

THE EFFECT OF AN ENGLISH TV SERIES WITH A BIMODAL SUBTITLE ON STUDENTS' VOCABULARY ACQUISITION

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ABSTRACT

Students of English need help remembering large amounts of new vocabulary, which leads to a lack of vocabulary, and effective teaching methods and media affect students' vocabulary knowledge. The current research focuses on using bimodal English-subtitled movie series to improve student vocabulary. The purpose of this research was to determine whether students' vocabulary improved due to watching a seven-part English television series with an English subtitle. This study employed a quantitative approach, and thirty undergraduate students majoring in EFL were chosen to participate. Before the intervention, the students were given a test of the vocabulary often found in the series, and they were given the same test following the intervention. The data were analysed using paired sample t-test, and a significance level of 0.05 was used to reject the null hypothesis. The finding shows that watching an English TV series with an English subtitle significantly enhanced the students' vocabulary. As a result, it is recommended that learners use an English TV series with English subtitles to improve their English vocabulary.

Keywords: *English movies, bimodal subtitles, vocabulary improvement, vocabulary acquisition*

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INTRODUCTION

Students' overall language abilities are significantly influenced by vocabulary, which is considered one of the "basic" components of language learning (Cameron, 2001, p. 95). It is difficult for students to understand others and express their thoughts "without sufficient vocabulary" that students have, as stated by Clouston (2013, p. 2). As a result, students need to focus on expanding their vocabulary to ensure that they can learn a new language effectively. Thus, an individual's level of success in learning a new language greatly depends on their vocabulary, which is an essential component of learning a foreign language. According to Schmitt (2002, p. 157), the purpose of teaching vocabulary is not solely to "introduce new words;" instead, it is to expand elements of the known vocabulary to the point that students can use them when a context occurs. Students are typically put under great pressure when they are asked to learn new words because the process takes time to happen. Three factors determine the difficulty of learning new vocabulary: first, the learners' prior experience with English as well as their mother tongue; second, the method by which the word is learnt or taught; and third, the inherent issues that are proposed by Nation (1990, p. 33).

The improvement of learners' vocabulary can be facilitated through the use of a variety of different teaching strategies and forms of media. A movie is one of the media that is frequently utilised in the process of instructing students in English language skills. Students were interested in following the lesson, and visual cues in movies helped them deduce the meaning of words (Xhemaili, 2013, p. 65). Movies and their additional features, such as subtitles, contribute to constructing an effective learning environment, and students were interested in following the lesson. In addition, Syahrozi et al. (2018, p. 57) state that the language that is utilised in movies can be regarded as a genuine example of how a word is used in suitable settings. Students in a foreign language classroom are able to learn how native speakers initiate and sustain a conversation by watching movies (Kabooaha, 2016, p. 254), which helps them develop their language skills and motivates them to learn more.

According to the findings of those earlier research, a subtitle is an important component of a movie that can function as an efficient educational instrument to impart a new language. On the other hand, there is a dearth of research about the extent to which the utilisation of

English subtitles can improve a learner's vocabulary. As a result, the purpose of this study is to determine how much of an impact watching a movie in English with a bimodal subtitle has on the vocabulary development of the learner.

LITERATURE REVIEW

Vocabulary in Language Learning

Cameron (2001) states that the acquisition of vocabulary is the single most essential aspect of language learning, and the number of words learned in a given amount of time is the best indicator of how well one has learned a language (Alqahtani, 2015, p. 22). In addition, students' academic progress is also determined by their vocabulary knowledge because it has a direct effect on how well they comprehend reading assignments and other activities that take place in the classroom (Wessels, 2011, p. 46). Therefore, the acquisition of vocabulary and the teaching of it ought to be a priority for both students and teachers (Dastjerdi, 2010, p. 89).

There have been a lot of studies done in the area of vocabulary teaching as well as different ways of learning vocabulary. According to Celce-Murcia (2008, p. 289), learning vocabulary is a process that involves steps, and it is necessary to have encounters with meaningful repetitions of words over time. Furthermore, the more that students think about a word, the greater the likelihood that the word will be transferred to long-term memory. Therefore, different ways of acquiring vocabulary might make the process of learning vocabulary more successful (Ghalebi et al., 2020). According to Al-Mu'tassim and Al-Darayseh (2014), the use of both explicit and implicit vocabulary teaching strategies has given students enough chance to practise and learn new vocabulary items and has greatly influenced students' vocabulary size, and, as a result, has reflected positively upon their skills in reading comprehension. It has also been discovered that different kinds of exercise have varying effects on the learner's ability to remember words (Hashemzadeh, 2012). Therefore, scholars studying language learning believe that the effectiveness of vocabulary training and acquisition is determined by the methods utilised in vocabulary learning.

Factors Affecting Vocabulary Acquisition

In this study, some of the most common factors that affect vocabulary acquisition have been classified based on the work of Takac (2008). These include interference from the learner's first language, memory's involvement in vocabulary learning and acquisition, teaching strategies and the presentation of lexical items, linguistic features of lexical items, the incremental nature of vocabulary development, the exposure to new vocabulary, and learner differences.

The learner's first language considerably influences their ability to pick up a second language. The acquisition of vocabulary in a second language is distinct from that of a first language because learners of a second language already possess developed conceptual and semantic systems connected to their first language. According to Romero and Manjarres (2017), a learner's first language becomes the initial source for a learner to comprehend how a language functions. This is especially true for young learners who are in the concrete operational stage of learning a foreign language and utilise their L1 vocabulary to connect with their L2 learning. However, when new information is received, most previously acquired knowledge is immediately forgotten. As a result, the learner needs to engage in many instances of practice in order to incorporate newly acquired information into their long-term memory. According to Nemati (2009), the three fundamental processes associated with long-term memory are storage, retrieval, and forgetting. When information is processed profoundly and meaningfully, it is more likely to be recalled, and visual pictures may be the most effective tool for assisting recall in the process of learning vocabulary. In addition, due to the large number of lexical items that have never been used before, it is necessary to employ an approach that makes it simple to recall these words. According to Barcroft (2016), in order for learners to be able to process lexical elements as input, they need to be exposed to them on multiple occasions.

The findings of certain studies have demonstrated that the acquisition of vocabulary is of a step-by-step nature since mastering a word takes time and calls for the learner to be exposed to it multiple times (e.g. Alharthi, 2014; Hirsch, 2003). Aitchison (2012) conducted research on the process by which students learn a word. The process involves three stages of vocabulary learning: labelling, packaging, and network building. Labelling refers to the process by which students assign word meanings to forms. Packaging refers to the process of classifying acquired words into groups (as a capture of the relationships

between words). Furthermore, according to Kozhevnikova (2019), one of the elements that determine the success of L2 acquisition is language exposure, which can be defined as the amount of time students spend being exposed to the culture and language of the target language. Therefore, one of the easiest and most pleasurable ways to enhance students' vocabulary is to use authentic materials, which combine the means and aim of learning together (Kozhevnikova, 2019). In addition, individual differences among those learning a second language have a significant effect on the rate at which they are able to learn new vocabulary (Rukanuddin et al., 2016). The learner's ability to acquire new vocabulary is influenced by a variety of general features of their individual differences, including age, learning style, IQ, cognitive style, motivation, attitude, and personality (Ellis 1985).

Subtitles for Vocabulary Learning

Texts that were originally spoken but have been written down to convey information are known as subtitles (Cintas 2009, p. 230). According to Reich (2006, pp. 8-10), audiovisual translation has two distinct categories: "intralingual and interlingual." One kind of translation is called an intralingual subtitle, and it is used when the language of the source text and the language of the target text are the same, and it is also known as a bimodal subtitle. The term "interlingual subtitle" refers to the practice of providing subtitles for television programmes and movies that have been translated into other languages. There are primarily three categories of bimodal subtitles, and they are as follows: subtitles for people who are deaf or hard of hearing, subtitles for those who are visually impaired, and subtitles for opera and theatre.

Numerous studies have concluded that subtitles can be beneficial to vocabulary learning and can be utilised in educational settings (Peters et al., 2016; Hsieh, 2020; Alharthi, 2020; Dizon & Thanyawatpokin, 2021). There was a beneficial association between long-term watching of L2 movies with English subtitles and students' auditory vocabulary, according to a correlation study that was carried out by Masrai (2019). According to Etemadi (2012), the utilisation of bimodal subtitles resulted in improved comprehension of the English language movie's subject matter.

RESEARCH METHODOLOGY

In this work, a quantitative approach with an experimental design was used. The study used a post-test nonequivalent-group design, and the data were collected using a group design that consisted of two groups, each of which underwent a pre-test, treatment, and post-test. As participants in this experimental study, students from the English Department at one of the well-established universities in Indonesia acted in the capacity of research participants. Therefore, the population that was represented by the sample was made up of people learning English as a second language. According to Roscoe (1975), the appropriate number of participants to include in an experimental study range anywhere from 30 to 500. Therefore, a convenience sampling technique was used to select 30 students.

The vocabulary tests were administered in the form of completion tests, during which students were asked to provide an Indonesian translation for every word in the test booklets. Verbs, nouns, and adjectives are all included in the words. These words (verbs, nouns, and adjectives) have been taken directly from the subtitles of the TV series, i.e. *The Queen's Gambit*. Only words that were featured more than five times in the movie were considered for the test. This is because it is necessary for new words to be seen six to ten times, and even up to twelve or more times, for vocabulary acquisition (Rott, 1999; Uchiyara et al., 2019).

The movie was shown in English with a bimodal English subtitle. Before the students saw the movie, the instructor went over the pre-test with them. There was neither a pre-viewing nor a post-viewing activity given in order to validate the authenticity of the activity. The TV series consists of seven episodes, and the students watched two episodes in one day. After watching the last episode, the students took the post-test in order to evaluate the impact that watching a movie in English with English subtitles had on students' ability to understand and use a wider variety of words.

Inferential statistics were used to analyse the data collected for this study, which is consistent with the methodology. The analysis using paired sample t-test was performed to compare the pre-test and post-test scores. Prior to the major data analysis, the data were evaluated in order to select test questions that did not contribute to gauging the abilities of the students. In addition, the Shapiro-Wilk test

was utilised in order to examine the normality of the data; therefore, an appropriate hypothesis testing could be determined.

RESULTS AND DISCUSSIONS

Results

The findings of the analysis carried out on the English vocabulary tests are presented in this section, and the interpretation can be found in the discussion section. This section is broken up into two subsections, the first of which focuses on descriptive statistics, while the second discusses inferential statistics.

Descriptive Statistics

This part gives descriptive statistics to represent the summary of the data. These statistics include the minimum and maximum scores, the first and third quartiles, the mean, the median, and the standard deviation. In addition to that, the outcomes of a normality test based on the Shapiro-Wilk test are merged with this information.

Table 1. Result of descriptive statistic

Test	Descriptive Statistic							Normality	
	Min	Q1	Med	Q3	Max	Mean	Sd	W	p
Pre	3	8	10	11	18	9.63	2.88	.943	.112
Post	8	12	14	15	19	13.53	2.71	.960	.316

The results of the pre-test and post-test are reported in Table 1, and it can be seen that all of the component scores in the post-test are higher than the ones from the pre-test. In addition, the data in the post-test were distributed in a manner that was closer to the mean, as measured by the standard deviation. In addition, the results of the p-value analysis using the Shapiro-Wilk test are presented in the table, and they are shown to be higher than 0.05. We can conclude that the scores that the students achieved both before treatment (on the pre-test) and after treatment (on the post-test) followed a normal distribution. As a result, the conclusions drawn from the studies presented in the next section can be chosen.

Inferential Statistics

In this part of the article, vocabulary improvements were verified through appropriate inferential statistical analysis. Because the data in Table 1 follow a normal distribution, a comparison between the improvement in the pre-test and the post-test was carried out using a paired sample t-test. The results of the study, as well as the analysis, are shown in the table that follows.

Table 2. Result of inferential statistics

Test	Mean	Diff	sd	t	df	p-value
Pre-test	9.63	3.90	2.547	8.397	29	0.000
Post-test	13.53					

According to Table 2, the improvement after watching seven episodes of the TV series was 3.90. This improvement was proven significant based on the result of the paired sample t-test ($M = 3.905$, $SD = 2.547$, $t(29) = 8.397$, $p = 0.000$). This result is interpreted and discussed in the following section.

Discussion

This study aimed to investigate whether watching a TV series in English with a bimodal English subtitle helped students increase their vocabulary. According to the findings of the study, the use of an English TV series that also has English subtitles appears to have a beneficial effect on the vocabulary development of EFL students. This result is expected because research has shown that watching movies in English with English subtitles helps students organise new vocabulary into meaningful units. This is especially helpful when it comes to the process of establishing new words through translation and word exposures, both of which typically result in improved vocabulary recognition and recall (Ebrahimi & Bazae, 2016). This vocabulary improvement is due to the fact that watching movies exposes students to vocabulary that is used in real-life communication. In our experiment, students were able to encounter the same vocabulary at least five times, with the maximum number being 133 times, in approximately seven hours of viewing. Interestingly, this finding demonstrated that learners' capacity to acquire and remember new words was heavily influenced by the amount of word exposure and the degree of vocabulary they already possessed. Previous research on the application of subtitles by Matielo et al. (2018, pp. 7-8) discovered that

using bimodal subtitles improved students' vocabulary. This was accomplished by enabling learners to see the target words before watching the movie in the pre-test, enabling them to visualise the word form, and providing them with the opportunity to see the target words multiple times in written form while watching to build a relationship between the target-word and lexical items whose meanings would then be automatically translated.

When it comes to a bimodal subtitle, the optimal results in terms of students' vocabulary retention are achieved through a combination of textual and phonological information (Zarei, 2009). In addition, Yan-Dong and Cai-Fen (2007) discovered that the increase in vocabulary that may be achieved by watching movies with bimodal subtitles is the consequence of continuous exposure to new words combined with inputs that are acceptable, suitable, and highly visible. According to Bianchi and Ciabattini (2008), students gain from a semantic match between audio, video, and text since it enables learners to obtain sufficient outcomes in keeping new words. Similarly, another study on the use of bimodal subtitles on learners' vocabulary improvement discovered that bimodal input helped in the recognition memory task by exposing learners to spoken words and having them read them in written text. This was done in order to improve learners' vocabulary (Stewart & Pertusa, 2008).

According to the findings of this study, one of the most effective ways for learners to expand their vocabulary is to watch movies in English with English subtitles. Nevertheless, there are certain restrictions on how broadly the findings of this research can be applied to other contexts. First, the participant's commitment to fully participate in this study could not be enforced because they were active students at the university with tight schedules, and the data collection was carried out two weeks before the final examination. Consequently, some students skipped one or two episodes, arrived late, or left class early. Second, there were a total of thirty people who took part in the study, which is the bare minimum required for inferential statistical analysis. If there were more people in the sample, then the findings would be easier to generalise.

CONCLUSION AND SUGGESTIONS

The purpose of this study was to investigate whether watching a movie in English with a bimodal English subtitle has an effect on the vocabulary development of students. The findings demonstrated that the use of bimodal subtitles successfully expanded the students' vocabulary. Watching a movie in English with subtitles in the target language exposes learners to vocabulary that is used in real-life communication and provides multiple opportunities for learners to be exposed to the same vocabulary. Furthermore, the combination of textual and phonological information found in movies with subtitles provides the best results for learners' vocabulary improvement.

Based on the results, the authors would like to give a number of recommendations about the utilisation of an English movie with bimodal English subtitles in the process of enhancing learners' vocabulary. Learners who intend to use an English movie to increase their vocabulary should first take into consideration some factors that play a significant role in their capacity to acquire and remember new words. These factors include the learners' current level of vocabulary as well as the amount of exposure they receive. Second, the author found that based on the findings of this study, bimodal subtitles, which provided learners with target words multiple times in written form, appeared to be better for intermediate learners to acquire new words. These subtitles provided learners with target words multiple times in written form. As a result, it is recommended that additional studies be conducted to investigate this issue, particularly with beginning and advanced EFL students. It is important to find out which level of vocabulary is improved the most by viewing movies and how many times students need to be exposed to new words before their vocabulary increases significantly. In addition, further research might study how long learners can remember the words they picked up through viewing movies.

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