INVESTIGATING THE EFL UNDERGRADUATE STUDENTS' PERCEPTION ON THE USE OF SUBTITLE VIDEO FOR VOCABULARY LEARNING

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ABSTRACT

The integration of technology in vocabulary learning has been well documented in the literature. One of the digital media that is quite widely used by EFL learners is audiovisual media or video more specifically, subtitled videos. Much research has reported the effective use of subtitled videos in learning vocabulary. However, research investigating learners' perception in learning vocabulary through stubtiled videos is underresearched. To fill this gap, this study aims at finding out the perceptions of EFL undergraduate students towards the use of subtitled videos to learn vocabulary. The research was conducted using a qualitative method with a descriptive approach. 11 EFL undergraduate students voluntarily participated in this study. All data were gathered from group discussions, questionnaires and interviews. The quantitative data were analyzed using descriptive statistics whereas the qualitative data were analyzed thematically. The findings showed that EFL undergraduate students have positive opinions about using videos with subtitles to learn new words. There are 81,8 % students agree and 18,2% students strongly agree with the statement that learning vocabulary through watching video subtitle are interesting also motivating students to learning more. Also, 81,8 % students agree and 18,2% students strongly agree with the statement that watching videos with subtitles students can learn the language authentically.

Keywords: Perception; Vocabulary Learning; Subtitle Video; EFL Students

INTRODUCTION

Vocabulary is the component that has a crucial role in English language learning. Dauletova and Rahimova (2022) state that vocabulary is the main element of a language, and a language is an expression that is constructed using words and vocabulary. As many people know, sentences is the part of a language, and a sentence is made from of a series words. In addition, Misbah et al (2017) found that the students with limited vocabulary find themselves struggling to read, write, listen and speak in English. The sufficient of

vocabulary knowledge to supporting the development of language skills, including reading, writing, listening and speaking. Learning vocabulary consisting several aspect that learner must be considered, which is requires of the the process understanding and remember words. Vocabulary is much more than just single words, including single item and phrases or chunks of several words that convey a particular meaninng, the way individual words do (Lessard-Clouston, 2021). There are several aspects required in knowing words (Nation, 2001) including word form, wod meaning and word use.

Drawing from pleminary study, The problem that most of students experienced is the unfamiliar words. They often forgot the words and its meaning as well as lack of vocabulary mastery. The limited of vocabulary knowledge makes students difficult to understand a meaning. They also struggled to use the right words and formulations in the certain contexts. Susanto (2021) reported that the difficulties of learning vocabulary is saying the words, a way to write and spell, the various grammatical type of a word, difficulties in selecting the suitable that means of the words, and still confused in victimization the word supported the context. In addition, the most difficult problems which students faced in vocabulary learning were short term memory, error spelling, poor pronunciation, lack of reading practices, length of words, and appropriate usage of words. (Raza, 2022).

Nowadays, the utilization of technology for education become very populare especially in language learning. Many language learner utilize technology as resources for language learning. Based on the result of pleminary study, students said that technology can be a new inovation in learning vocabulary and they can learn many thing by utilizing technology. A study by (Rintaningrum, 2023), found that there are some benefits of integrating technology in English language learning, and one of them is encourage independent learning. Technology offers quick access to relevant information. It also allows learners to get in contact to the authentic resources, which can inspire their language learning process (Negoescu & Mitrulescu, 2023). The implementation of technology giving the opportunity for the students to broaden their knowledge. In addition (Kristiawan et al., 2022), found that learners enjoyed learning vocabulary through technology.

Among various English learning method, video with subtitle can be the appropriate media as the interesting digital media resources that can attract students attention and motivation in learning vocabulary. Videos with subtitles are audiovisual materials that provide a written translation of the dialogue narrated by the subjects. Both the message and the image used in the video can be read by the audience on the screen. Based on the linguistic dimension, there are three different types of subtitles: intralingual which translate spoken dialogue within the video's original language, interlingual which translate spoken dialogue to the viewers' native language, and bilingual which translate spoken dialogue to both the original language of the video and the viewers' native language (Díaz Cintas & Remael, 2014).

Some of previous study has found the the implementation subtitle video for vocabulary learning. According to (Albiladi et al., 2018), language learners believed that movies are authentic sources of language learning and can be used effectively to improve language skills including speaking, listening, reading, vocabulary,and writing. A study by Bostanci (2022) found that the use of watching films with subtitles intensively affected ESL students' vocabulary knowledge, they showing positive attitudes towards watching films in language class in general,and in vocabulary classes in particular. Another study by Ebrahimi (2016) found that films are not only a means of motivation to entertain students, but also film could assist learners to comprehend the language as spoken in various accents as a result the exposed authentic language uttered by people in the video. Subtitle video is an interesting

media that can gain learner motivation as well as provide authentic situation, which is led to more natural process of vocabulary learning.

Although the empirical study showed the significant impact of subtitled videos in vocabulary learning, little is known how learners perceive subtitled video as vocabulary learning media. To fill this gap, this study aims at finding out the perceptions of EFL undergraduate students towards the use of subtitled videos to learn vocabulary. Therefore, the present study seeks to investigate the following question: What are students' perceptions of using subtitled video in vocabulary learning?

METHOD

Research Design

The present study used a qualitative design with a descriptive approach. According to Bhangu et al (2023) research methodologies that use non-numerical and non-statistical approaches for gathering, analyzing, and producing evidence are known as qualitative research methods. Qualitative researchers are interested in understanding how people interpret their experiences, how they construct their worlds, and what meaning they attribute to their experiences (Merriam, 2009). This is in line with the purpose of the study, which is to find out the undergraduate students perceptions on the use of video subtitles for vocabulary learning. The aim of this research is to discover students perception based on their experience of using subtitle video for vocabulary learning. Therefore, qualitative design are suitable method that used for this research. Holly (2018) argue that the presentation of data from a qualitative descriptive study involves a straight forward descriptive summary of the informational contents of the data that is organized in a logical manner, focuses on discovering the nature of the specific events under study.

Participants

The participant of the research is EFL undergraduate students at a university based in Banyuwangi. This study involved 11 (6 females and 5 males) EFL undergraduate students comprising 10 students of seventh semester and 1 students from ninth semester. They are aged between 20-21. They are familiar or having experience with the subtitle video for vocabulary learning after taking Vocabulary and Corpora course.

Data Collection Method

In this study, focus group discussion, questionnaires and semi-structured interviews were used as data collection methods. Focus group discussion is a qualitative data collection method involves several people meet as a group dicussing a topic or issues defined by researcher (Macqueen et al., 2011; Cameron, 2005). The participants were given a short movie title. Then, they were asked to explain the storyline of the movie just from seeing the title. After that, they watched the movie using 2 kinds of subtitles, intralingual and bilingual subtitles. Students were asked to explain the storyline of the movie again after watching it. Finally, they were asked what they think about the use of subtitled videos for vocabulary learning.

A list of questions distributed to others with the intention of gathering responses in the form of questionnaire. A questionnaire is a set of questions designed to gather information from a respondent. The questionnaire asked students perception of using subtitle video for vocabulary learning. It comprised 14 questions that focuse on the students perception about the implementation subtitle video for vocabulary learning. The questionnaire was analyzed by the researcher using a Likert scale adopted from (Brace, 2004), and the scoring is as follows: SA (Strongly Agree), A (Agree), D (Disagree), SD (Strongly Disagree). After the process assessment completed, the researcher counted the total response for each answer category that was present in each aspect. Then, used

percentage technique to analyze the data obtained from questionnaire.

The following is the formula to calculate the questionnaire:

$$p = f/n \times 100$$

Where p: percentage
f: number of answer
n: number of sample

Finally, the researcher described each statement based on the data after completing the calculation of the percentage distribution.

According to George (2022) semi-structured interview is a technique for gathering data that center on asking the questions inside of a pre-established theme framework. In   qualitative research, interviews are the most crucial method for gathering data. The   researcher will ask 7 questions to the respondents, which are adopted from previous study by Andriani & Angelina (2020) that are similar to this research and will be updated   accordingly. In order to analyze the data, the researcher will use following procedure adopted from (George, 2022):

1. Transcribing interviews, listening the result of record interview and write down the respondent response.
2. Coding semi-structured interviews, analyze the data to find recurring themes, concepts, or patterns. Next, gather the data and group it according to its "code" and organize these codes according to themes. Once the themes have been identified, ensure that the responses' patterns are accurately represented by these themes.
3. Analyzing semi-structured interviews, make a conclusion by the data obtained using deductive approach, the progress ideas from general to specific. It entails determining wether the data support existing themes or ideas.

Data Analysis Method

Miles & Huberman (1994) stated that the pocess of analysis data comprise 3 stage: data reduction, data display, and conclusion drawing and verification.

1. Data reduction, the process of selecting, simplifying, abstracting, and transforming information found in transcriptions or written field notes (Miles & Huberman, 1994). The researcher organized the data and remove unnecessary information to avoid widening the discussion and getting out of the main focus of the topic discussed.

2. Data display, a display is a condensed, well-organized compilation of data that permits conclusion drawing and action (Miles & Huberman, 1994). It made combining information that has been organized for easy access.

3. Conclusion drawing and verification, the last process is drawing conclusions and verification, from a series of data analysis processes, important points will be obtained on the problem under study. Then the information is summarized into an idea that is used to verify the validity of the theory related to the topic discussed. The meaning emerging from the data have to be tested for their plausibility, their sturdiness, their "confirmability" that is, their validity (Miles & Huberman, 1994).

FINDINGS AND DISCUSSION

Based on focus group discussion, just by seeing the title of the movie, students have not been able to guess the storyline of the short movies correctly. Then, after watching the movie in its entirety using the subtitled video, some students were able to correctly explain the storyline of the movie. There were some students who were able to explain the storyline of the movie but slightly differently. Also, from this activity the students opinion related to what is the advantages dan disadvantages of using videos with English subtitles or intralingual subtitles and English Indonesian subtitles has been discovered. Based on their experience the advantages of using videos with English subtitles for vocabulary is helps students increase new vocabulary, better understand the context and usage of words in sentence and helps students to know how to write, spell and pronounce vocabulary correctly. Then, the disadvantages is students experience the struggling to grasp vocabulary and difficult to focus on the content of video. In the other hand, the advantages of using videos with English Indonesian subtitles is helps students to know how to write, spell and pronounce vocabulary correctly also helps translating the meaning of words in the students native language and the disadvantages is they experience difficulty to focus on the content video also more focus on the translation rather than acquiring new vocabulary.

Table 1. The result of questionnaire

No.	Statement	Alternative answer				
		SA	A	D	SD	Total
		F	F	F	F	F
1.	I am interested in learning English using the prototype of video clips with subtitles	3	8	-	-	11
2.	Learning English through subtitled videos is interesting and not monotous, which motivates me to improve my new vocabulary	2	9	-	-	11
3.	Learning vocabulary through subtitled video are highly interesting and enjoyable	1	10	-	-	11
4.	4. Another benefit that I get in learning English vocabulary through subtitled video is that I can directly imitate the vocabulary of native speakers and gain new experiences in learning	2	9	-	-	11

5.	I can easily understand the English vocabulary that is taught through the subtitled video because the appeared text version of dialogue appears	1	10	-	-	11
6.	I can read the subtitle text and understand its meaning when the video is playing	-	11	-	-	11
7.	Learning vocabulary through the subtitled video helped me understand English vocabulary precisely and correctly based on its context	-	11	-	-	11
8.	Subtitled video are one of the best and most effective media for improving students' English vocabulary acquisition	2	8	1	-	11
9.	I usually watch videos with English subtitles (intra lingual subtitles) to learn vocabulary	2	8	1	-	11
10.	I usually watch videos with English & my native language subtitles (bilingual subtitles) to learn vocabulary.	3	4	3	1	11
11.	Videos with English subtitles (intra lingual subtitles) help me better acquire and understand new vocabulary	1	10	-	-	11
12	Videos with English & my native language subtitles (bilingual subtitles) help me better acquire and understand new vocabulary	3	5	3	-	11
13	Videos with English subtitles (intra lingual subtitles) the best and most effective media for improving students' English vocabulary acquisition	1	10	-	-	11

| 14 | Videos with English & my native language subtitles (bilingual subtitles) the best and most effective media for improving students' English vocabulary acquisition | 3 | 5 | 3 | - | 11 |

Table 2. The percentage of questionnaire

No.	Statement	Alternative answer				
		SA	A	D	SD	Total
		%	%	%	%	%
1.	I am interested in learning English using the prototype of video clips with subtitles	27,3%	72,7%	-	-	100%
2.	Learning English through subtitled videos is interesting and not monotous, which motivates me to improve my new vocabulary	18,2%	81,8%	-	-	100%
3.	Learning vocabulary through subtitled video are highly interesting and enjoyable	9,1%	90,9%	-	-	100%
4.	Another benefit that I get in learning English vocabulary through subtitled video is that I can directly imitate the vocabulary of native speakers and gain new	18,2%	81,8%	-	-	100%

No.	Statement					Total
5.	I can easily understand the English vocabulary that is taught through the subtitled video because the appeared text version of dialogue appears	9,1%	90,9%	-	-	100%
6.	I can read the subtitle text and understand its meaning when the video is playing	-	100%	-	-	100%
7.	Learning vocabulary through the subtitled video helped me understand English vocabulary precisely and correctly based on its context	-	100%	-	-	100%
8.	Subtitled video are one of the best and most effective media for improving students' English vocabulary acquisition	18,2%	72,7%	9,1%	-	100%
9.	I usually watch videos with English subtitles (intra lingual subtitles) to learn vocabulary	18,2%	72,2%	9,1%	-	100%
10.	I usually watch videos with English & my native language subtitles (bilingual subtitles) to learn vocabulary.	27,3%	36,3%	27,3%	9,1%	100%

No.	Statement	SA	A	D	SD	Total
11.	Videos with English subtitles (intra lingual subtitles) help me better acquire and understand new vocabulary experiences in learning	9,1%	90,9%	-	-	100%
12.	Videos with English & my native language subtitles (bilingual subtitles) help me better acquire and	27,3%	45,4%	27,3 %	-	100%
13.	Videos with English subtitles (intra lingual subtitles) the best and most effective media for improving students' English vocabulary acquisition	9,1%	90,9%	-	-	100%
14.	Videos with English & my native language subtitles (bilingual subtitles) the best and most effective media for improving students' English vocabulary acquisition	27,3%	45,4%	27,3 %	-	100%

The above table was the results of questionnaire has been given by reseacher to the participants. Consisting of the frequency and pecentage of the answer strongly agree {SA), agree(A), disagree (D) and strongly disagree (SD) with the statement in the questionnaire related to on the use of subtitle video for vocabulary learning.

The result of the interview shows that many students are interested and using subtitle video as a media for vocabulary learning. The technique they usually use with this media is by looking at the original text with the translation or taking note for a new vocabulary they find from watching the video. Then, they will try to find the meaning of word in dictionary. The students claimed that watching video with subtitles motivating them to improve their English vocabulary. The viideos providing audio and visual attraction that make students become more interested and enjoy learning vocabulary, by using English subtitle they will focus on the original word of the text and not getting distraction by the translation meaning of words and by using Indonesian and English subtitles they can know the meaning of the word also in their language. There are also

students who argue that it depends on the level of their English skills. For beginners, they can use videos with Indonesian and English subtitles. That way they will have no trouble understanding the meaning of the words and the content of the video. The implementation of subtitled videos for vocabulary learning not only helps students in improving their vocabulary acquisition. There are many other skills and knowledge also can be developed through this learning method. According to EFL students, as future teachers, the use of video media with subtitles is needed in schools. The use of subtitled video media will attract students to learn English in a fun way. Students will be motivated and want to learn more about English.

Discussion

The use of subtitled videos helps students learn vocabulary based on its context. The availability of visual and audio helps students understand the meaning of the spoken word more easily. The movies can help them understand the language by exposing them to real language spoken by people in the video with different accents (Ebrahimi, 2016). The use of videos with English subtitles helps students discover new vocabulary and know how to spell and pronounce it. This method provides an opportunity for students to learn contextually from the dialog displayed in the subtitles. According to (Xu et al., 2022) the English subtitle facilitate comprehension of the actual English language content directly, while also providing opportunities for student lexical development. They can learn the order of words and sentences from looking at the subtitles. The students can learn how words are formed and how to use them with proper grammar. However, for some unfamiliar words, it takes time to understand the meaning and make it difficult for them to focus on the video content. The fast way of speaking and the accent of the native speaker sometimes make it difficult for EFL learners to catch and understand the words being spoken. (Ebrahimi, 2016) it is hard for learners to hear every single word, because they are used to the Standard English.

On the other hand, the use of videos with Indonesian and English subtitles or bilingual subtitles allows students to learn vocabulary contextually also helps them to know the exact meaning of words and sentences in their own language. Bilingual subtitles were viewed as being convenient for understanding English content via
translations, while also providing opportunities for vocabulary learning (Xu et al., 2022). However, with this method many students argue that the availability of Indonesian subtitles makes it difficult for them to focus on the content of the video and the words in English. This statement is similar to the results of research by (Wang & Pellicer-Sánchez, 2022) which is found that the participants paid more attention to the L1, their native language translations of unknown vocabulary than to L2, English forms in the bilingual subtitles condition.

The study reveals that many students interested in learning English using the prototype of video clips with subtitles with the results 27,3 % strongly agree and 72,7% students agree. The subtitles provided in the videos help students grasp new vocabulary, and they can understand the meaning of the vocabulary spoken by people in the video with the results 18,2% students strongly agree and 81,8% agree. A total 9,1% students strongly agree and 90,9 % agree with the statement videos with English subtitles or intralingual subtitles help them better in acquiring and understanding new vocabulary and 27,3% students strongly agree, 45,4 % agree and 27,3% disagree with the statement videos with English & Indonesian subtitles or bilingual subtitles help them better in acquiring and understanding new vocabulary. All of the students agree that videos with English subtitles or intralingual subtitles is an effective media for improving students' English vocabulary acquisition with the results 9,1% students strongly agree and 90,9 % agree, meanwhile 27,3% students strongly agree, 45,4 % agree and 27,3% disagre that videos with English

& Indonesian subtitles or bilingual subtitles an effective media for improving students' English vocabulary acquisition, which means more students agree that using videos with English subtitles is effective for vocabulary learning.

The results of semi-structured interview reveals that most of the students giving positive opinions on the use of subtitle videos for vocabulary learning. As prospective teachers, most of them thought that this method is needed in school and most of them state that using videos with English subtitles or intralingual subtitles more effective rather than using English Indonesian subtitles or bilingual subtitles because they can focus on the words without the distraction of translation.

However, there is a students who believe that the selection of the type of subtitles used for vocabulary learning to be effective is based on the English language skills of the language learner. For example, beginner learner, its difficult to acquiring new vocabulary because of the limited of vocabulary knowledge so using English subtitles video its not appropriate. This statement is in line with research conducted by (Xu et al., 2022) English subtitles facilitate the comprehension of the actual English language content directly, but this type of subtitles may not be an appropriate choice for lower-level learners.

CONCLUSION

In conclusion, watching videos with subtitles gives students the opportunity to learn English authentically. Students can learn the correct pronunciation of words and sentences from the dialog spoken by native speakers in the video. In addition, they can also learn word spelling and usage from the subtitles provided.

On the other hand, some students also think that watching videos with subtites as a method to learn English is less effective. Sometimes when finding an unfamiliar words, students tend to take time to understand the meaning of words and content in the video. They tend to focus more on the subtitle text. In videos that use 2 subtitles, there is also a direct translation in Indonesian language so that the audience can focus more on reading the translation.

However, there are also students who think that the use of subtitles in videos that can be used to learn English, especially vocabulary, to be effective depends on the English language skills of the students themselves. Many EFL undergraduate students find the use of subtitled videos as a media for learning vocabulary to be an effective method, especially English subtitled videos. As future teachers, they think that this method needs to be implemented in schools. The method is quite fun and not only focused on English textbooks so that it can attract students' interest in learning English and motivate them to learn more.

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