



THE USE OF VIDEO SUBTITLES TO INCREASE JUNIOR HIGH SCHOOL STUDENTS' VOCABULARY MASTERY: AN EXPERIMENTAL STUDY

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Abstract

The teaching and learning vocabulary still become one of concerns in English as Foreign Language study in Indonesia. It is a big deal since English is a foreign language and students do not encounter English in their daily life. It leads us to understand the importance of English as Foreign Language teachers' role in enriching students' vocabulary mastery. Video subtitles becomes one of popular media in EFL teaching. Many previous scholars have proofed the effectiveness of using video subtitles as the teaching media. Unfortunately, study focuses on the effect of video subtitles toward secondary school students especially 7th graders still need further exploration. This study aims to examine whether the video subtitles can be an effective teaching media for 7th graders. A quantitative research methodology implementing quasi-experimental research design for gathering data process and inferential statistic using t-test for analyzing data process are carried out in this study. The findings reveal that video subtitles are an effective teaching media for 7th graders in improving their vocabulary mastery.

Keywords: Junior High School Students, Teaching Media, Video Subtitles, Vocabulary Learning

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Article History	Received	Revised	Accepted	Published
	2024-03-10	2024-04-10	2024-05-10	2024-06-01

INTRODUCTION

مقدمة

It is undeniable that acquiring English language holds significant importance for students, particularly in the context of 21st century era where 4C (critical thinking, communication, creative thinking, and collaboration) skills become predominant aspects to be promoted. Among these skills, communication becomes a component that is very close to language learning. To survive in 21st century era, students need to be able to prepare their communication skill to keep being connected with the world (Triana et al., 2020). Communicating means someone will go through several steps which are receiving an input, understanding it, then trying to response it. To be able to interpret what our interlocutor conveys, someone should have lots of vocabularies in their mind. Proficiency in vocabulary mastery becomes the most important point in using language; the more vocabulary a learner has, the more successful the learner is in expressing idea or thought (Astika, 2016).

Vocabulary is one of crucial language elements to be mastered by students. The centrality of vocabulary knowledge has been well documented in the previous related studies. (Kanellopoulou, 2019) mentioned that one thing all researchers deal on is that a key element of fluent language use is the ability of someone to automatically recognize words in their listening or reading activities as well as being able to easily recall words during speaking or writing. Zhang

& Graham (2020) support this idea by stating that obtaining wide range of vocabulary mastery is fundamental to improve learners' general language proficiency globally. It means that vocabulary knowledge can be verified to play an important role in learning language skills. Furthermore, Khan et al. (2018) stated that vocabulary holds an important key in oral communication. Their statement is supported by Afna & Sutriani (2018) who stated that the more vocabulary mastered by learners, the more fluent their speaking are. Moreover, Ilmuddinovich (2021) confirms the importance of vocabulary mastery in reading by mentioning that learners will process their readings (academic compositions, diaries, amusements, and others) effortlessly when they have great vocabulary mastery. In addition, Mahmudah (2014) conducted a quantitative research which revealed that students' vocabulary mastery has a significant correlation towards their writing ability. Additionally, study by Asrida et al. (2024) showed a positive correlation between students' vocabulary mastery and their listening skills. It means that students with higher vocabulary mastery tend to obtain better listening skill. Based on the previous research findings mentioned above, vocabulary's role and its importance in learning language skills is imperative. It makes vocabulary knowledge becomes one of vital elements of language that should be mastered by students. Besides, it is in accordance with the Independent Curriculum, the latest curriculum issued by The Ministry of Education, Culture, Research, and Technology in 2022, that states junior high school students are expected to have an English ability equal with B1 level of CEFR which require an adequate vocabulary mastery (Kemendikbudristek BSKAP, 2022).

Learning vocabulary is not an instant process. Vocabulary mastery among students becomes more challenging when it goes deeper into Indonesian context where English becomes a foreign language and does not have an active role outside the classroom (Akbari, 2015). It makes EFL teachers, as learning facilitators, have an imperative role to help students enrich their vocabulary mastery (Suhardi, 2020). Therefore, EFL teachers should prepare their best strategies to help students acquiring more English vocabularies. Richard & Rodgers (2015) mentioned that someone needs at least 2.000 words vocabulary to be able to interact with someone else to discuss a simple thing. It means that education stakeholders especially EFL teachers need to have effective ways in building their students' vocabulary mastery. It is in line with (Munir, 2016) who stated that teachers should motivate students by implementing the most appropriate strategies or approaches so that it can create a meaningful teaching. In the implementation, the intention on how English teachers help their students acquiring English vocabularies are varied. Some teachers will focus on helping students find out their most-comfortable learning strategies, some other teachers focus on arranging the most appropriate teaching methods based on their class characteristics, and others will focus on providing the most contextual and meaningful teaching media to enhance students' understanding.

One of common strategies used by EFL teachers is using teaching media. EFL teachers use teaching media to motivate students perform better in learning (Wirawan, 2020). Due to the importance of teaching media in teaching and learning process, EFL teachers need to consider their students' characteristics in deciding which teaching media is suitable for them to use. One of characteristics of students nowadays is they are considered as digital natives. It means that the students in this era are mostly keeping in touch with technology. It is supported by Machfiroh et al. (2018) who stated that junior high school students are considered digital natives and have a very active character using digital technology. Digital native is someone who are highly engage with the latest communication web applications (social media) and all other digital technologies (Yong & Gates, 2014; Taufiqurrochman & Rana, 2023, Bărbuceanu, 2020; Vincentia et al. 2022). It means that providing digital teaching media becomes a great consideration. It is also in line

with one of independent curriculum's goals which is to make students have an advanced skills in using technology and able to navigate digital information.

Considering students' characteristics in the previous paragraph, using video subtitles as one of digital teaching media can be a good recommendation for EFL teachers. Video subtitle is a media that can become teaching media in the form of video consists of on-screen textual information presented in learners' target language (Danan, 2004). It means that video subtitle contains the combination between visual and audio information. Video subtitles is believed as an effective teaching media to increase students' vocabulary mastery. It is in line with Paivio (2014) who states that audiovisual material as one of media which presents words and pictures together is believed to be effective in helping students increase their learning outcomes. Moreover, it is also supported by research finding that declare that video subtitle as audiovisual media can vocabulary level because it contains a combination input which is between visual and audio information (Hsu, 2014). In addition, Hsu (2014) also explains that the combination of visual and audio information makes the intake is more understandable since the activation of verbal and non-verbal systems result a better learning. Video subtitles as one of the examples of audiovisual media contains the combination between audio and visual input that represent at the same time, so video subtitles have covered all requirements mentioned by Paivio (2014) and Hsu (2014) to be an effective media to increase students' vocabulary mastery.

Some previous studies have explored about how video subtitles influence students' learning process. In term of vocabulary level, there have been several studies investigate the effect of video subtitles towards students' vocabulary mastery. Those are research from Hsieh (2020) which tried to find out vocabulary mastery of 105 undergraduate Chinese speaking students which are in low-intermediate level of English after treating by video subtitles. Another research from Hestiana & Anita (2022) used qualitative study collaborate with 4 English Education students in Indonesia to explore whether the existence of subtitles in video would be effective to improve their vocabulary mastery. Researchers not only investigate the effect of video subtitles to students' vocabulary mastery, but they also try to investigate video subtitles to students' comprehension. Research conducted to find out whether video subtitles affect students' comprehension are research from Rodgers & Webb (2017) that intend to find out whether video subtitles will help university students to obtain better comprehension. It is similar with another research from Teng (2019). However, the research participants are primary students. Still becoming frequently discussed topic, another research tried to examine whether video subtitles affect students' listening skills. It is research conducted by Alabsi (2020) who addressed university students as the research participants.

It has been very clear that the previous research has tried to find out the effect of video subtitles towards students' vocabulary mastery, listening skill, even comprehension to the video. However, it seems like most of the previous studies only focus on university students and high school students as the research participants. Meanwhile, study about whether video subtitles give positive impact to secondary students still needs to be explored. Therefore, this present study tried to explore the impact of video subtitles on junior high school students in Indonesia especially 7th graders. This study was done in 2 classes where the first class became a control group while the second class became an experimental group. The researcher treated the first class with non-subtitled video and the second class was treated by English subtitled video. The research question guiding this present study is "Is English video subtitles effective to increase junior high schools' vocabulary mastery?".

Research Design

This research intends to find out whether English video subtitles can increase 7th grade junior high school students. To answer the research question, quantitative methodology implementing quasi experimental design was adopted in this research. The quantitative methodology was used in this research because quantitative research is usually used to establish causes and effects of variables include in a study (Ary et al., 2010; Cresswell, 2012). Moreover, quantitative study provides the numeric data to proof how significant the effect of English video subtitles on participants' vocabulary mastery. It is suitable with the researcher's need which is to find out the effect of video subtitles towards students' vocabulary mastery. Furthermore, the experimental design was carried out since the researcher manipulated one variable in order to evaluate how this manipulation gives impacts to an outcome (Cresswell and Creswell, 2018). In this case, the manipulated variable is English video subtitles and the observed variable (the outcome) is students' vocabulary mastery. This study focuses on quasi experimental research design since the researcher cannot create groups for the experiment and directly used the pre-existing groups (Cresswell, 2012) of 2 classes from the total population of 11 classes. The first class became the control group while the second class became the experimental group.

Participant (Subject) Characteristics

This study took place at one of state junior high schools in Sidoarjo, East Java. It is due to the location of this school that is very close with the 2nd biggest city in Indonesia which is Surabaya, but it can be detected that the students have low level of vocabulary mastery.

The population of this study was 7th grade students of one of state junior high schools in that school. Population is all of members of certain groups (Ary et al., 2010). In this study, there are 11 classes that become population. To gather the data, the researcher chose smaller but more manageable number of people to involve in this study, who is usually called "sampling" based on Cresswell (2012).

The sample was chosen by purposive random sampling since the researcher sets certain criteria that those 2 classes should have the similar mean score in their vocabulary size test. The researcher decided to take 2 classes as sample which each class consists of 30 students. Each class consists of the combination of male and female students. The first class became control class (class which was treated by video without subtitles) and the second class became an experimental class (class which was treated by English video subtitles).

Instrument

In the process of running this research, there were several instruments used which were vocabulary size test for preliminary study and English test (involves pre-test and post-test). Instrument is a tool for measuring, observing, and documenting quantitative data (Cresswell, 2012). Vocabulary test for preliminary study was intended for choosing the similar classes to be the sample of this study. The researcher used vocabulary test developed by Nunan and Beglar (2007). This vocabulary test has been used by the previous studies such as studies by Hsu et al. (2013) and Peters et al., (2016). Ary et al., (2010) states that test is a set of stimuli distributed to an individual to obtain responses which numerical scores can be assigned. Pre-test is a research instrument that provides items to measure characteristics that will be assessed by a researcher and distributed before research participants receive certain treatments (Cresswell, 2012). In this

research, the pre-test instrument contains 30 vocabulary questions that require students to translate and use the word in the appropriate context. This pre-test instrument was delivered before those 2 classes get video treatment to track their prior vocabulary mastery. The following instrument used was post-test. Post-test is an instrument that contains items to measure certain characteristics of research participants that is going to be assessed after research participants got certain treatments (Cresswell, 2012). The post-test instrument in this study also contains 30 vocabulary questions with the same questions as in the pre-test instrument to find out whether the video subtitles treatment helps students to increase their vocabulary mastery or not.

Before distributing the pre-test and post-test instrument, the researcher checked the validity and the reliability of that test so that the test is credited to be valid and reliable. Validity is the evidence to demonstrate that the test matched its proposed use (Cresswell, 2012). In this study, the researcher will intend to employ face validity as a tool to assess the apparent effectiveness of the test in measuring the intended research objective (Ary et al., 2010). Besides checking the validity, an important aspect to be paid attention in developing a new test is reliability. Reliability is the degree of consistency that measures everything that is targeted to measure (Ary et al., 2010). This study utilized one of the techniques in internal consistency reliability which is split-half reliability that requires the researcher to only administer 1 form of a test once (Ary et al., 2010). It is because this technique splits the test into 2 halves (odd and even item) and correlates the individual's score on the 2 halves.

RESULT | نتائج

The Result of Independent Sample T-Test

After checking the assumptions of normality and homogeneity test, an independent sample t-test was employed to find out whether there is a significant difference on students' post-test score in control and experimental class. IBM SPSS 26 served the results of pre-test and post-test of control and experimental class also the independent sample t-test as follows:

Table 1.5 Descriptive Statistics of Control and Experimental Class

<i>Descriptive Statistics</i>			
	N	Mean	Std. Deviation
Pre-test Control Class	30	41.47	20.472
Post-test Control Class	30	42.47	23.607
Pre-test Experimental Class	30	34.80	16.104
Post-test Experimental Class	30	49.57	21.526
Valid N (listwise)	30		

Table 1.6 The Result of Independent Sample T-Test

Independent Samples 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
Students' Posttest Score	Equal variances assumed	.602	.441	-1.217	58	.228	-7.100	5.833	-18.776	4.576
	Equal variances not assumed			-1.217	57.513	.228	-7.100	5.833	-18.778	4.578

The result of independent sample t-test above shows that there is slightly difference between students' vocabulary mastery in control class (M = 42.47, SD = 23.61) and experimental class (M = 49.57, SD = 21.57) after getting the treatment, conditions; $t(58) = -1.217, p = 0.228$.

After running the independent sample t-test, the researcher calculated a paired sample t-test to examine whether there is a significant improvement in the experimental class after getting the English video subtitles treatment. The results are presented as follows:

Table 1.7 Paired Sample T-Test of Control Class

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-test Control Class - Post-test Control Class	-1.000	14.964	2.732	-6.588	4.588	-.366	29	.717

Table 1.8 Paired Sample T-Test of Experimental Class

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest Score - Posttest Score	14.766	11.80498	2.15528	-19.17472	-10.35862	-6.851	29	.000

The results of calculation above show the significant difference in experimental class related to the score of students' vocabulary mastery in their pre-test (M = 34.80, SD = 16.10) and post-test (M = 49.57, SD = 21.53) conditions; $t(29) = -6.851, p = 0.000$. This finding indicates a contrasting pattern when comparing the pre-test and post-test score of the control group. Although a slight increase was observed, it did not reach statistical significance.

The subsequent step involved calculating the effect size using the eta squared formula to determine the magnitude of video subtitles' impact on the experimental class while answering the third research question. Here is the calculation:

$$\begin{aligned}
 \text{Eta squared} &= \frac{t^2}{t^2 + (N-1)} \\
 &= \frac{(-6.851)^2}{(-6.851)^2 + (30-1)} \\
 &= \frac{46.936}{46.936 + 29} \\
 &= \frac{46.936}{75.936} \\
 &= 0.618
 \end{aligned}$$

The eta square value 0.618 indicates the large effect of video subtitles in experimental class (Three et al., 2016) (Pallant, 2016).

DISCUSSION | مناقشة

The findings of this study revealed that there is a slightly difference on students' post-test score between control and experimental class. However, it can be seen that there is a significant increase on the students' post-test score in experimental class compared with their pre-test score. These findings are in line with the study conducted by Hsieh (2020) towards low-intermediate English proficiency undergraduate students. The findings verify that students who were treated by full subtitle video outperformed in their vocabulary learning. Besides, this present study also proves that the video subtitles is effective in improving students' vocabulary mastery. Study conducted by Hsieh (2020) also supports the finding in this research by elucidating the ineffectiveness of audio-only videos as a tool for enhancing students' vocabulary mastery. The effectiveness of video subtitles as a media to increase students' vocabulary mastery has been demonstrated not only quantitatively, but also qualitatively. One of qualitative studies in this case is research conducted by Hestiana and Anita (2022). Their finding underscores their research participants' perception that video subtitles are highly beneficial in assisting them acquiring new vocabularies.

Furthermore, video subtitles become one of effective teaching media since it provides more complete characteristics compared to audio or visual media (Hikmah, 2019). It does help in overcoming the drawbacks created from audio media and visual media. Moreover, the use of video subtitles as an effective audiovisual media to increase students' learning outcomes is also supported by Paivio (2014) and Hsu (2014) who declare that audiovisual media makes the intake is more understandable to learners so that it results a better learning, as suggested by Pannatier and Bentrancourt (2024). Not only that, the research findings from Muslim and Mahbub (2023) add something beneficial from the video subtitles which is be able to help learners diminish their boredom and increase their motivation This is evidenced by the research finding that demonstrate the comparison of paired sample t-test between control and experimental class. The significant value of control class' t-test is higher than 0.05 indicating no significant difference in students' pre-test and post-test score. Meanwhile, the significance value from paired sample t-test in experimental class exhibits a value less than 0.05 signifying a substantial increase in students' score. This finding contradicts with the finding from Ginns (2005) who states that 2 kinds of input in audiovisual media such as video subtitles may overload learners' visual channels. It is due to the condition that requires them to split their attention between the text and the pictures. On the contrary, the finding of the present study confirms the claim that the utilization of video subtitles has a positive effect on learners' educational process, particularly in term of vocabulary acquisition. Additionally, the effectiveness of using video subtitles has also been empirically demonstrated helping students in acquiring various dimension in vocabulary since it makes students become more aware of the unfamiliar vocabularies. One of the studies that proofs it is research by Teng (2022) where students in the experimental class show an improvement in the dimension of form and meaning recall.

In addition, the success of this research is also supported by the appropriate vocabulary teaching technique implemented. In this research, new vocabularies were taught in context. The researcher provided English video subtitles to introduce new vocabularies to students so that they know how to use those words in a proper context and do not learn vocabularies as isolated words. This is in accordance with the theory of teaching vocabulary by Nunan (2015) and Brown (2004). It is also supported in the research findings from the previous scholars, Behlol and Kaini (2011), who state that students who were treated by contextual method of teaching vocabulary showed better achievement in their learning outcomes compared to students who were treated by structural method of teaching vocabulary.

To sum up, the utilization of English video subtitles can assist learners in increasing their vocabulary mastery. In other words, using English video subtitles can be an alternative teaching media to increase EFL learners' vocabulary mastery especially learners in the level of junior high school. Furthermore, the result of this study supports the earlier scholars regarding the effect of video subtitles towards junior high school EFL students' vocabulary mastery; also provide new finding that the utilization of English video subtitles can be beneficial to 7th graders as well.

CONCLUSSION

خاتمة

In conclusion, based on the result and discussion of this study, it can be summarized that there is a significant difference between the class which was be treated use English video subtitles and the class which was not be treated with English video subtitles. The results of t-test support these finding by providing the numeric data related to the improvement obtained by the experimental class. Furthermore, the result of effect size calculation also reinforces these findings by showing the number of 0.681 signifying the large effect of English video subtitles treatment. The success of the execution process in this experimental research cannot be separated from the careful planning with various alternative plans prepared. Repetition of the previous material and vocabulary before continuing to the next material and targeted words also holds an important role in conducting vocabulary learning which provides an intense exposure to students regarding the targeted vocabularies over and over again.

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