

STUDENTS' PERCEPTION REGARDING THE INTEGRATION OF ENGLISH-SUBTITLED FILMS TO ENHANCE ENGLISH LANGUAGE LEARNING

PERSEPSI MAHASISWA TERHADAP PENGGUNAAN FILM DENGAN TEKS TERJEMAHAN BAHASA INGGRIS UNTUK MENINGKATKAN PEMBELAJARAN BAHASA INGGRIS

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ABSTRACT

This research underscores the extensive use of films as a powerful strategy in English language learning, emphasizing its manifold advantages. Films, by offering authentic language input and exposure to diverse content, significantly enhance language proficiency, fostering a holistic grasp of vocabulary, accents, and language structures. The combined application of films with effective instructional strategies positively influences language awareness and facilitates vocabulary expansion, aligning seamlessly with contemporary pedagogical approaches that prioritize cultural competences and inclusivity. The immersive nature of films contributes to the development of various language skills, encompassing vocabulary enrichment, enhanced listening comprehension, and improved writing proficiency. This unique quality positions films as valuable mediums for interdisciplinary teaching, enriching educational experiences and fostering inclusivity within academic environments. The study used qualitative method, specifically a Likert scale questionnaire, and found that most students believed that watching English-subtitled movies improves their conversational English skills, makes learning more fun, and enhances classroom learning. However, other students remained neutral on specific issues, indicating differing perspectives. Overall, students had favorable experiences with movies, including enjoyment, perceived language improvement, and practical use in daily conversations.

Keywords: film, learning medium, language skills

ABSTRAK

Penelitian ini menggarisbawahi meluasnya penggunaan film sebagai strategi yang ampuh dalam pembelajaran bahasa Inggris, dan menekankan berbagai manfaatnya. Film, dengan menawarkan masukan bahasa otentik dan paparan konten yang beragam, secara signifikan meningkatkan kemahiran berbahasa, memupuk pemahaman holistik tentang kosa kata, aksen, dan struktur bahasa. Gabungan penerapan film dengan strategi pengajaran yang efektif berdampak positif terhadap kesadaran berbahasa dan memfasilitasi perluasan kosa kata, selaras dengan pendekatan pedagogi kontemporer yang memprioritaskan kompetensi budaya dan inklusivitas. Sifat film yang imersif berkontribusi pada pengembangan berbagai keterampilan bahasa, yang mencakup pengayaan kosa kata, peningkatan pemahaman mendengarkan, dan peningkatan kemahiran menulis. Kualitas unik ini menempatkan film sebagai media berharga untuk pengajaran interdisipliner, memperkaya pengalaman pendidikan dan mendorong inklusivitas dalam lingkungan akademik

Penelitian ini menggunakan metode kualitatif, khususnya kuesioner skala Likert, dan menemukan bahwa sebagian besar siswa percaya bahwa menonton film dengan subtitle bahasa Inggris meningkatkan keterampilan percakapan bahasa Inggris mereka, membuat pembelajaran lebih menyenangkan, dan meningkatkan pembelajaran di kelas. Namun, siswa lain tetap netral pada isu-isu tertentu, menunjukkan perspektif yang berbeda. Secara keseluruhan, siswa mempunyai pengalaman yang menyenangkan dengan film, termasuk kesenangan, peningkatan kemampuan berbahasa, dan penggunaan praktis dalam percakapan sehari-hari.

Kata Kunci: film, media pembelajaran, keterampilan berbahasa

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INTRODUCTION

The utilization of film as a strategy for English language learning has become increasingly widespread due to a multitude of reasons. First of all, movies provide real language input, which is thought to be the best way to learn a language (Alolaywi, 2023). It implies that the use of native, unscripted language in films allows students to absorb everyday expressions and cultural context, deepening their language learning process. Secondly, films contribute considerably to language acquisition by giving a vast array of possibilities and resources, hence boosting the engagement and efficacy of the learning process (Dizayee, 2018). The diverse content in films exposes learners to varied vocabulary, accents, and language structures, facilitating a comprehensive understanding of the target language. Thirdly, the synergistic use of films with effective instructional strategies will give a positive impact, leading to heightened language awareness and an expanded vocabulary (Nanquil, 2019). Additionally, The use of films in language instruction and learning provides a multimodal method that incorporates the target language's semiotic and social elements (Öztürk & Zengin, 2021). Moreover, the use of film adaptations of literary works allows students to learn and utilize the target language through various processes such as script writing, acting, and performance shooting (Rodas et al., 2020). In conclusion, the integration of film in English language learning enhances language proficiency, provides cultural insights, and offers a more engaging and genuine learning experience.

The use of film also aligns with current pedagogical approaches in language education by incorporating audio description tasks and film literacy education into the language curriculum, which helps improve linguistic skills and develop cultural and intercultural competences (Yehorova, 2004). It means that Yehorova's research presented that by incorporating film into language education aligns with contemporary pedagogical approaches and offers several benefits. One of its benefits is improving linguistic skills where the film literacy education also involves tasks such as audio description exercises, which require students to listen to and describe what they hear in the film. These tasks also enhance linguistic skills by providing practice in listening comprehension, vocabulary acquisition, and verbal expression. By analyzing dialogue and language use in films also helps students better understand the element of linguistic. However, film also functions as a dynamic tool for heightening intercultural awareness while introducing novel content and concepts within the educational sphere, thereby bolstering motivation and fostering pedagogical advancements (Herrero et al., 2018). The immersive nature of film allows students to explore diverse cultural contexts, encouraging a nuanced understanding of global perspectives and promoting cultural sensitivity. In addition to its cultural and linguistic benefits, film serves as a unique conduit for reconnecting with the immediate experiences of the world, compelling viewers to engage with its messages on their own terms. This distinctive quality positions film as a valuable medium for philosophizing and teaching, facilitating a profound and experiential mode of learning (Llamas, 2019).

It means the film emerges as a versatile resource for advancing interdisciplinary teaching and learning, effectively integrating knowledge and skills from various subject areas. This interdisciplinary approach not only enriches the educational experience but also promotes inclusivity within the school environment (Gibbs, 2017). By leveraging film as a teaching tool, educators can bridge gaps between different disciplines, offering students a comprehensive and interconnected understanding of diverse topics.

Moreover, analyzing instructional language in cinematic contexts offers a way to recognize and analyze particular linguistic elements (Alolaywi, 2023). Alolaywi demonstrates that one efficient method for improving language skills is watching movies. Movies have been shown to improve vocabulary and pronunciation as well as speaking, listening, reading, and writing abilities, even if they are mostly watched for amusement. These results emphasize the value of using cinematic situations to aid in language learning and show how more study in this field could advance our knowledge of how language is acquired through media watching. Although, the benefits of watching movies with subtitles for improving vocabulary learning and recall have been demonstrated, yet there is still disagreement about the best way to subtitle movies (Abdulkhakimova & Assylkozha, 2007). It means that the presence of subtitles allows viewers to associate written words with their spoken counterparts, reinforcing the learning process but there is still debate around the method of subtitles in scientific discussions.

Moreover, engaging with cinematic content has emerged as a highly beneficial strategy for augmenting English language proficiency, manifesting improvements across various language skills. Research indicates that involvement with movies not only enhances vocabulary acquisition but also contributes significantly to improved listening comprehension and writing skills (Sadiku, 2018). The visual and auditory richness of cinematic narratives provides a contextually rich environment for language learners, exposing them to diverse linguistic expressions, idiomatic usage, and varied accents. Through the immersive experience offered by films, individuals have the opportunity to enhance their vocabulary by contextualizing words within authentic situations. Furthermore, the auditory input from dialogue and the visual context aids in refining listening comprehension skills. Additionally, exposure to diverse narrative structures and writing styles in films contributes positively to the development of writing proficiency, offering language learners a multifaceted and engaging avenue for advancing their English language abilities.

The utilization of film in language classrooms serves as a powerful catalyst for enhancing language learning experiences. There are numerous significant benefits that support this strategy. First of all, films provide a compelling and motivating learning experience, capturing students' attention and fostering engagement throughout the learning process (LLano et al., 2022). Films are also useful resources for teaching cultural insights, honing language proficiency, and refining language skills (İpek, 2022). Students are drawn to films because of their rich visual and aural content, which also encourages critical thinking as they explore the subtleties of language, culture, and adaptation (Nanquil, 2019). A thorough grasp of narrative structures is made possible by film, which also helps students traverse and discuss complex storylines and related issues (Paran et al., 2019). A thorough grasp of narrative structures is made possible by film, which also helps students traverse and discuss complex storylines and related issues (Dizayee, 2018). Essentially, using movies in the classroom goes beyond traditional language teaching methods and gives teachers a flexible and engaging tool for creating a dynamic, immersive learning environment. This setting enhances students' educational experience by fostering cultural awareness in addition to language development. All things considered, incorporating movies into language instruction seems to be a useful tactic for teachers looking to establish vibrant, culturally rich, and productive learning environments for their students.

Films can be strategically selected to enhance content comprehension and language skills simultaneously by using subtitles and associated literacy activities (Haro, 2014). Strategically selected films, when integrated into language education, have the potential to concurrently enhance content comprehension and language skills. This is particularly evident when utilizing subtitles, as they provide linguistic support and reinforce the connection between spoken and written language. Furthermore,

incorporating associated literacy activities further amplifies the pedagogical impact of films in fostering a comprehensive language learning experience.

The integration of Subtitling in the same language (SLS) in films not only fosters reading practice but also benefiting for students, while simultaneously providing a reliable and authentic platform for language learning. Subtitling in the same language (SLS) can offer unconscious reading practice, resulting in enhanced reading skills and participation, especially for underprivileged and struggling students (Parkhill & Davey, 2014). This approach offers a valuable opportunity for unconscious reading practice, as viewers naturally engage with the subtitles while listening to the audio. The synergy between the audio and written elements not only strengthens language skills but also enhances reading proficiency. Additionally, films can be used as a platform for language learning, particularly in enhancing vocabulary (Ildefonso & Lumidao, 2022). Films' audio-visual format provides a multimodal experience that helps learners integrate and understand new vocabulary in real-world language contexts. By presenting real-world instances of word usage, cinema exposure to a varied vocabulary in a range of contexts, tones, and registers improves learners' language ability. This immersive method makes language learning more interesting and memorable while also promoting a deeper comprehension of terminology. The accuracy of English subtitles in films also plays a crucial role in guaranteeing the reliability of materials used in language teaching (Maune, 2015). Subtitles become a valuable tool for both teachers and students when they perfectly match the spoken language. Precise subtitles give students a reliable and consistent depiction of spoken words, which promotes proper language use and helps with comprehension. Because the language content offered is real and in line with the intended learning objectives, the accuracy of linguistic representation enhances the efficacy of employing films as instructional aids. As a result, movies that have subtitles are a better instructional resource for language learners overall and have higher quality overall.

Using subtitled films to facilitate understanding of spoken and written language enhances comprehension and language skills and helping associate spoken words with their written forms and understand pronunciation and intonation nuances. It is also explained by Thieme & Fry (2023) that giving the subtitled films to facilitate a parallel understanding of spoken and written language, and it will give contributing to improved comprehension and language skills. It means subtitles offer learners a valuable visual aid by presenting written text alongside the spoken dialogue, creating a dual-channel input for language processing. It allows them to associate words with their corresponding written representations and grasp the nuances of pronunciation and intonation.

In this research, the researcher presents using movies with English subtitles can help people improve their English. This strategy not only increases vocabulary, but it also helps students connect spoken words to their written forms. This allows learners to better understand pronunciation and pick up on the language's embedded meaning. Furthermore, proper subtitles ensure that learners receive the appropriate linguistic input, making this strategy a solid way to improve speaking skills. Overall, viewing subtitled movies can make learning English more accessible and beneficial for everyone.

METHODS

In this research, quantitative research methods were employed to address the two research questions posed, those are; how about the students' perceptions in exploring movies for language learning and how about the students' experiences in exploring movies for language learning. Quantitative research is a methodological approach that measures and quantifies particular variables, such as beliefs, attitudes, and behaviors. In order to enable researchers to draw more comprehensive findings and make generalizations about a wider target group, this method attempts to offer an objective and systematic means of gathering data from a sample population (Branaghan et al., 2021). Then, to assess Likert Scale questionnaire was utilized. This survey format was devised to capture a comprehensive range of responses from participants, offering a systematic approach to evaluate their perspectives and

experiences regarding the incorporation of movies in language education. A Likert scale is a commonly used questionnaire format that measures the level of agreement or disagreement of respondents towards a series of statements. It consists of a set of statements or items, and respondents are asked to indicate their level of agreement or disagreement on a 5-point scale. The scale is often used in various fields such as medical, educational, and psychometric research to understand individuals' attitudes and opinions. The use of a Likert scale allows for quantitative analysis of subjective data, providing researchers with valuable insights into the attitudes and perceptions of respondents (Tanujaya et al., 2022). Furthermore, the questionnaires were adopted from (Goctu, 2017); (Kabooha, 2016). The data were collected online through Google Forms in this research. The questionnaire was divided into three parts and was in English. They are the demographic profile of students (4 items), students' perceptions (6 items) and students' experiences (6 items) in exploring movies for language learning. The participants in this research were 37 first semester students of Bachelor Degree in English Department of Faculty of Education, Riau Kepulauan University that were analyzed descriptively. It means that the data analysis in this research involves systematically organizing, summarizing, and interpreting data collected from 37 first semester students in the English Department at Riau Kepulauan University, with the aim of describing their characteristics, behaviors, or responses related to the study's focus.

RESULT AND DISCUSSION

Based on the survey conducted, the results were taken from 37 participants and are recorded in graphs and tables.

Participants Demographic Profile

The distribution of participants according to gender is shown in Figure 1a. There were 37 participants, 91.9% (34) of the participants were female and 8.1% (3) were male. In Figure 1b represents the class of the participants. It consists of two classes of the first semester students of Bachelor Degree in English Department of Faculty of Education, Riau Kepulauan University. There were 45.9% (17) for Class A, and 54.1% (20) for Class B.

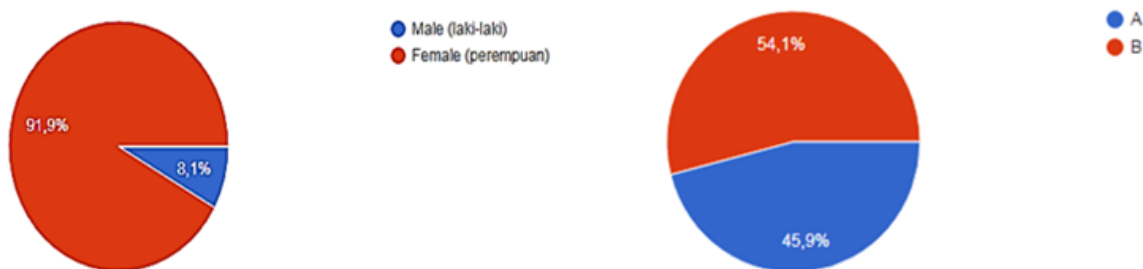


Figure1a. Gender of respondents -37 participants

Figure1b. Class of respondents -37 participants

Students' perceptions in exploring movies for language learning

Following Table 1 and figure 2 display the students' perceptions in exploring movies for language learning. Out of 37 participants, 27% students strongly agreed, 35% students agreed and 29.7% neutral, 8.1% students strongly disagree when responding to the item 'Watching movies in English improves my English oral skills'. Similarly, 21.6% students strongly agreed, 37.8% agreed while 35.1% answered neutral, then 2.7% disagree, 2.7% strongly disagree in response to the item 'I find it interesting to learn English using movies'. In response to the item 'Watching movies facilitates learning English for me in the

classroom', 10.8% strongly agreed, 24.3% agreed and 62.2% were neutral, then 2.7% answered disagree. As for the question 'Watching movies motivates me to learn English' 27% of the respondents strongly agreed, 37.8% answered agreed while 29.7% were neutral, and 5.4% answered strongly disagree. In response to item 'Movies improve my vocabulary acquisition' 24.3% strongly agreed, 32.4% agreed, 35.1% neutral and 5.4% disagreed, and 2.7% answered strongly disagree. To the final item on perception, 'Class presentation of movies will reduce my anxiety in language learning' 2.7% of them strongly agreed, 24.3% agreed, 64.9% neutral whereas 5.4% disagreed, and 2.7% answered strongly disagree.

Table1. Students' perceptions in exploring movies for language learning

Questions	SD	D	N	A	SA
Q1. Watching movies in English improves my English oral skills.	3	0	11	13	10
Q2. I find it interesting to learn English using movies.	1	1	13	14	8
Q3. Watching movies facilitates learning English for me in the classroom.	0	1	23	9	4
Q4. Watching movies motivates me to learn English.	2	0	11	14	10
Q5. Movies improve my vocabulary acquisition	1	2	13	12	9
Q6. Class presentation of movies will reduce my anxiety in language learning	1	2	24	9	1

SD= Strongly Disagree, D= Disagree, N=Neutral, A=Agree, SA=Strongly Agree

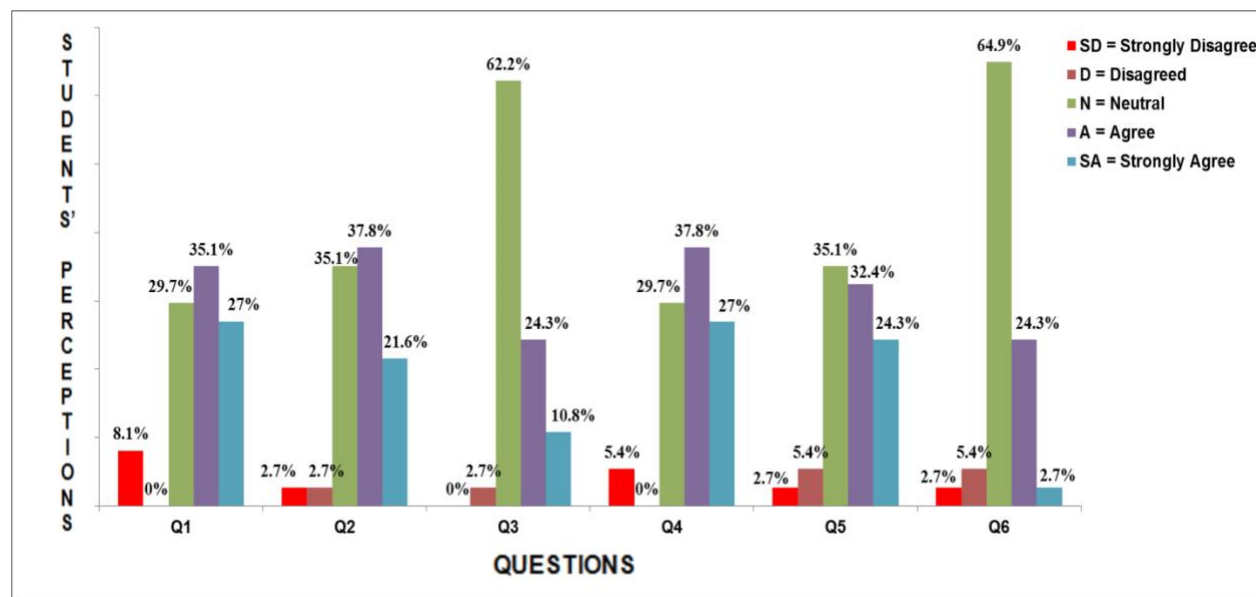


Figure2. Students' perceptions in exploring movies for language learning

Students' experiences in exploring movies for language learning

Following Table 2 and Figure 3 displays students' experiences in exploring movies for language learning. The first question - 'I enjoy using movies to learn English', 27% respondents strongly agreed, 35.1% agreed and 32.4% of them were neutral, 2.7% disagree, then 2.7% strongly disagree. For the second question 'I can improve my language while watching the movies', 27% strongly agreed, 40.5% agreed while 24.3% neutral, then 8.1% strongly disagree. To the third question 'I often use words and sentences from the movies in my daily conversation', 13.5% of them answered strongly agreed, and 29.7% agreed. Furthermore, 48.6% neutral, 5.4% disagree, then 2.7% answered strongly disagreed. For the fourth question 'I often imitate the native speakers in the movies to improve my speaking', 18.9%

strongly agreed, 27% agreed, 45.9% neutral whereas 5.4% disagreed, then 2.7% strongly disagree. For the fifth question 'I learn how to pronounce the English word from the movies', 27% strongly agreed, 37.8% agreed, 10(27%) neutral and 2.7% disagreed, and the last 5.4% answered strongly disagree. For the final question 'I find learning English via movies motivates me to participate in class discussion', 10.8% responded strongly agree, and 18.9% agreed. Next, 59.5% of them stated neutral and 8.1% disagree, only 2.7% strongly disagree.

Table2. Students' experiences in exploring movies for language learning

Questions	SD	D	N	A	SA
Q1. I enjoy using movies to learn English	1	1	12	13	10
Q2. I can improve my language while watching the movies.	3	0	9	15	10
Q3. I often use words and sentences from the movies in my daily conversation.	1	2	18	11	5
Q4. I often imitate the native speakers in the movies to improve my speaking.	1	2	17	10	7
Q5. I learn how to pronounce the English words from the movies	2	1	10	14	10
Q6. I find learning English via movies motivates me to participate in class discussion	1	3	22	7	4

SD= Strongly Disagree, D= Disagree, N=Neutral, A=Agree, SA=Strongly Agree

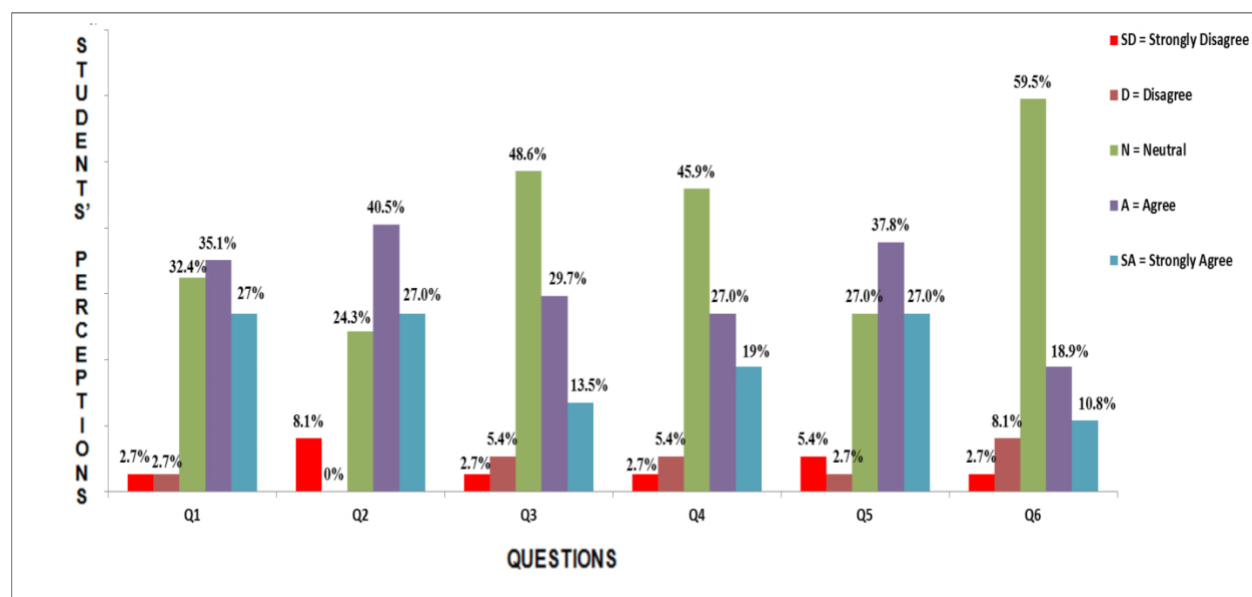


Figure3. Students' experiences in exploring movies for language learning

DISCUSSION

This study underlines the numerous benefits of employing films in language learning, particularly in increasing English language competency and enjoyment among students. Similarly, Alolaywi (2023) investigates the efficiency of movie-watching for English language acquisition among university students, emphasizing its diverse benefits such as vocabulary development and cultural awareness. Both results emphasize the significance of exposure to actual language input in increasing language fluency and competency. Alolaywi (2023) suggests more research into using subtitles to improve language acquisition, however this study simply emphasizes the immersive quality of films and their good impact on English language skills.

Furthermore, Abdulkhakimova and Assylkozha (2007) address the use of movies in language learning at Kimep University, with a focus on the development of critical thinking abilities and the expansion of general knowledge via film analysis. While Abdulkhakimova and Assylkozha's research recognizes the benefits of using films in language education, their research emphasizes a more holistic approach to language learning through film analysis, as opposed to the researcher's research, which focuses on language skill enhancement. Furthermore, LLano et al. (2022) investigate the use of films to teach culture in an online high school setting, offering educators practical ideas for improving language acquisition. It is still consistent with this research in recognizing films' potential to contribute to students' language understanding and language learning, but LLano et al. focus on the online high school context and provide tangible ways for effectively incorporating films.

This survey, done at Riau Kepulauan University's Faculty of Education, provides insight into students' perspectives and experiences with the usage of movies for English language learning. The findings demonstrate students' positive attitudes toward learning English through movies, particularly in terms of improving spoken English competence and vocabulary acquisition. However, there are signs of ambivalence among students, implying variable degrees of involvement or effectiveness with this method. This contrasts with the more targeted approaches of Alolaywi, Abdulkhakimova, and Assylkozha, as well as LLano et al., who provide specific insights into the benefits and problems of employing films in language acquisition across various educational contexts.

Finally, while all four studies recognize the value of employing films in language instruction, they differ in their aim, setting, and methodology. Alolaywi (2023) emphasizes the multifaceted benefits of watching movies for language acquisition, Abdulkhakimova & Assylkozha (2007) discuss the development of critical thinking skills through film analysis, and LLano et al. (2022) provide practical tips for incorporating films into language teaching in an online high school setting. Meanwhile, this survey gives more information about students' perceptions and experiences with the use of films for language learning, indicating both enthusiasm and ambivalence among students. Together, these studies provide useful insights on films' potential as a tool in language education, as well as opportunities for further research and exploration.

CONCLUSION

In conclusion, the survey done at Riau Kepulauan University's Faculty of Education gives insight on the use of movies in English language acquisition. The findings show that students have a generally positive attitude toward incorporating movies into language education, particularly for improving spoken English fluency and vocabulary acquisition. However, students seem unclear about this strategy, indicating varied levels of interest or effectiveness. This contrasts with more specialized research by Alolaywi, Abdulkhakimova, and Assylkozha, as well as LLano et al., which provide nuanced insights into the benefits and problems of incorporating films into language learning in a variety of educational settings.

Furthermore, while all of the studies cited acknowledge the benefits of using films in language training, they differ in their goals, settings, and methods. Alolaywi emphasizes the many benefits of watching movies for language acquisition, Abdulkhakimova and Assylkozha discuss the development of critical thinking skills through film analysis, and LLano et al. provide practical advice for incorporating films into language teaching in an online high school setting. In contrast, this poll delves deeper into students' perspectives and experiences with the use of films for language learning, indicating both enthusiasm and doubts among students. Collectively, these studies provide valuable perspectives on films' potential as a tool in language education, as well as areas for further research and exploration.

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