because students enjoy and are motivated to learn vocabulary. This strategy is an appropriate strategy

to use, students use it because, according to student there is no compulsion in learning. The meaning of vocabulary that they do not understand is obtained from the results of translation using Google Translate or by understanding the context of the sentences in the film. After getting new vocabulary, they will remember it, and if it is needed, they will use the vocabulary in their daily lives.

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