

The Effectiveness of Using English Subtitled Video to Teach Vocabulary at SD Negeri 4 Troso Jepara

Faid Fajreza¹, Slamet Utomo², Atik Rokhayani³

Universitas Muria Kudus, Indonesia

atik.rokhayani@umk.ac.id¹

Abstract: The use of appropriate media is one of the factors that influence the success of learning. English subtitled videos are media that combine audio and visuals to deliver material, making it easier for students to acquire new vocabulary. This research aims to determine whether the use of English subtitled videos makes a significant difference for students learning English vocabulary. Subtitled videos can be an alternative medium to teach vocabulary and should be commonly utilized in the current era due to technological advancements. This research uses a quantitative design with a one-group pretest-posttest. The population consists of fifth-grade students at SD Negeri 4 Troso Jepara in the 2024/2025 academic year, totaling 27 students. The researcher employs saturation sampling. The research instrument is a test. To collect the data, the researcher conducts a pre-test, provides treatment, and administers a post-test. Data analysis includes a normality test, reliability test, and hypothesis test. The results show that using subtitled videos to teach vocabulary resulted in significantly different scores. The researcher applied the Wilcoxon signed-rank test to test the hypothesis. The p-value score is 0.001, which is lower than 0.05, indicating a significant difference. In conclusion, using subtitled videos to teach vocabulary has a significant impact. Subtitled videos capture students' interest and attention, improving their understanding of the material and aiding vocabulary acquisition.

Key words: Teaching Vocabulary, Subtitled Video, Young Learners

INTRODUCTION

Understanding vocabulary is a crucial aspect of language learning. Students cannot properly use the language they are learning if they do not have a good comprehension of words and their meanings. Without the vocabulary to express complex ideas, meaningful communication in the target language is impossible, even for those with great grammar and fluency in speaking (Hestiana & Anita, 2022). Vocabulary is the foundation of language learning, allowing students to effectively deal with the complexity of language use and participate meaningfully in various types of texts and situations. To find the effective and efficient learning technique to teach vocabulary is challenging for educators because it will optimize learning outcomes. After using correct media, student achievement significantly improved (Rokhayani et al., 2022). Teacher can choose the suitable media to support their learning to improve student achievements.

Based on researcher observation at SD Negeri 4 Troso, mostly the teacher does not much involve technology in her learning process. The teacher usually uses whiteboard to teach and use handbook to search learning material. Using the same learning technique can make the students lose their attention over time. The researcher chooses this place because this school is capable of representing a general situation, providing a clear example of what is commonly typical school. This school also providing safe environment that support the researcher to do the research.

The objective of the research is to find out whether the use of English subtitled video has significant difference to teach vocabulary at SD Negeri 4 Troso Jepara. The research is expected to support theories related to learning vocabulary using subtitle video media and provide information about teaching strategy. The research significance is using subtitled videos as effective learning tool as they activate both the visual and verbal channels while also enhancing attention and noticing of specific linguistic elements.

Khodjaeva (2021) found that incorporating teaching media into the learning process enhances the effectiveness of English language learning and helps students comprehend and use the language more naturally. Susanto (2021) also addressed challenges in teaching vocabulary, noting that maintaining classroom control and motivating students are significant obstacles. The research identified a lack of instructional media and difficulties in encouraging students to memorize words as key issues, with only a few students actively following teachers' directions. Oktapiani et al (2024) conducted a meta-analysis that demonstrated subtitled videos to be a moderately effective medium for enhancing students' speaking, listening, and vocabulary skills. Similarly, Baroroh et al (2021) found that using English subtitled videos on YouTube significantly enhanced students' vocabulary achievement, as evidenced by a pretest-posttest design with students at SMP Negeri 1 Ambarawa. The students reported that this method was enjoyable, effective, and beneficial for learning vocabulary. Khadawardi (2022) further supported the value of subtitled content, showing that animated movie clips with English subtitles significantly improved vocabulary acquisition and retention among second language learners.

RESEARCH METHOD

This research conducted by researcher using quantitative through one group pre-test and post-test design. The population of this research are fifth grade of the students of SD Negeri 4 Troso with 27 students in one class. Because the population only consists of one class, the researcher used saturation sampling. Saturation sampling is any member of the population can be utilizing as a sample in any case the population size is not very large (Fauzy, 2019). The students received treatment by using English subtitled video. Data collecting technique was done through pre-test and post-test.

The procedures for collecting data in this research were as follows: the researcher administered pretest and posttest to the student to measure the vocabulary mastery, but in between test the researcher gave treatment to the student using English subtitled video. In pre-test, the researcher asked the students to fill in the paper that the researcher give them, which contains the vocabulary. It takes thirty-five minutes with 20 questions. The treatment was used in the teaching and learning process. The treatment conducted in four meetings. The post-test distributed to the students after treatment. The researcher evaluates the students with test material. This text aim to determine the student's vocabulary development after giving the treatment.

The research instrument consists of a vocabulary test. The researcher uses a vocabulary test consisting of 20 questions for both the pre-test and post-test. Multiple Choice (15 numbers) and Matching (5 numbers) are the test types. Test combined with validity and reliability for more accurate result.

The researcher employed a normality test to determine whether the data followed a normal distribution. After testing the research instrument to ensure its validity and reliability, the researcher proceeded with the Wilcoxon Signed-Rank Test. This non-parametric test was

chosen because it is suitable for comparing paired data when the assumption of normality is not met. By using these methods, the researcher ensured that the data analysis was accurate and aligned with the characteristics of the collected data.

RESULTS AND DISCUSSION

From the result of the pretest and posttest the researcher calculates normality of the data to determine if a sample or population of data follows a normal distribution. The researcher using SPSS 25 to calculate normality from the data that already taken.

Table 1. The Result of Normality Test of Pretest and Posttest

	Tests of Normality					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.142	27	.175	.939	27	.117
Posttest	.311	27	.000	.711	27	.000

The sample of this research are 27 students which is lower than 100 so the researcher uses normality test from Saphiro-Wilk. Based on the calculation above the score of sigs from pretest is 0.117 which is higher than 0.05 it makes the data distribution from pretest and are normally distributed but the score of post-tests is .000 which is lower than 0.05 it makes the data distribution of posttest are not normally distributed.

One of the data distributions is not normally distributed so the researcher use Wilcoxon signed rank to test the hypothesis. The Wilcoxon signed rank is chosen because this test does not need the normality test.

Table 2. The Results of Wilcoxon Signed Rank Test of Pre-Test and Post-Test 1

Test Statistics ^a		Posttest - Pretest
Z		-3.458 ^b
Asymp. Sig. (2-tailed)		.001

a. Wilcoxon Signed Rank Test

b. Based on negative rank

Based on the table 2, the score of Asymp. Sig. (2-tailed) is 0.001 which is lower than 0.05. it means Value sig 2 tailed < 0.05 Ho is rejected, meaning there is significance difference between the students' vocabulary before and after being taught by using English subtitled video.at SD Negeri 4 Troso Jepara.

Based on this research it can be find that English subtitled video can be media that can made a significant different to teach vocabulary to students. English subtitled video is consisting of audio and visual it is match with dual coding theory it makes student easy to understanding the material. This media can help student decrease boredom in learning process so the students have low cognitive load. Subtitle in the video also helps the students to notice new word and it is great to make students the correct way to write and pronounce the new word. All this factors really make the English subtitled video is effective to teach vocabulary especially for young learners.

The result in this research also have similarity with some previous research. Yulia & Fazaki (2023) found that watching English TV series with subtitles significantly improved vocabulary among undergraduate EFL students, with a pretest-posttest design confirming the effectiveness of this approach. Mulyani et al (2022) using mixed-method design through distributing questionnaire to know student perception of using video clip subtitle for vocabulary instruction. The result shows that most students responded positively, but about one-fourth students expressed disapproval of the use of prototype bimodal English-Indonesia video clips with captions. The high percentages, mostly in the areas of students' curiosity, learning activities, and advantages of using this prototype media. Xu (2022) also doing research using English subtitled movie clip to teach students showing that the video effectively helps the student remember vocabulary. It has similar result with this research. Qazi & Khan (2023) A study of subtitled and unsubtitled videos revealed that students who watched subtitled films outperformed those who viewed unsubtitled videos in vocabulary learning assessments and listening comprehension. Based from several previous research the result showing similarity with this research that use of subtitle make significant difference to teach vocabulary.

CONCLUSION

Based from the data in previous chapter, the research concludes that the use of English subtitled video is having significant difference to teach vocabulary. The use of video media in vocabulary teaching has gained popularity due to its potential to enhance student engagement and facilitate visual learning. However, the findings of this study indicate that a significant difference between pretest and posttest scores, the use of videos in this context have impact to students' vocabulary acquisition. The Wilcoxon signed-rank test revealed indicating a statistically significant difference between pretest and posttest scores.

This success may be attributed to several factors, such as the alignment of video content with the learning objectives, the effective implementation of the video-based teaching approach, or active student engagement during the learning process. External factors such as student motivation, the learning environment, and the difficulty level of vocabulary presented in the videos may also have contributed to results.

Based on these findings, incorporating subtitled videos as a teaching tool has proven to make significant difference in enhancing vocabulary acquisition among young learners. The presence of subtitles not only supports word retention by providing simultaneous audio and visual input but also reinforces contextual understanding, making the learning process more engaging and interactive. highlighting its value as a powerful resource for language education.

REFERENCES

- Baroroh, K., Huzairin, H., & Nurdiana, N. (2021). The use of English subtitled video on Youtube to improve students' vocabulary achievement. *U-Jet: Unila Journal of English Language Teaching*, 10(3). <https://doi.org/10.23960/UJET.v10.i3.202105>
- Fauzy, A. (2019). *Metode Sampling* (2nd ed.). Universitas Terbuka. https://pak.uui.ac.id/wp-content/uploads/2021/01/B1-Buku-1-ok_Metode-Sampling.pdf
- Hestiana, M., & Anita, A. (2022). The role of movie subtitles to improve students' vocabulary. *Journal of English Language Teaching and Learning*, 3(1), 46–53. <https://doi.org/10.33365/jeltl.v3i1.1715>

- Khadawardi, H. A. (2022). Teaching L2 Vocabulary Through Animated Movie Clips with English Subtitles. *International Journal of Applied Linguistics and English Literature*, 11(2), 18–27. <https://doi.org/10.7575/aiac.ijalel.v.11n.2p.18>
- Khodjaeva, S. (2021). The influence of teaching media in learning English language. *Общество и Инновации*, 2(3/S), 208–211. <https://doi.org/10.47689/2181-1415-vol2-iss3/S-pp208-211>
- Mulyani, M., Yusuf, Y. Q., Trisnawati, I. K., Syarfuni, S., Qamariah, H., & Wahyuni, S. (2022). Watch and Learn: EFL Students' Perceptions of Video Clip Subtitles for Vocabulary Instruction. *Pertanika Journal of Social Sciences and Humanities*, 30(S1), 1–23. <https://doi.org/10.47836/pjssh.30.S1.01>
- Oktapiani, I. U., Ilham, I., Humaira, H., Bafadal, F., Adebayo, M., & Fasih, P. (2024). The Effectiveness of English-Subtitled Videos in Enhancing Speaking, Listening and Vocabulary Skills: A Meta-Analysis. *Journal of Languages and Language Teaching*, 12(1), 56. <https://doi.org/10.33394/jollt.v12i1.9501>
- Qazi, A., & Khan, Z. (2023). Impact on English Language Learners' Listening Comprehension and Acquisition of Vocabulary Through the Use of Subtitled Videos. *Academy of Education and Social Sciences Review*, 3(1), 32–43. <https://doi.org/10.48112/aessr.v3i1.400>
- Rokhayani, A., Rukmini, D., Hartono, R., & Mujiyanto, J. (2022). Integrating Technology in Online Learning Based on Computer-Mediated Communication Artificial Intelligence to Improve Students' Achievement. *Journal of Higher Education Theory and Practice*, 22(15). <https://doi.org/10.33423/jhetp.v22i15.5575>
- Susanto, H. (2021). A Study on Students' Difficulties In Learning Vocabulary. *Journey: Journal of English Language and Pedagogy*, 4(2), 46–50. <https://doi.org/10.33503/journey.v4i2.1413>
- Xu, C. (2022). The Impact of Playing English Movie Clips with Bilingual Subtitles on Chinese High School Students' Vocabulary Learning. *Proceedings of the 2022 International Conference on Social Sciences and Humanities and Arts (SSHA 2022)*, 653. <https://doi.org/10.2991/assehr.k.220401.196>
- Yulia, M., & Fazaki, M. (2023). The effect of an English TV series with a bimodal subtitle on students' vocabulary acquisition. *English Education Journal*, 13(4), 478–490. <https://doi.org/10.24815/eej.v13i4.29673>