

**AN ANALYSIS OF ENGLISH SUBTITLED MOVIES TOWARDS  
STUDENTS' VOCABULARY OF ENGLISH EDUCATION STUDY  
PROGRAM AT IAIN MANADO**

**THESIS**

Submitted as Partial Requirement for the Degree of Education (S.Pd) in English  
Education Study Program

By:

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**1445 H/2023 M**

## THESIS RATIFICATION

The thesis entitled "*An Analysis of English Subtitled Movies Towards Students' Vocabulary of English Education Study Program at IAIN Manado*" compiled by Triana Devy Permata Poetri with student registration number 1826013, a student of English Education Study Program. Has been examined and defended in the Munaqasyah session held on August 02<sup>nd</sup> 2023 and has been declared acceptable as one of the requirement to obtain Sarjana Pendidikan (S.Pd) degree with several improvement.

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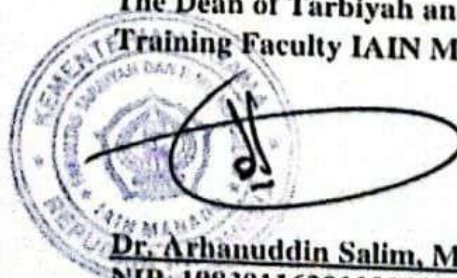
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## ABSTRACT

**Triana Devy Permata Poetri (1444H / 2023M): *An Analysis of English Subtitled Movies Towards Students' Vocabulary of English Education Study Program at IAIN Mando.* A thesis of English Education Study Program, Faculty of Tarbiyah and Teacher Training, Manado State Institute of Islamic Studies.**

This study aims to examine the increased use of English subtitled films in improving vocabulary of the sixth semester students in English Education Study Program. The researcher applied descriptive qualitative methods in this study with research instruments, namely questionnaires and interviews. Respondents for this study were 27 students, twenty-three females and four males of the English Education Study Program, Faculty of Tarbiyah, and Teacher Training at the Manado State Islamic Institute (IAIN) for the 2020/2021 academic year. These respondents used English subtitles for film. The researcher used Miles and Huberman's theory to analyze data that includes data collection, data display, and conclusions. Based on the research results, as many as 90.38% of students responded positively to using English subtitles. This is reinforced by the results of interviews where students benefit from watching movies using English subtitles, such as having fun and getting new vocabulary. On the other hand, 9.62% of students have negative responses to learning using this media. In conclusion, the results of the student interviews also stated that films that used English subtitles effectively increased students' vocabulary mastery. It can be proven by looking at positive responses, and responses include: engaging, fun, irritable, challenging, getting new vocabulary, and understanding the meaning of words.

**Keywords:** English Subtitle Movie, Vocabulary



## ABSTRAK

**Triana Devy Permata Poetri (1444H / 2023M): Sebuah Analisis Film Bersubtitle Bahasa Inggris Terhadap Kosakata Siswa Program Studi Pendidikan Bahasa Inggris IAIN Manado. Skripsi dari Program Studi Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Manado.**

Penelitian ini bertujuan untuk mengetahui peningkatan penggunaan film berteks bahasa Inggris dalam meningkatkan kosakata siswa semester enam di program studi pendidikan bahasa Inggris. Peneliti menerapkan metode kualitatif deskriptif dalam penelitian ini dengan instrument penelitian yaitu angket dan wawancara. Responden dari penelitian ini yaitu 27 siswa, dua puluh tiga perempuan dan empat laki-laki mahasiswa dari program studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri (IAIN) Manado tahun akademik 2020/2021 yang menggunakan media film bersubtitle Bahasa Inggris. Peneliti menggunakan teori Miles and Huberman untuk menganalisis data yang berisi pengumpulan data, penyajian data, dan kesimpulan. Berdasarkan hasil penelitian yang ditemukan oleh peneliti, sebanyak 90,38% siswa memiliki respon positif penggunaan film subtitle Bahasa Inggris. Ini diperkuat oleh hasil wawancara di mana siswa mendapat manfaat setelah menonton film menggunakan subtitle Bahasa Inggris, seperti menyenangkan dan mendapatkan kosakata baru. Di sisi lain 9,62% siswa memiliki tanggapan negative terhadap pembelajaran menggunakan media ini. Kesimpulannya, dari hasil wawancara siswa juga menegaskan bahwa film menggunakan subtitle Bahasa Inggris efektif meningkatkan penguasaan kosakata siswa. Hal ini dapat dibuktikan dengan melihat respon yang positif, tanggapan positif meliputi: menarik, menyenangkan, termotivasi, menantang, mendapatkan kosakata baru, dan memahami arti kata.

**Kata kunci: Film Subtitle Bahasa Inggris, Kosakata**

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Manado, 02 Agustus 2023

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Triana Devy Permata Poetri

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## **CHAPTER I**

### **INTRODUCTION**

This chapter present an introduction of the research. It contains research background, research question, research objective, limitation of the research, significance of the research, and definition of key terms.

#### **A. Research Background**

English is an international language that can be used to communicate across the world. In Indonesia, English is a foreign language that is taught in high school and university For Indonesian students as foreign learners, mastering a huge number of vocabularies is very important because it is the foundation of the language. Learning is important for everyone because knowledge is like a light that frees people from darkness. Hence, we should learn things to give ourselves a feeling of accomplishment, which in turn increases our confidence in our abilities.

English is a subject at university. The purpose of English at university is not only to give skills to the students but also to help students to find or to get a job after they graduate later. Since English is an international language. The skill of English is essential for the students because they are academic person needs more knowledge to face the globalization era. English has many important parts. They are skills and language components of English. Skills of English are speaking, reading, writing, and listening. Language components of English are vocabulary, grammar, pronunciation, and spelling. Skills and language components are supported each other. One of the language components is vocabulary. By having a rich vocabulary, students can improve their listening, speaking, reading, and writing abilities. Not only in the way they comprehend but also in the way they produce language.

Vocabulary can be interpreted like the raw material used to express thought and ideas, share information and communicate. According to Richards and Renandya in Mahmud and Tryana journal<sup>1</sup> vocabulary is also used throughout communication skill, without vocabulary, people cannot read, speak and cannot understand what other people say, either spoken or written. At university especially in the English study program, vocabulary is a compulsory subject. But, based on the researcher's preliminary observation, several students in English Education Study Program Sixth Semester at IAIN Manado students still have low ability in vocabulary. Students will not understand the text if they do not have the vocabulary. Moreover, the fact in the classroom showed that several students still have problems and difficulties in identifying the vocabulary. They still doubt identifying which one of adverb, verb, adjective, and noun.

As learners, the use of learning media will help them in the learning activities. Learning media can provide meaningful experiences for learners and make it easier for students to gain deeper understanding. In addition, media is one of the important aspects in the language learning process.

Media used in learning English will facilitate and motivate teaching and learning activities. According to Munadi in Sinaga and Oktaviani said, using media when learning English will attract students' motivation and attention<sup>2</sup>. There are various media and ways to learn vocabulary in English. One of them is watching movies or series using English subtitles. The use of technology has become well-known at all levels of the education sector. Therefore, students must use and utilize learning through the many available technological media sources for learning needs appropriately. This statement is proved by some verses in Qur'an Surah Ar-Rahman from verse thirty-three:

يَمَعَشَرَ الْجِنِّ وَالْإِنْسِ إِنِ اسْتَطَعْتُمْ أَنْ تَنْفُذُوا مِنْ أَقْطَارِ السَّمَوَاتِ وَالْأَرْضِ فَانْفُذُوا ۗ لَا تَنْفُذُونَ  
إِلَّا بِإِذْنِ ٱلْعَلِيِّ ٱلْعَظِيمِ ۝ ٣٣

Translation:

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<sup>1</sup> W.A., Reandya & J.C., Richards. *Methodology in Language Teaching* (New York: Cambridge University Press, 2002).

<sup>2</sup> Yudhi, Munadi. *Media Pembelajaran* (Ciputat: Gaung Persada Press, 2008).

33. *O company of jinn and mankind, if you are able to pass beyond the regions of the heavens and the earth, then pass. You will not pass except by authority from Allah (Q.S Ar-Rahman:33)*<sup>3</sup>.

Based on the tafsir above, humankind is recommended to develop their knowledge of science and technology as media learning beyond the boundaries, as far as they can to ease human life in several sectors, especially in the education sector. In this case, the use of media is to bridge the explanation of knowledge. That reason underlies the development of media used in the learning process through rapid technological development, especially in the system used in learning media.

In this modern era, peoples like and enjoy many movies both domestic and foreign movies. More frequent movie genres are also being watched, including drama, fiction, non-fiction, comedy, and more. In addition, the movie is also very useful for us who want to learn a foreign language, because watching a movie is one easy way for us to learn English. Movies is a story or event recorded in a theater or on television; a motion picture. In watching foreign language movies, we generally use subtitles to facilitate us in understanding the meaning of the movie and one of the reasons is to be able to learn a foreign language.<sup>4</sup>

The use of subtitled movies may be effective to improve reading, listening comprehension, and word recognition, especially for the vocabulary acquisition of students. Watching a movie is one way to learn English. There may also be an improvement in the ability to discern separate words in the flow of spoken language, word pronunciation, and proficiency in constructing correct sentences. And students often use these methods and learn. Therefore, the researcher is very interested to analyze the problems that occur. That is why the researcher is interested in conducting the research entitled *An Analysis of English Subtitled Movies in Learning Vocabulary to The Sixth Semester of English Education Study Program (TBI) at IAIN Manado*. In the end, the results of this study are expected to be an alternative in enriching knowledge by readers, students, teacher, and other researchers about the study material in this research.

## **B. Research Question**

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<sup>3</sup> Kementrian Agama RI, Al-Qur'an dan Terjemahannya accessed on 27 June 2022

<sup>4</sup> S.A. Karakas, *Teaching English With Technology* (The University of Nicosia, 2012)



To what extent does English subtitled movie towards students' vocabulary of the sixth semester of English education study program?

### **C. Research Objective**

Based on the question above, the purpose of this research is:

To find out the extent to which English subtitled movie towards students' vocabulary to the Sixth semester of English Education Study Program of academic year 2020/2021.

### **D. Limitation of the Research**

The researcher limits the research problem to students' vocabulary learning by use of English subtitled movies to the sixth semester of English Education Study Program.

### **E. Significance of the Research**

In this research, the researcher expects usefulness of the research both theoretically and practically as follow:

#### 1. Theoretically

The study used English subtitled movie hopefully can help students to improve their vocabulary achievement through fun learning and the result of this research can give benefit as a reference for English Literature Study Program.

#### 2. Practically

This study can be useful for teachers and students to learn, practice, and improve their vocabulary by using movie with English subtitles.

### **F. Definition of Key Terms**

1. The subtitle is a branch of translation called audiovisual translation in which viewers can read statements of dialogues on the screen as well as watch the images and listen to the dialogues<sup>5</sup>.

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<sup>5</sup> P. Reich, "The Film and The Book in Translation" (MA Thesis Masaryk University, 2006). Retrieved April 2022 from [http://is.muni.cz/th/64544/ff\\_m/Diplomova\\_prace.doc](http://is.muni.cz/th/64544/ff_m/Diplomova_prace.doc)

2. Movie means a series of moving pictures recorded with the sound that tells a story shown at cinema or movie<sup>6</sup>.

3. Vocabulary is all the words that a person knows or uses, or all the words in a particular language the words. People use words in language all the time and understand it excellently both in writing and speaking<sup>7</sup>

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<sup>6</sup> Hornby. A S, Oxford Advanced Learner's Dictionary (Oxford University Press, 2006). 896

<sup>7</sup> Oxford Learners Dictionary, "Vocabulary", accessed on July 02 2022

## CHAPTER II

### REVIEW OF RELATED LITERATURES

In this particular section, the researcher focuses on the elaboration of literature on related topics. It covers concept of vocabulary, teaching English vocabulary, teaching English using a movie as media, the concept of subtitle, and previous studies.

#### **A. Concept of Vocabulary**

##### **1. Definition of Vocabulary**

Language is a tool in communicating, that is why it is important to use language as good as possible and behind the language there is an important role in it namely, vocabulary. According to Faraj vocabulary is one of the language aspects which should be learned. Learning vocabulary is important because if we want to be able to speak, write and listen nicely we have to know vocabulary first. A person said to know a word if they can recognize its meaning when they see it. It means that in vocabulary learning, we have to know, understand the meaning, and can use it in sentence. Vocabulary is an essential building block of language and as such it makes sense to be able to measure learners' knowledge of it.<sup>8</sup> In English that has four major skills to the mastering of English such as, Listening, Speaking, Reading, and Writing. Those of the skills vocabulary is one of the components that linking all of them. The purpose of learning vocabulary is for getting word knowledge as Bauer mentioned vocabulary is related to word. It talks about the origin of words, how they turn, relate with one another and the utilizing of the words to see the world<sup>9</sup> and also learning vocabulary demand the language user to know the meaning so that they can choose words according to their needs as Hiebert and Kamil mentioned vocabulary is the understanding of word

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<sup>8</sup> Faraj, Avan, K. A. Effective strategies for turning vocabulary into productive vocabulary in EFL context. *Journal of Education and Practice*, 2015. Vol 6, No 27

<sup>9</sup> Laurie Bauer, *Vocabulary Language Workbooks* (London: Routledge, 2013). 8

meaning.<sup>10</sup> The same thing also expressed by Alonso that vocabulary is understanding either words or its meaning.<sup>11</sup> Whereas according to Stahl and Nagy vocabulary is closely connected not intellect only, but also its knowledge.<sup>12</sup> Therefore it is important to learn vocabulary in order to understand words properly and correctly.

Based on the definition from the expects above researcher conclude that vocabulary is a knowledge of words, where the students learn all about words.

## 2. Type of Vocabulary

The type of vocabulary is divided based on vocabulary knowledge, namely receptive and productive vocabulary.<sup>13</sup> The types of vocabulary were to be discussed below.

### a. Receptive vocabulary

Receptive vocabulary is wording that students recognize and understand when they occur in context, but cannot produce correctly. It means that the students recognize it when they see it in a reading context but do not use it in speaking and writing. Receptive vocabulary is also called a passive process because the students only receive thoughts from others. In language application, the receptive vocabulary is considered the basic vocabulary. It is much larger than productive vocabulary because there are many words that are recognized when the learner hears or reads but are not used when he/she speaks or writes.

### b. Productive vocabulary

The words that the students understand are referred to as productive vocabulary. Can pronounce it correctly and use it constructively in speaking and writing. This involves what is needed for receptive vocabulary plus the ability to speak or write at the

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<sup>10</sup> Elfriada H. Hiebert and Michael L. Kamil, *Teaching and Learning Vocabulary* (London: Lawrence Erlbaum Associates, 2005), 3.

<sup>11</sup> David Alonso, *English As A Second Language* (New York: Nova Science Publisher, Inc, 2011), 105.

<sup>12</sup> Stahl Steven A. Nagy William E, *Teaching Word Meanings* (Mahwah: Lawrence Erlbaum Associates, 2006), 5.

<sup>13</sup> Nation, S.P, *Learning Vocabulary in Another Language*, (New York: Cambridge University Press, 2001), 19.

appropriate time. Therefore, productive vocabulary can be addressed as an active process. because the learners can produce the words to communicate their ideas to others.

According to Fries English vocabulary of words into four types, they are<sup>14</sup>:

#### 1). Content words

Content words represent the names of objects or things. That is a book, chair, and pen), an action that is the verb (swim, sit and fly), the qualities of these things, that is, adjectives (big, strong, and flies), sharp as well as adverbs (at school).

#### 2). Function words

Function words are words that are used as a means of expressing relation Grammarly and structure. Function words included determiners for example, (which, this, that, each, much, some and many), conjunctions (and, but, or. because and after), prepositions (in, at on, during and until). pronouns (I. you, him, her and them), auxiliary verbs (are, be. have and do), modals (may and could), and quantifiers (some and both).

#### 3). Substitute words

Substitute words are words that represent individual things or specific actions as substitutes for whole classes of words. In other Substituted words are indefinite pronouns, such as anybody, Anyone, anything, everybody. Nobody and nothing.

#### 4). Distributed words

Distributed words are words that are distributed in use based on the presence of a negative, such as either, too, or yet. Based on the statements above, vocabulary has some types depending on its purpose. This research focused on content words because they consist of a word that can be associated with and have various parts such as nouns, verbs, adjectives, and adverbs.

### 3. Vocabulary Learning

Follow to Shastri vocabulary learning is a relational process, it could be illustrated like associate with the words of a learned language.<sup>15</sup> According to Brown

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<sup>14</sup> Charles, C. Fries, *Teaching and Learning Vocabulary as a Foreign Language* (New York: The University of Michigan Press, 1974)

<sup>15</sup> Pratima Dave Shastri, *Communicative Approach to the Teaching of English as a Second Language* (Mumbai: Himalaya Publishing House, 2016). 97

and Payne cited by Hatch and Brown, there are five essential steps in vocabulary learning namely<sup>16</sup>:

- a. Having sources for encountering new words

The first important process to learn vocabulary is finding new words, which have word sources. Here are some strategies such as reading books, newspapers, or magazines for learning new words, and listening to television, radio, or watching film. In terms of incidental vocabulary development, this is unquestionable the most important step. This step is crucial because incidental vocabulary learning is required if second language learners are to approach a vocabulary that is comparable to that of native speakers.

- b. Getting a clear image, either visual or auditory or both, for the forms of the new words

The second step in vocabulary learning appears to be obtaining a distinct image of the vocabulary item, either visual or auditory, or both.

- c. Learning the meaning of the words

The third important step in the strategies that learners report is the one most often associated with vocabulary ideas to get the meaning of words. The strategy includes some steps such as asking native English speakers what words mean, asking others who speak my native language to mean the new vocabulary, drawing a picture of the meaning of words, and asking someone to tell me the English word.

- d. Making a strong memory connection between the forms and meanings of the words

The consolidation of form and meaning in memory is the fourth crucial step indicated by Brown and Payne in their studies. Many other types of vocabulary learning drills, such as flashcards, matching exercises, crossword puzzles, and much more help to improve the meaning of the form-meaning connection.

- e. Using the words

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<sup>16</sup> Hatch and Brown, *Vocabulary, Semantics, and Language Education* 373

Using the words is the last step in learning vocabulary. Some people think the step is unnecessary if all that is desired is an understanding receptive to the word. This reasoning can be applied to a variety of other procedures as well because a lot can be understood in context even if the reader or listener is unfamiliar with many of the words being used. The usage of words on the other hand is critical if the goal is to help learners progress as far along the continuum of word knowledge as possible.

According to Nation repetition is very important in learning words because one needs to know much about each of them for getting this information is needed several meetings, and because the items of vocabulary are not should know but must understanding very well that can be accessed fluency. Notice, retrieval, and creative (generative) usage are three essential general steps that make a word being recalled or kinds of the repetition of word meaning.<sup>17</sup>

#### 4. Strategies of learning vocabulary

According to Hosenfield was cited by Takac successful readers use various strategies in learning vocabulary as like guess the meaning of word in context, determining the grammatical category of a word, searching word, or identify cognates.<sup>18</sup>

Follow to Brown and Payne were cited by Hatch and Brown there are five essentials steps in vocabulary learning, they are:

- a. Having sources for finding new vocabulary
- b. Having an obvious image both audio and visual, or the both of them for the forms of the new vocabulary
- c. Learning about words meaning
- d. Create a strong memory connection between the forms and meaning of the words
- e. Applying the words

#### 5. The importance of vocabulary

According to Wilkins as cited by Thornbury your English will not significantly improve if you spend the time studying grammar but if you learn plenty

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<sup>17</sup> I.S.P. Nasution, *Teaching and Learning Vocabulary* (Boston: Heinle Publisher, 1990). 56

<sup>18</sup> Takac, *Vocabulary Learning Strategies and Foreign Language Acquisition*, 52

of words and expressions you will look the improvement. You may say a bit with grammar but you cannot do anything without vocabulary<sup>19</sup>.

According to Gower, Philips, and Walters vocabulary is essential to students. It is more crucial than grammar for communication goals, especially at the early level when students are motivated for learning the basic words, they require to master that language<sup>20</sup>.

According to Webb and Nation, the crucial of learning words is exposed in many ways. After we born, we started to differentiate the words are spoken around us, and finally develop the ability in making these words ourselves<sup>21</sup>.

According to Linse vocabulary development is an essential aspect of language development and the study which has been conducted in current years is thrilling<sup>22</sup>.

## **B. Teaching English Using a Movies as Media**

Arsyad stated to the word media comes from latin “*medius*”. It means medle, mediator or deliver. Nowadays, the teaching learning style has developed into variety of strategies that encourage teachers to be more creative in transferring their idea.<sup>23</sup> There are two types of media. First is dependent medium which means the helping tool in teaching process. Their success depends on the teacher. For example, movie is used to explain the material. Their effectiveness depends on how the teacher use it. If the teacher can use them well the students will get the point of information from them. The second is dependent media. These media can be used individually by students to learn without any helps from the teachers. In teaching learning process, teacher can use all types of media that are appropriate with students’ level. According to Arsyad several properties of good teaching media:

1). Fixative property is property describes the ability of media to record, save and reconstruct a phenomenon or an object.

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<sup>19</sup> Thornbury, *How to Teach Vocabulary* 13.

<sup>20</sup> Gower, Philips, and Steve, *Teaching Practice A Handbook for Teacher in Training*, 142.

<sup>21</sup> Stuart Webb and Paul Nation, *How Vocabulary Is Learned* (Oxford: Oxford University Press, 2017), 22.

<sup>22</sup> Linse, *Practical English Language Teaching PELT Young Learners*, 122.

<sup>23</sup> Azhar, Arsyad, *Media. Pembelajaran* (Jakarta: Rajawali Pers, 2011), 4.



- 2). Manipulative property by having this property, media can enable a transformation of an event or an object.
- 3). Distributive property is enables media to transport an event through time and space so that the event can be seen.

The movie is employed as a medium for teaching English vocabulary in this study. Using a movie in the classroom can make learning more enjoyable, and it can also teach individuals about history, science, human behavior, and another subject. Some films combine fun with educational content, making learning more enjoyable. Using Movie in teaching-learning, that has strength and weakness, as mention:

#### 1. Strength

Nasution stated that the strength of using movie in the teaching and learning process are:<sup>24</sup>

- a). The movie is very good at describing a process, if necessary, by using "slow-motion.
- b). Each student can learn something from the movie, from the clever ones to the best intelligent ones.
- c). Movies can take a child from one country to another country and from one period to another period.

#### 2. Weakness

According to Arsyad Azhar, the following are some of the disadvantages of employing movies in the teaching and learning process:<sup>25</sup>

- a) Obtaining English movies is often expensive.
- b) When the movie was shown, the visuals kept shifting, making it impossible for all kids to follow the information provided by the movie.
- c) Movies aren't always ideal for learning objectives' needs and aims.

It indicates that using movies has both advantages and disadvantages. When a teacher wishes to use a movie as a learning tool, he or she should use subtitles in the movie. The subtitle might assist the student in comprehending the text. Particularly when watching films with English subtitles. It is the most effective method since

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<sup>24</sup> Nasution. *Teknologi Pendidikan* (Jakarta: Bumi Aksara, 2005)

<sup>25</sup> Azhar, Arsyad, *Media. Pembelajaran* (Jakarta: Rajawali Pers, 2011)

children not only learn new words but also learn how to pronounce them. As a result, use an animated movie with English subtitles to subtitle the researcher.

### C. The Concept of Subtitle

#### 1. Definition of Subtitle

Subtitle is as a translation practice that consists of presenting a written text, generally on the lower part of the screen, that discursive elements that appear in the image (letters, inserts, graffiti, inscriptions, placards, and the like), and the information that is contained on the soundtrack, such as; songs and voices off. Jan Pedersen stated that “Subtitled is a line at the bottom of the screen that displays a translation of the dialog”<sup>26</sup>.

Subtitle is a printed statement or fragment of dialog appearing on the screen between the scenes of a silent motion picture or appearing as a translation at the bottom of the screen during the scenes of a motion picture or television show in a foreign language.

Subtitles in movies can aid in the learning of a foreign language. Because English is the most extensively studied foreign language in the world, the potential for learning through subtitle media can have a significant economic and societal influence. Despite this, there is no solid scientific evidence to support this widely held belief. In truth, educational specialists and the general public have differing viewpoints on the possibility of learning languages by viewing a movie with subtitles. Because it is simple to access audiovisual media in its native language with a subtitle, subtitle audiovisual in English is becoming increasingly popular.

According to Costa and Almeida, students had to watch subtitled movies to learn vocabulary from them frequently. Or the movie could affect vocabulary recognition if the learners watched the movie more than once. Moreover, watching the subtitled movie also improves other skills of the students, such as reading or listening comprehension and even pronunciation.<sup>27</sup> The habit of watching subtitled movies also plays a significant role. It makes the students want to learn the language,

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<sup>26</sup> Jan Pedersen, *Subtitle Norms for Television* (Benjamin’s Translation Library, 2012). 8

<sup>27</sup> Patricia A. Almeida and Patricia Costa, “*Foreign Language Acquisition: The Role of Subtitling*”, p.123.

especially vocabulary. Therefore, students must have a definite schedule to make it a positive habit. By doing it regularly, students can gain input on new vocabulary, grammar, intonation, pronunciation, and how to use it in real context to help develop language skills. While watching movies, students may need help with unfamiliar structures and vocabulary. Then, the learners can look up the meaning in the dictionary. Indirectly students can learn more about the meaning and how to use it, from the unknown to the known.

## 2. Types of Subtitles

Movie subtitles have three types as distinguished them to the following types: 1. Bimodal subtitling (English dialogues to English subtitles). 2. Standard subtitling (English dialogues to learners' mother tongue language). 3. Reversed subtitling (dialogues form learners mother tongue language to English subtitles). Three mentioned subtitles, bimodal subtitling is an appropriate type for EFL learners to follow because it helps the leaners to see and hear every single word. However, there are still some opponents toward bimodal as well. that even bimodal subtitle will not have any effect on vocabulary recognition, this is due to the fact that watching subtitled movies once might have no influence on vocabulary learning. On this account, students and learners can watch the movie more than once even twice and third seas to recognize vocabularies and learn new words, phrases and idioms.<sup>28</sup>

Captions, according to the National Captioning Institute, are the process of turning the audio element of a video production into text for display on a television screen. The caption has upper-case lettering on a black backdrop, as is customary. On the other hand, subtitles are the permanently affixed onscreen text that reflects a program's narration, dialogue, music, or sound effects. From the foregoing, it may be deduced that a subtitle is the movie's monologue text that appears at the bottom of the screen alongside the picture. via subtitles, we without difficulty recognize the storyline or data to be conveyed additionally it's so exact for the disabled individual, for instance, the deaf-person due to the fact they cannot pay attention and speaking but including the subtitle can assist them. adding a subtitle inside the film may be

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<sup>28</sup> Chiaye Faqe, *The effectiveness of English movie subtitles in vocabulary learning* (International Journal of Current Advanced Research, no. 6(3). 2017).

very useful to enhance the students' vocabulary. Melinda Hesiana said that watching movies with English subtitles is easy to understand and fun because we can not only listen but also see the interesting visuals from the movie.<sup>29</sup> It was clear that movies could enrich students' vocabulary.

#### D. Previous Studies

Some researchers have done some studies about using English subtitled movies in improving vocabulary, they are:

**Table 2.1 Relevant Studies**

No	Research Identity	Similarity	Difference	Research Originality
1	Margono, the effectiveness of teaching English Vocabulary by using cartoon movie <sup>30</sup>	The research aims to find out of teaching English vocabulary using cartoon movie	The study used quantitative experimental research by using experiment class and control class	This study focuses on finding the point of view students majoring in English Education of sixth semester at IAIN Manado using
2	Yunita Widyawaty, The use Cartoon Movie to Improve Students	This study is focused on the method of teaching vocabulary by	The research focused on improving students' vocabulary	

<sup>29</sup> Melinda Hestiana, "The Role of Movie Subtitles to Improve Students' Vocabulary." *Journal of English Language Teaching and Learning (JELTL)* 3, no. 1 (2022): 46-53.

<sup>30</sup> Margono, *The Effectiveness of Teaching English Vocabulary by using Cartoon Movie*, (Thesis, Semarang: 8 Desember University, 2010). 4

	Vocabulary Mastery <sup>31</sup>	using Cartoon Movie to improve students' vocabulary.	mastery.	English subtitle movies on their vocabulary skills.
3	Uswatun Hasanah and Akhmad Ali Mirza, The Effectiveness of English Cartoon Movie Towards Vocabulary Score <sup>32</sup>	The research uses English Cartoon Movie technique	The research more focused on student's vocabulary score.	
4	Sri Widia Astuti and Nur Chalipah, The Use of Cartoon Movies to Enhance students' Vocabulary in Primary School <sup>33</sup>	The research aims to find out the use cartoon movies in improving student's vocabulary	The object of the study was the primary school at fifth grade students of Syafana Islamic School serpong	
5	Alisa Sadiku, The Role of Subtitled Movies on Students	This research aimed to improve student's	The research observed in three different condition, one	

<sup>31</sup> Yunita Widayaty, *The Use Cartoon Movie to Improve Students' Vocabulary Mastery* (Thesis, Salatiga: 6 Agustus University, 2010).

<sup>32</sup> Uswatun Hasanah & Akhmad Ali, *The Effectiveness of English Cartoon Movie Towards Vocabulary Score* (IAIN Palangka Raya, 2016)

<sup>33</sup> Sri Widia Astuti and Nur Chalipah, *The Use of Cartoon Movies to Enhance Students' Vocabulary in Primay School* (Jakarta State University, 2016)

	Vocabulary Development <sup>34</sup>	vocabulary by using Subtitled Movies	exposed to movies with interlingual (Albanian) subtitles, one with intralingual (English) subtitles and the third one without any subtitles, to determine which type of subtitles renders the best result.	
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The table above refers to the previous study that related to this research. First, it is a study from Margono that *the effectiveness of teaching English Vocabulary by using cartoon movies*. The aim of this research are to find out of teaching English vocabulary using cartoon movies. The research used quantitative experimental research by using experiment class and control class.

Second, the research titled *the use Cartoon Movie to Improve Students Vocabulary Mastery* by Yunita Widayawaty. This study is focused on the method of teaching vocabulary by using Cartoon Movie to improve students' vocabulary. The writer focused on improving students' vocabulary mastery.

The third research is from Uswatun Hasanah and Akhmad Ali Mirza entitled *The Effectiveness of English Cartoon Movie Towards Vocabulary Score*. The research uses English Cartoon Movie technique. The writer more focused on student's vocabulary score.

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<sup>34</sup> Alisa Sadiku, *The Role of Subtitled Movie on Students' Vocabulary Development* (International Journal of Sciences: Basic and Applied Research, 2018)

Fourth the research is entitled *The Use of Cartoon Movies to Enhance students' Vocabulary in Primary School* by Sri Widia Astuti and Nur Chalipah. The research aim to find out the use cartoon movies in improving students vocabulary. The research aim to find out the use cartoon movies in improving students vocabulary. The object of the study was the primary school at fifth grade students of Syafana Islamic School serpong.

Last it is from Alisa Sadiku that *The Role of Subtitled Movies on Students Vocabulary Development*. This research aimed to improve student's vocabulary by using Subtitled Movies. The research observed in three different condition, one exposed to movies with interlingual (Albanian) subtitles, one with intralingual (English) subtitles and the third one without any subtitles, to determine which type of subtitles renders the best result.

However, the similarities between this study and the previous study mentioned above, the novelty of this study was in analyzing the using of subtitled movies for improving student's vocabulary. The researcher used descriptive qualitative research as a method. The subject of this study were students majoring in English Education of sixth semester at IAIN Manado.

## CHAPTER III

### RESEARCH METHODOLOGY

This chapter discussed about research methodology. It contains the research design, research participants, research setting, data and data sources, research instruments, data collection technique, data analysis technique, validity of the data, and research procedures.

#### **A. Research Design**

In this research, the researcher used qualitative research. According to Creswell, qualitative research is a method for investigating and comprehending the significance that individuals or groups describe to a social or human problem. The qualitative research process involves essential efforts, such as asking questions and procedures, collecting specific data from participants, analyzing data inductively, going from clear to general themes, and interpreting the meaning of the data.<sup>35</sup> The methodology in this study will use a descriptive qualitative approach. The qualitative descriptive method is a method of research that involves collecting data to test hypotheses or to answer the question concerning the correct status of the subject of the study. The descriptive process is also designed to obtain the current status of a phenomenon and is directed toward determining the nature of the situation as it exists at the time of the research.<sup>36</sup>

#### **B. Research Participants**

This research participants were students of the English Education Study Program, Faculty of Tarbiyah, and Teacher Training, in the Sixth semester at IAIN Manado. There were totaling 27 students. Sampling in this research uses purposive sampling.

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<sup>35</sup> John W Creswell, *Research Design Qualitative, Quantitative, and Mixed Methods Approches Third Edition* (California: SAGE Publication, Inc, 2009).

<sup>36</sup> Tohirin, *Metode Penelitian Kualitatif Dalam Pendidikan Dan Bimbingan Konseling* (Jakarta: PT. Raja Grafindo Persada, 2012), p.4.



Sugiyono stated purposive sampling is a sampling technique for data sources based on specific considerations such as population characteristics.<sup>37</sup> According to Creswell, a population is a group of individuals who have the same characteristic.<sup>38</sup> Participants from this study were 27 students, twenty-three girls and four boys of the English Education study program, Faculty of Tarbiyah, and Teacher Training at the Manado State Islamic Institute (IAIN) for the 2020/2021 academic year.

### C. Research Setting

This research was conducted at the English Education Study Program at the State Islamic Institute (IAIN) Manado at Jl. Dr. S.H. Sarundajang Ring Road Area I. The English Education Study Program was established in 2015, and there have been seven batches that have registered in the TBI study program. In 2023, the TBI study program was accredited Unggul nationally.<sup>39</sup>

### D. Data and Data Sources

#### 1. Primary Data

The primary data in this research were questionnaires distributed to respondents. The questionnaire is distributed to the sixth semester of the English Education Study Program using English subtitle movies to improve their vocabulary. There were totaling 27 students.

#### 2. Secondary Data

The secondary data source in this research is collected using interviews. The researcher interviewed several students of the English Education Study Program students at IAIN Manado in Academic Year 2020/2021. The secondary data in this research were interviews distributed to respondents. The researcher found 10 students for interviews. The interviews were used as supporting data for the first data related to the sixth semester of the English Education Study Program using English subtitle movies to improve their vocabulary.

### E. Research Instrument

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<sup>37</sup> Sugiyono, *Metode Penelitian Kualitatif, Kuantitatif, dan R&D* (Bandung: CV. Alfabeta, 2017), p.126

<sup>38</sup> John W Creswell, *Research Design Pendekatan Kualitatif, Kuantitatif, dan Mixed* (Yogyakarta: Pustaka Pelajar, 2012), p.142

<sup>39</sup> "TBI IAIN MANADO," accessed at 23.30 am, February 09, 2023, <http://tbi.iain-manado.ac.id>.

A *research instrument* is a tool used to measure the observed natural and social phenomena. The researcher used two research instruments to collect data: questionnaires and interviews.

## F. Data Collection Techniques

The data collection techniques will use in this research is an interview and questionnaire.

### 1. Questionnaires

According to Sugiyono, a questionnaire is a data collection technique that is done by giving a set of questions or written statements to respondents to answer.<sup>40</sup> Questionnaires need to collect data from students or participants. The types of questions in the questionnaire are divided into two, namely: open and closed. Open-ended questions are questions that respondents expect to answer questions about something. Meanwhile, a closed question choice is one that expects a short answer or expects the respondent to choose one alternative answer from each of the available questions. Each questionnaire question that expects answers in the form of the nominal, ordinal, interval, and ratio data is a closed question. The research questionnaire used close questions; respondents only need to mark one answer that is considered correct.

In this research used a Likert scale model. There are some procedures for analyzing data that the researcher will apply in her research. Firstly, collect the data to be analyzed. Secondly, classify the answer based on the questions. The data obtainable from analysis by Likert scale procedures indicates whether one strongly agree (SA), agree (A), disagree (D), or strongly disagree (DS) with each statement. Each response is associated with a point value of an individual. The Likert scale assumes that the value of quantitative data comes from qualitative data for statistical analysis.

**Table 3.1 Likert Scale Rating<sup>41</sup>**

Statement	Score
Strongly Agree	4

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<sup>40</sup> Sugiyono, *Metode Penelitian Kualitatif, Kuantitatif, dan R&D* (Bandung: CV. Alfabeta, 2017), p.142

<sup>41</sup> Sugiyono, *Statistika untuk Penelitian* (Bandung: Penerbit Alfabeta, 2010), p.95.

Agree	3
Disagree	2
Strongly Disagree	1

In this research, the researcher used questionnaire to know what information will be obtained about students using English subtitle movies to improve vocabulary. The participants were English Education Study Program students in the sixth semester of the academic year 2020/2021.

## 2. Interview

The interview involves the interviewer and resource person, where the interview will provide several questions for the interviewer to answer. According to Johnson and Christensen, an interview is a data collection method in which an interviewer, the researcher, or someone working for the researcher asks a question of an interviewer, the research participant.<sup>42</sup> The interview is a data collection technique widely used in qualitative descriptive research. Interviews were conducted orally in individual face-to-face meetings. Sometimes interviews are also shown in groups if the aim is to collect data from groups, such as interviews with a family, foundation administrators, etc.<sup>43</sup> Discussions intended to obtain data from individuals are carried out individually.

Kumar stated that there are two types of interviews structured and unstructured interview. A *structured interview* is an interview in which the answer and questions have been arranged based on the topic that wants to get from the respondent. Then, unstructured interviews are free interviews where the researcher does not use interview guidelines that have been wholly and systematically structured for data collection.<sup>44</sup>

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<sup>42</sup> R. Burke Johnson and Larry Christensen, *Educational Research Quantitative, Qualitative, and Mixed Approaches Fifth Edition* (California: SAGE Publication, 2014), p.316.

<sup>43</sup> Nana Syaodih Sukmadinata, *Metode Penelitian Pendidikan.*( Bandung: PT Remaja Rosdakarya, 2013), p.216.

<sup>44</sup> Ranjit Kumar, *Research Methodoly Fifth Edition* (California: Sage Publication, 2019), p.255.

## G. Data Analysis Technique

In this research, the data analysis technique used in analyzing qualitative data is the Miles and Huberman model. Miles and Huberman define analysis as consisting of three concurrent flows of activity they are data reduction, data display, and conclusion drawing/verification.<sup>45</sup>

### 1. Data Reduction

According to Miles and Huberman, Data reduction is the process of selecting, focusing, simplifying, abstracting, and modifying data found in written or transcribed field record.<sup>46</sup>

The researcher conducted an analysis of the interview through data reduction by selecting important information from interviews of students.

### 2. Data Display

The second major flow of analysis activity is data display. In general, a display is an organized, compressed assembly of information that permits conclusion drawing and action. The data presented by the researcher in the form of a brief description, a table, and a chart that illustrated the data analysis. In order demonstrate the data, the researcher used percentage formula.

$$P = \frac{F}{N} \times 100\%$$

Description:

P	: Percentage
F	: Frequency
N	: Number of respondents
100%	: Fixed Number

### 3. Conclusion Drawing/Verification

Conclusion/Validation is summarizing the result from the given the data. The conclusion describes the problem that, at first, is still challenging to research so that

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<sup>45</sup> Mathew B. Miles, A. Michael Huberman, and Johnny Saldana, *Qualitative Data Analysis: A Methods Sourcebooks, Fourth Edition* (California: Sage Publication, 2019)

<sup>46</sup> Mathew B. Miles and A. Michael Huberman, *Qualitative Data Analysis: A Methods Sourcebook, third edition* (unites states: SAGE Publication, 2014), p.121.

it become apparent after the research is carried out. All processed data ends with a descriptive description.

The last step of data analysis in this study is to draw and validate conclusion. The researcher concludes the data obtained to answer the research question mentioned above. The researcher found additional data from interview to strengthen the data in the questionnaire.

## H. Validity of the data

Researcher always relies on measurement. There are two essential characteristics of the process in which each measuring instrument must be tested for validity. The researcher validated the data in this research by using triangulation. According Sugiyono, triangulation as data collection technique that combine various data collection technique and existing data sources.<sup>47</sup>

In addition, the researcher chose theoretical triangulation in this study. According to Denzin, triangulation as a technique for determining the validity of data via source triangulation, methodological triangulation, investigator triangulation, and theoretical triangulation.<sup>48</sup> The researcher used theoretical triangulation to attempt enhance the data result by comparing the data to the presented theory.

## I. Research Procedures

In this study, the researcher used questionnaire and interviews to collecting the data.

1. The researcher tried to make questionnaire questions and distributed to the respondents.
2. The researcher collected the responses of the respondents by using questionnaires.
3. The researcher interviewed some respondents to add some present and knowledge about using subtitled movies.
4. The researcher analyzes those different data.
5. The researcher accumulated and reported the data.

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<sup>47</sup> Prof.Dr. Sugiyono, "*Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif Dan R&D*, 2013. P.224

<sup>48</sup> Patricia Fusch, Gene E Fusch, and Lawrence R. Ness, "Denzin's Paradigm Shift: Revisting Triangulation in Qualitative Research," *Journal of Social Change* 10, no.1 (January 1, 2018). P.18

## CHAPTER VI

### FINDINGS AND DISCUSSION

This chapter discusses the findings and discussion of the research. Data obtained from questionnaire and interviews will be analyzed to find research findings.

#### A. General Description of Research Setting

##### 1. Institute of Islamic Studies (IAIN) Manado

This study was carried out at State Islamic of Institute Manado, the first Islamic Institute in North Sulawesi. IAIN Manado was founded in 1988 as the Islamic Institute of Manado by Muslim leaders in North Sulawesi (IAIN Manado). In 1990, IAIN Manado merged with Sharia Faculty of IAIN Alauddin (now known as UIN Makassar) and changed to Sharia Faculty IAIN Alauddin. In 1997, Sharia Faculty IAIN Alauddin split and formed STAIN (Sekolah Tinggi Agama Islam Negeri) Manado as an autonomous institution. And in November 2015 shifted to Institute of Islamic Studies (IAIN) Manado.

Nowadays, IAIN Manado is located in Paal Dua on the eastern edge of Manado City's Malendeng Ward. IAIN Manado has four Faculties including: Faculty of Sharia (FASYA), Faculty of Tarbiyah and Teacher Training (FTIK), Faculty of Islamic Economics and Business (FEBI), and Faculty of Ushuluddin, Adab and Da'wah (FUAD). The Faculty of Tarbiyah and Teacher Training (FTIK) is one of four faculties currently at IAIN Manado. FTIK covers Islamic Education Department (PAI), Arabic Education Department (PBA), Islamic Elementary School Education Department (PGMI) Islamic Childhood Education Department (PIAUD), and English Education Study Program (TBI)<sup>49</sup>.

##### 2. Faculty of Tarbiyah and Teacher Training

Faculty of Tarbiyah and Teacher Training was founded on March 21, 1997, at the same time as the Sharia faculty of IAIN Alauddin split and became the Faculty of Tarbiyah and Teacher Training of STAIN Manado.

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<sup>49</sup> Sejarah-IAIN Manado," accessed May 10, 2023, [http://iain.manado.ac.id/?page\\_id=505](http://iain.manado.ac.id/?page_id=505)

In accordance with Presidential Regulation No.147 of 2014 on the transfer from STAIN Manado to IAIN Manado, the institutional status of the Department was elevated to that of a faculty at the same time as STAIN Manado was transformed into IAIN Manado.<sup>50</sup>

The shift of an institution from a department to a faculty result in change and growth, particularly in the study program. Currently, the Faculty of Tarbiyah and Teacher Education offers is Study Programs. They are the Islamic Educational Study Program, Islamic Education Management Study Program, Arabic Language Education Study Program, Primary Teacher Education Department, Islamic Education for Early Childhood Department, and English Education Study Program.<sup>51</sup>

### 3. English Education Study Program

Due to the 1997 founding of the Faculty of Tarbiyah and Teacher Training, the English Education Study Program was founded in 2015. Based on SK number 1100/SK/BAN-PT/Akred/IV/2018, the English Language Education Study Program received a grade of “B” for national accreditation in 2018.<sup>52</sup> Then, based on Decree number 52/SK/LAMDIK/Ak/S/I/2023, the English Language Education Study Program received accreditation of "UNGGUL" in 2023.

**Table 4.1**  
**General Description of TBI<sup>53</sup>**

Vision	Missions	Objectives	Lecturers
To become the hub for Education, Research, and Service in English Language Education in	1. Organizing Academic Education that is professional, innovative, and effective in the subject of English	1. Producing qualified English educators within the discipline of English Education.	1. Nur Halimah, M.Hum (Head of TBI) 2. Fadhlhan Saini, M.Pd (Secretary of TBI)

<sup>50</sup> “Sejarah – Fakultas Tarbiyah Dan Ilmu Keguruan,” accessed May 11, 2023, <http://ftik.iain-manado.ac.id/sejarah/>.

<sup>51</sup> Windi Gerace Tinangon, “An Error Analysis in Using Adjective Order at English Education Study Program of Manado State Institute of Islamic Studies” (State Institute of Islamic Studies (IAIN Manado), 2022), p.33.

<sup>52</sup> Andi Anugrah Surya Ardhy, “Students Perception in The Use of The Grammarly Application On Their Writing” (State Institute of Islamic Studies (IAIN Manado), 2022), p.43

<sup>53</sup> “TBI IAIN MANADO”.

<p>Eastern Indonesia by 2035.</p>	<p>Language Education.</p> <p>2. Conduct multicultural research and community service in the field of English Education.</p> <p>3. Improving the credibility, transparency, accountability, responsibility, and fairness of institutional governance in English Education.</p> <p>4. Implementing cooperation with government and business entities domestically and internationally in English Education.</p>	<p>2. Developing productive researcher in the field of English Education who have a multicultural perspective.</p> <p>3. Enhancing the capacity and expertise of English Education Study Program resources through tri dharma in higher education at the national and international levels.</p>	<p>3. Dr. Srifani Simbuka., M.Hum., M.Educ, STUD</p> <p>4. Dr. Andi M. Nagauleng, M.Pd</p> <p>5. Dr. Ahmad Mustamir Waris, M.Pd</p> <p>6. Nikmala N. Kaharuddin, M.Hum</p> <p>7. Indah W. Saud, M.Pd</p>
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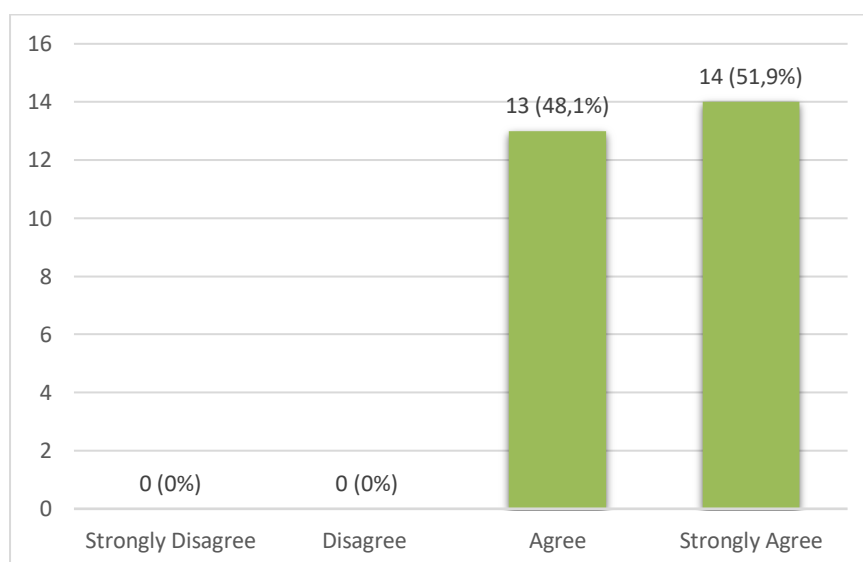
## B. Findings

### 1. Questionnaire



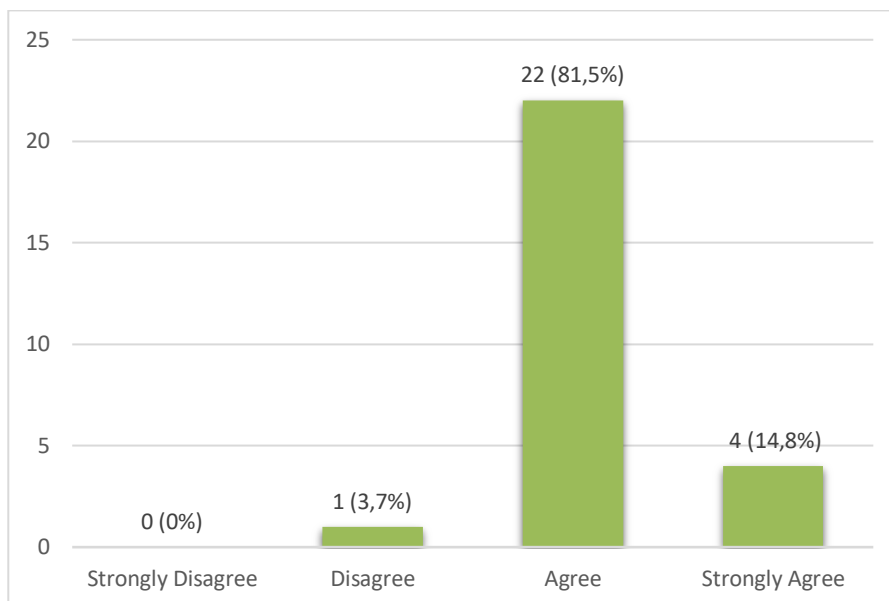
The questionnaire was collected from English Education Study Program students for the 2020/2021 academic year at IAIN Manado. Students' responses to questionnaire used to collect data. The researcher sent questionnaire to respondents using WhatsApp private and group chats using Google Forms. There was a total of 15 statements questionnaire. The researcher obtained 27 responses to an online questionnaire.

The data was calculated using the percentage formula after the researcher obtained it from the respondents. The researcher used charts to demonstrate the result of each statement to explain the data. The charts below show the total percentage of each.



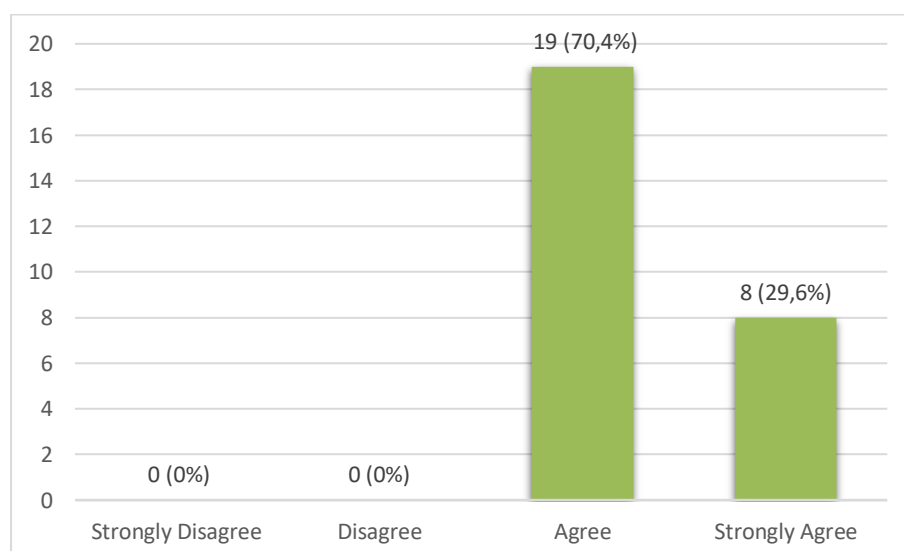
**Chart 4.1: English Subtitle Helps in Learning Vocabulary**

Based on chart 4.1, it can be seen 14 students with a percentage score of 51,9% strongly agreed, and 13 students with a percentage score of 48,1% agreed with the first statement. Meanwhile 0% of responded answered strongly disagreed and disagreed because the scale was not included the graph. This shows that 27 respondents agreed that English subtitle helps in learning vocabulary.



**Chart 4.2: English Subtitle Movies Make More Efficient in the Learning Process**

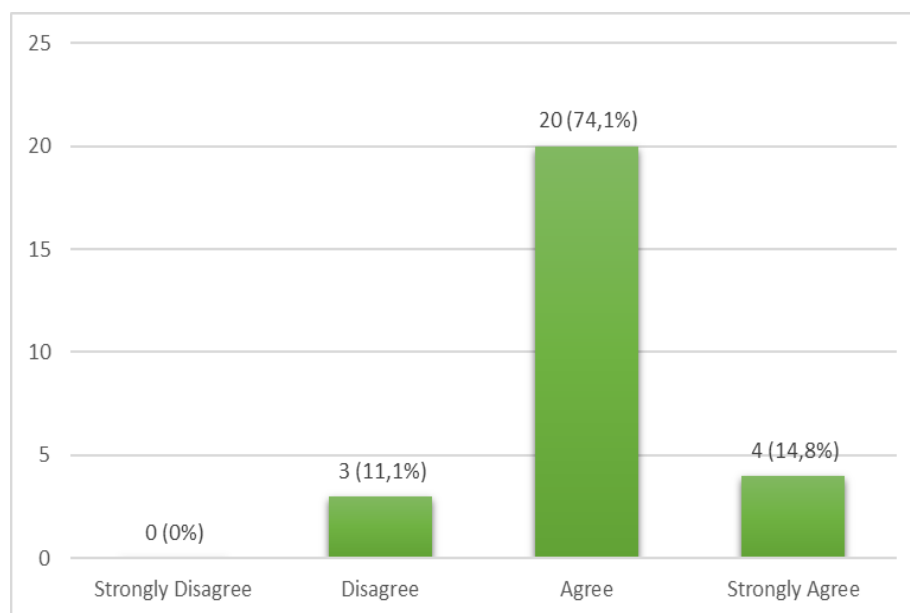
Chart 4.2 showed that 81,5% of respondents answered agreed, while 14,8% strongly agreed, meanwhile 3,7% of students answered disagreed, and 0% of students answered strongly disagreed because there is no scale. It means the majority of the students agreed that English subtitle movies make more efficient in the learning process.



**Chart 4.3: I Know New Vocabulary from English Subtitle**

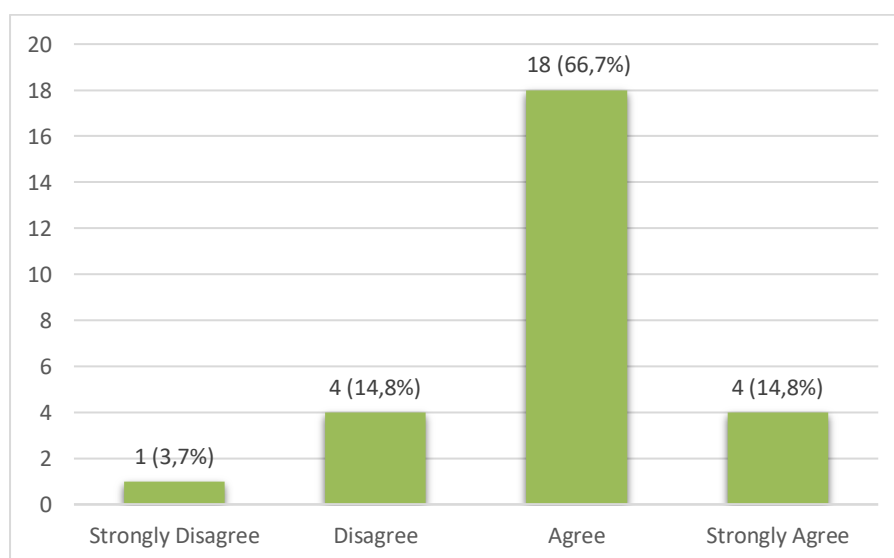
According to Chart 4.3, 19 students or approximately 70,4% agreed, while 29,6% strongly agreed, meanwhile 0% of students answered strongly disagreed and

agreed because the scale was not included in the chart. So, it can be concluded that all students agreed that they are known new vocabulary from English subtitle.



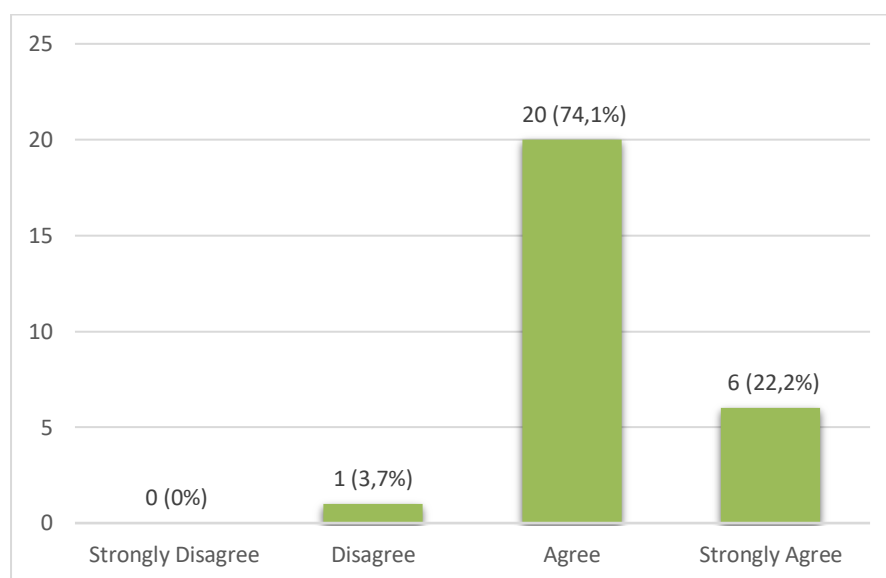
**Chart 4.4: I Like Watching a Movie with English Subtitle**

From the Chart 4.4, 74,1% of students agree, with 14,8% strongly agree. Meanwhile, 11,1% of students disagree. It can be concluded that almost all students usually watching a movie with English subtitle. It means when the students use English subtitle while watching movie, the students remember their vocabulary.



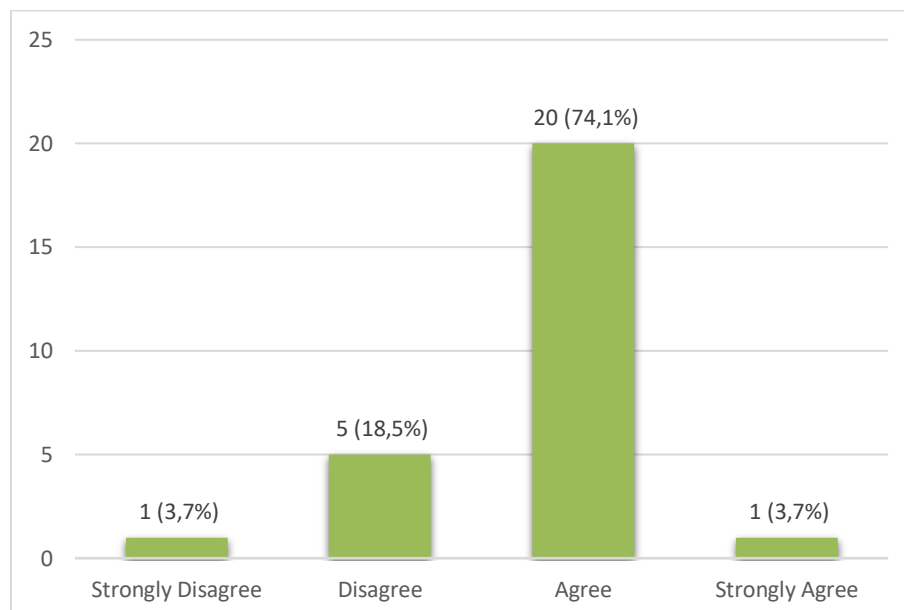
**Chart 4.5: I Prefer to Watch a Movie with English Subtitle**

Of the chart 4.5 showed that 66,7% of students answered agree, 14,8% answered strongly agree. Then, 14,8% students disagree while 3,7% students answered strongly disagree. In conclusion, students prefer to watch a movie with English subtitle.



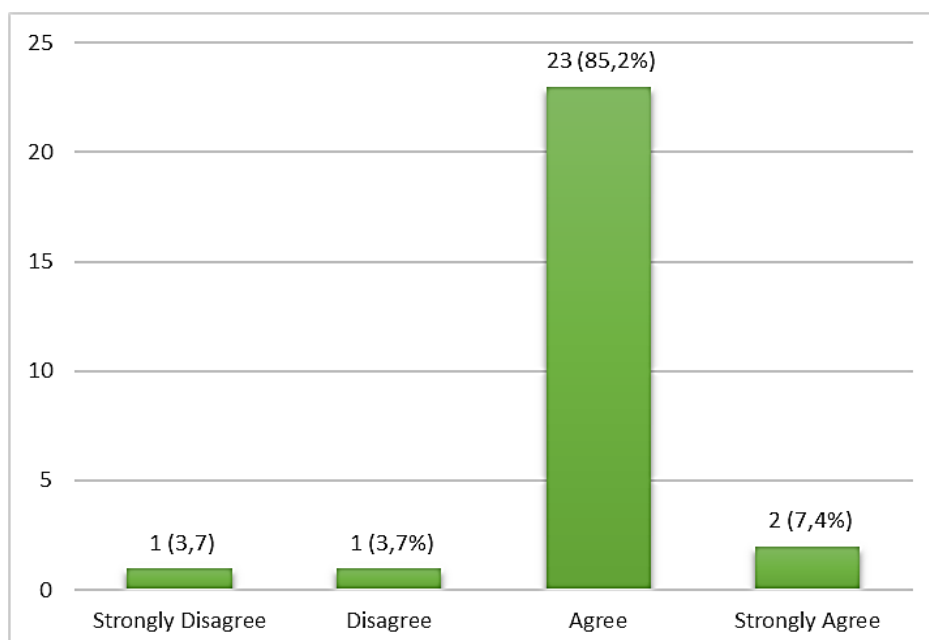
**Chart 4.6: English Subtitle is Challenging to Understand**

As shown in chart 4.6, 74,1% of students agreed, while 22,2% strongly agreed. Meanwhile, 3,7% of students disagreed and 0% strongly disagreed because there is no scale in the first chart. This shows that 26 respondents agreed that English subtitle is challenging to understand their vocabulary.



**Chart 4.7: I Enjoyed the Movie Because of The English Subtitles**

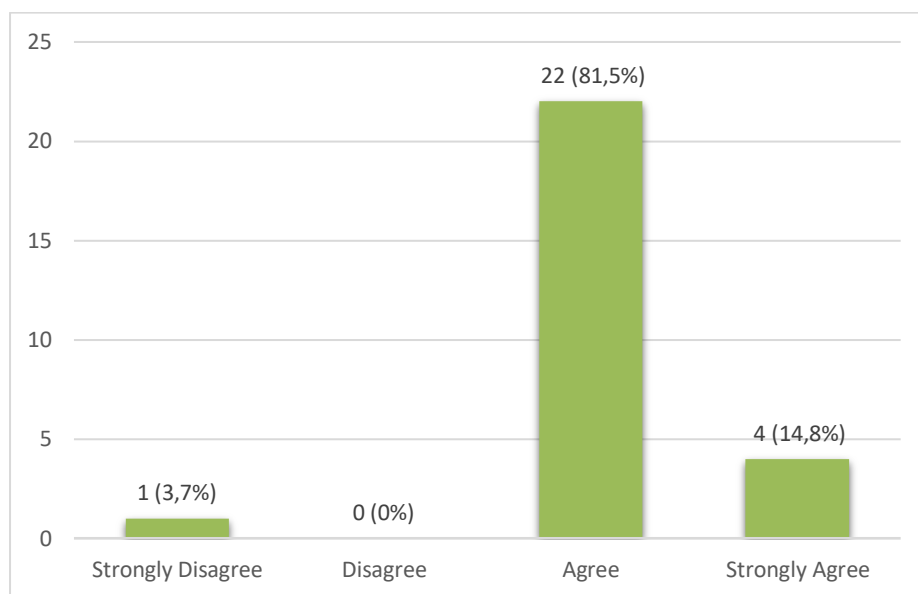
Chart 4.7 displayed that 74,1% of students answered agree, then, 3,7% answered strongly agree and strongly disagreed, while, 18,5% answered disagree. Therefore, some respondents agreed that their enjoyed the movie because of the English subtitle, while other disagreed that the English subtitle make their enjoyed while watching.



**Chart 4.8: English Subtitle is Good for learning English in a fun way**

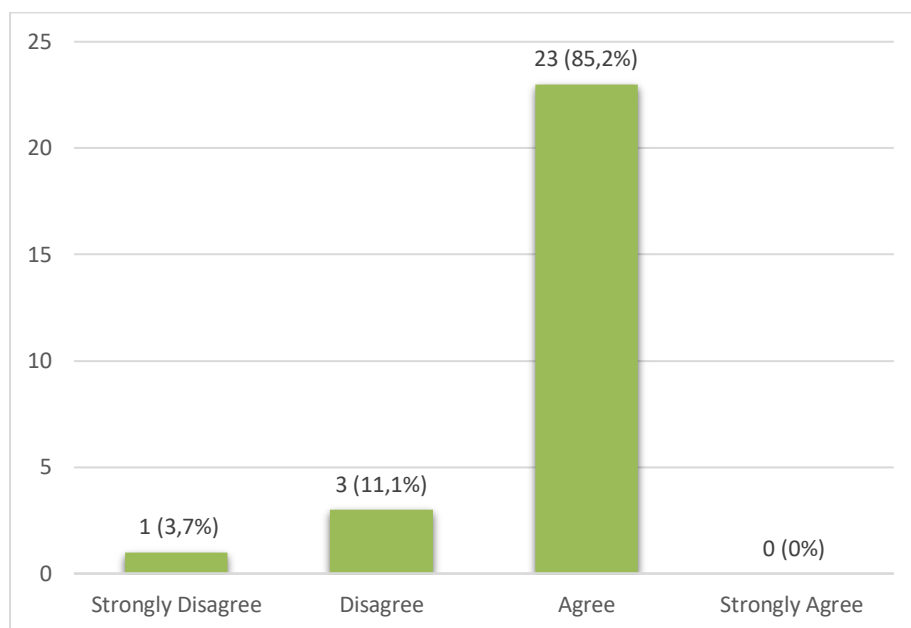
Previous on chart 4.8, 85,2% of respondents answered agree, 7,4% of respondents answered strongly agree, and with a balanced scale of 3,7% only one on

each scale answered disagree and strongly disagree. So, it can be concluded that all respondents agreed that used English subtitle is good for learning English in a fun way.



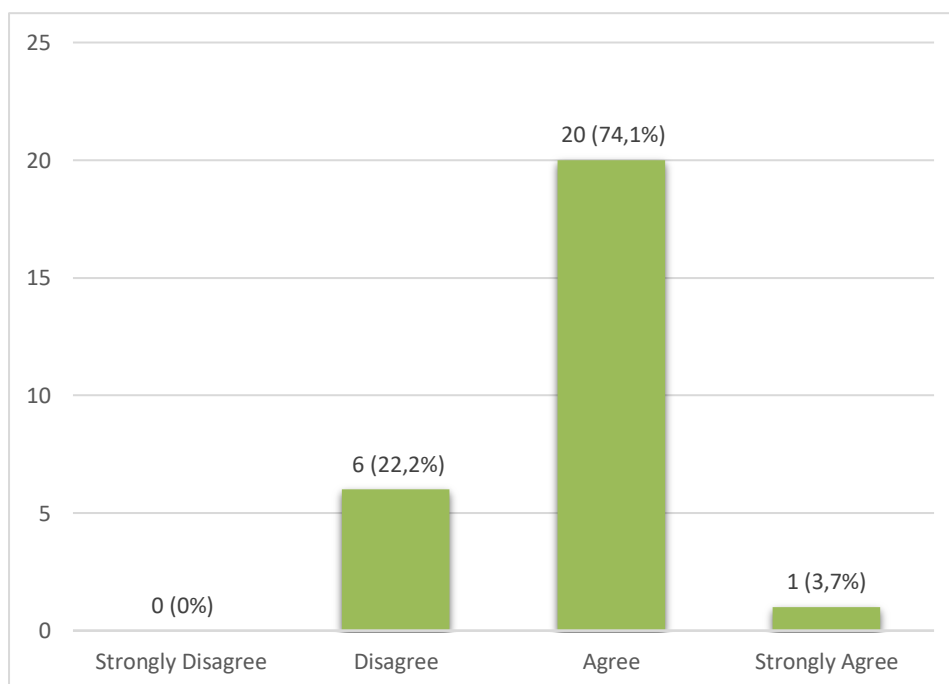
**Chart 4.9: I am Motivated to learn English using English subtitles**

Chart 4.9 presented that 81,5% of respondents answered agree, 14,8% of respondents answered strongly agree, only one respondent with a scale of 3,7% answered strongly disagree, and 0% of respondents answered disagree. Therefore, almost all respondents confirmed that using English subtitle make their motivated to learn English especially English vocabulary.



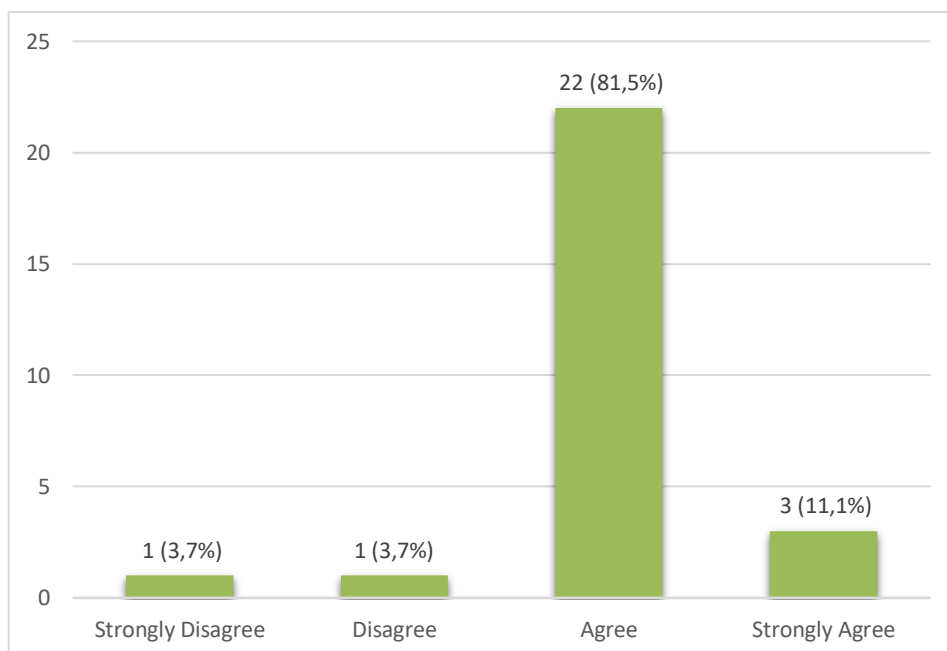
**Chart 4.10: I Feel Tired When Reading English Subtitles**

It can be seen in chart 4.10 that 85,2% of students answered agree, and 11,1% of them answered disagree and 3,7% student answered strongly disagree, while, 0% answered strongly agree. It can be concluded that almost all students agreed that they are feel tired when reading English using subtitles.



**Chart 4.11: I Feel Comfortable Watching English Subtitled Movies**

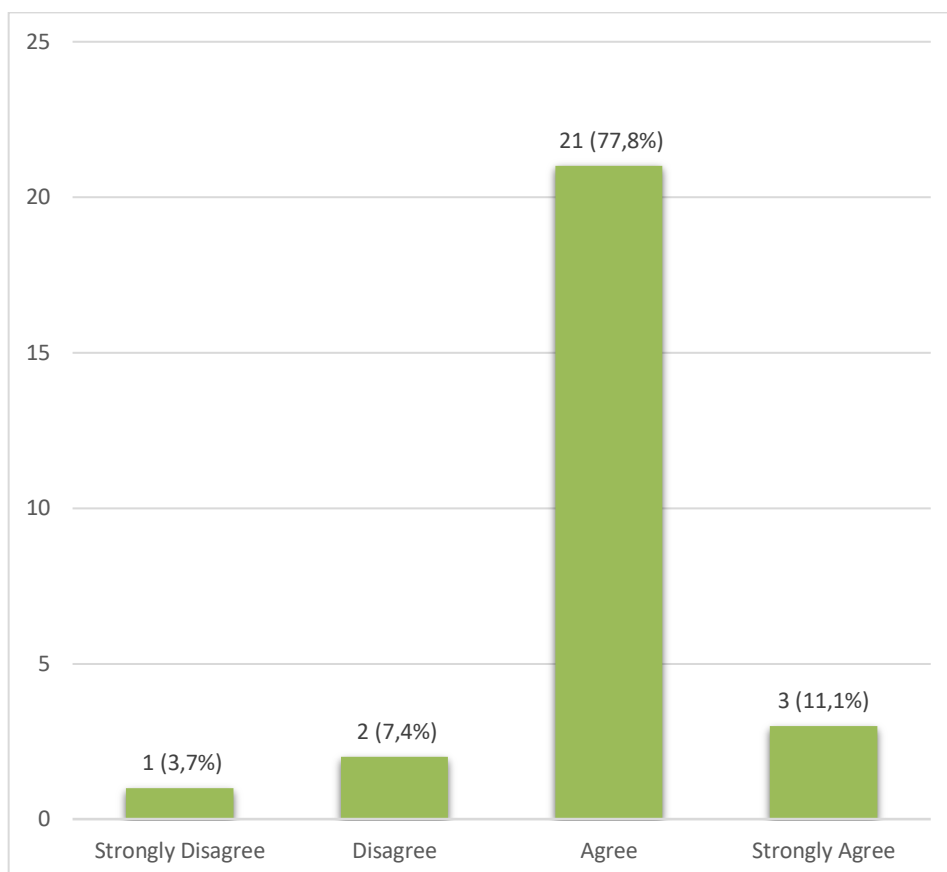
As shown in chart 4.11, 74,1% of students answered agree, while, 3,7% strongly agreed. Meanwhile, 22,2% of students disagreed and 0% strongly disagreed. The majority of students agreed that, they use English subtitled movie while watching movie make feel comfortable.



**Chart 4.12: It is Hard For me to See the Movie and Read the English Subtitle Simultaneously**

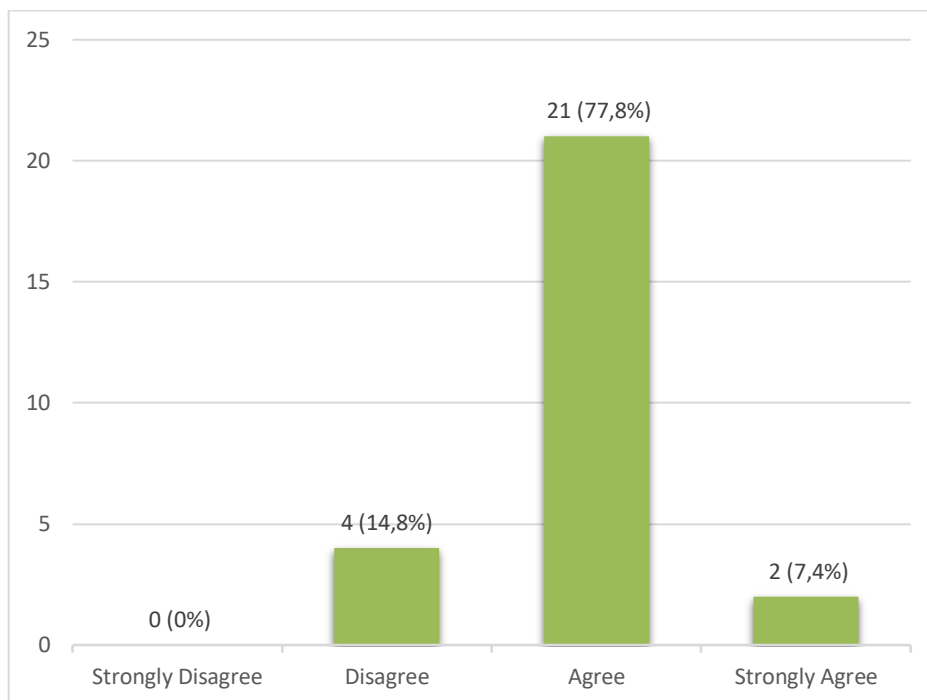
To follow chart 4.12, 81,5% of students answered agree, and 11,1% answered strongly agree. Then, with a balanced scale of 3,7%, only one on each scale answered disagree and strongly disagree. So, almost all students agreed it is hard to see the movie and read the English subtitle simultaneously.





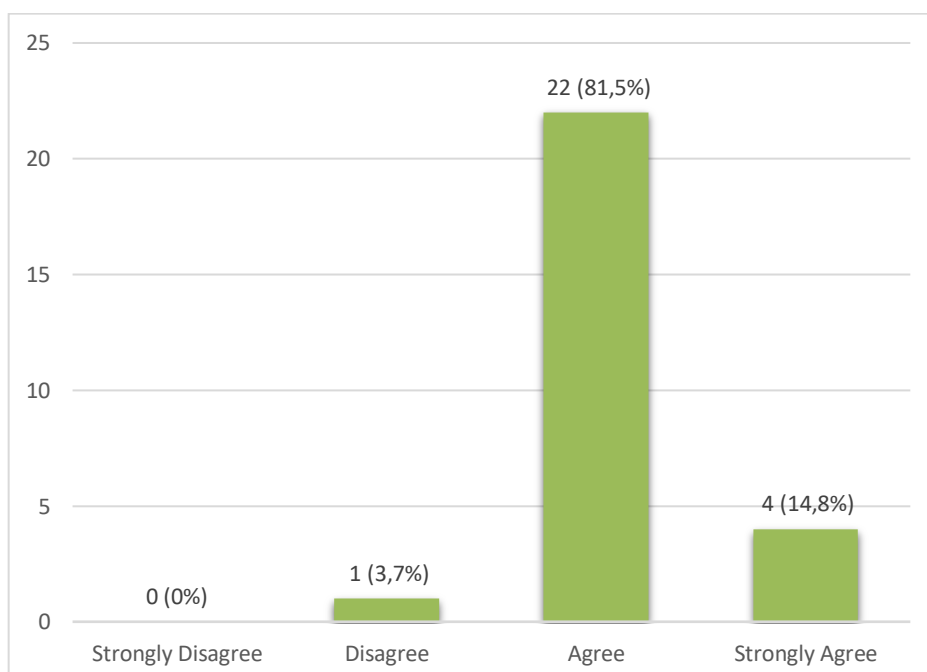
**Chart 4.13: I Need More Time to Read and Understand English Subtitle**

In accordance, chart 4.13 showed 77,8% of students answered agree, 11,1% of students answered strongly agree, 7,4% of students answered disagree, and 3,7% answered strongly disagree. Thus, most students affirmed that their need more time to read and understand English subtitle.



**Chart 4.14: Learning English in a Subtitled Movie Makes Me Focus**

According to chart 4.14, 21 students with a percentage score of 77,8% agreed, and two students with a percentage score of 7,4% strongly agreed with the first statement. Meanwhile, 4 students with percentage score of 14,8% responded disagree and none responded with a percentage score 0% strongly disagree. It means the majority of the students agreed that learning English in a subtitled movie makes focus.



**Chart 4.15: With Subtitle Movies, I can Learn Anytime, Anywhere, to Increase My Skills, Especially Vocabulary**

In link to chart 4.15 presented that 81,5% of students answered agree, and 14,8% of students answered strongly agree. In comparison, 3,7% of students answered disagree, and 0% strongly disagreed because there is no scale in the first chart. The researcher then concluded that nearly all students agreed that they could learn anytime, anywhere, to increase their skills, especially vocabulary, by watching subtitled movies.

Based on these findings, analysis study about the use of Subtitle movies for improve vocabulary of students of the English Education Study Program at Institute of Islamic Studies at Manado City can be classified in table 4.2 below:

**Table 4.2**  
**Average of Respondents' Answer**

No .	Statement	Positive most dominant					Negative most dominant				
		SA	P	A	P	Total P	SD	P	D	P	Total P
1.	English Subtitle Helps in Learning Vocabulary	14	51,9%	13	48,1%	100%	0	0%	0	0%	0%
2.	English Subtitle Movies Make More Efficient in the Learning	4	14,8%	22	81,5%	96,30%	0	1	0	3,70%	3,70%

	Process										
3.	I Know New Vocabulary from English Subtitle	8	29,6%	19	70,4%	100%	0	0%	0	0%	0%
4.	I Like Watching a Movie with English Subtitle	4	14,8%	20	74,1%	88,90%	0	0%	3	11,1%	11,10%
5.	I Prefer to Watch a Movie with English Subtitle	4	14,8%	18	66,7%	81,50%	1	3,7%	4	14,8%	18,50%
6.	English Subtitle is Challenging to Understand	6	22,2%	20	74,1%	96,30%	0	0%	1	3,7%	3,70%
7.	I Enjoyed the Movie Because of The English Subtitles	1	3,7%	20	74,1%	77,80%	1	3,7%	5	18,5%	22,80%
8.	English Subtitle is	2	7,4%	23	85,2%	92,60%	1	3,7%	1	3,7%	7,40%

	Good for learning English in a fun way										
9.	I am Motivated to learn English using English subtitles	4	14,8%	22	81,5%	96,30%	1	3,7%	0	0%	3,70%
10.	I Feel Tired When Reading English Subtitles	0	0%	23	85,2%	85,30%	1	3,7%	3	11,1%	14,80%
11.	I Feel Comfortable Watching English Subtitled Movies	1	3,7%	20	74,1%	77,80%	0	0%	6	22,2%	22,20%
12.	It is Hard For me to See the Movie and Read the English Subtitle Simultaneously	3	11,1%	22	81,5%	92,60%	1	3,7%	1	3,7%	7,40%

13.	I Need More Time to Read and Understand English Subtitle	3	11,1%	21	77,8%	88,90%	1	3,7%	2	7,4%	11,10%
14.	Learning English in a Subtitled Movie Makes Me Focus	2	7,4%	22	77,8%	85,20%	0	0%	4	14,8%	14,80%
15.	With Subtitle Movies, I can Learn Anytime, Anywhere, to Increase My Skills, Especially Vocabulary	4	14,8%	22	81,5%	96,30%	0	0%	1	3,7%	3,70%
<b>Average</b>		<b>90,38%</b>					<b>9,62%</b>				

Based on the table 4.2 above, most of the respondents on the agreed used English subtitles movies for improve their vocabulary with the score of percentage 90,38% and the rest of the respondents on the disagreed with the score of percentage 9,62%.

## 2. Interviews

After conducting a survey interview with 27 students in English education study program sixth semester, 10 knew and used English subtitle movies. However, only ten students whom researcher succeeded in interviewing related their using English subtitle movies for improve their vocabulary. Therefore, the researcher prepared seven questions to the students of the English Education Study Program for the 2020 academic year, and the data collection process was carried out in June 2023.

a. Respondents 1 (MP)<sup>54</sup>

Q1: What do you think about learning English using English subtitles?

*“I think, using English subtitles is not dull enough to learn English with subtitles, especially watching movies we like.”*

Q2: What did you ever study vocabulary using English subtitles?

*“Yes, I have tried to learn vocabulary using English subtitles.”*

Q3: How can the learning process using English subtitle movie improve your vocabulary?

*“Of course, I can because, from my experience, I learn a lot of new vocabulary from the subtitles of a film I watch.”*

Q4: What do you think learning vocabulary using a movie that uses English subtitles is effective?

*“It’s very effective.”*

Q5: What is the reason you use English subtitles as media to learn vocabulary?

*“I’m learning English using subtitles because of a friend’s recommendation, and my friend recommends trying to learn vocabulary from subtitles so you can stay energized while studying.”*

Q6: What difficulties did you have using movies in the vocabulary-learning process?

*“Yes, I have.”*

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<sup>54</sup> Interview by Merlan Potabuga, 16 may 2023 at IAIN Manado.

Q7: How does it feel to learn vocabulary using English subtitles?

*“It's fun, and you don't get bored quickly while studying.”*

b. Respondents 2 (AN)<sup>55</sup>

Q1: What do you think about learning English using English subtitles?

*“In my opinion, Learning English using English subtitles is quite helpful, especially in learning vocabulary; I can find some vocabulary I have never known before when watching movies using English subtitles. Besides that, learning English is quite broad, especially in listening and reading; using English subtitles also influences listening and reading skills.”*

Q2: What did you ever study vocabulary using English subtitles?

*“Yes, I have studied vocabulary using English subtitles.”*

Q3: How can the learning process using English subtitle movie improve your vocabulary?

*“I think the learning process using English subtitles can increase some vocabulary, starting from simple vocabulary (informal) and standard vocabulary (formal).”*

Q4: What do you think learning vocabulary using a movie that uses English subtitles is effective?

*“Learning vocabulary using English subtitles or the original language is a fairly effective way, although using English subtitles to make things easier certainly has challenges. For example, when the vocabulary is new, I will feel confused and look for Know the meaning in the dictionary.”*

Q5: What is the reason you use English subtitles as media to learn vocabulary?

*“My reason is that I like watching movies. I also want to practice my listening skills to get used to listening to native speakers and increase my vocabulary.”*

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<sup>55</sup> Interview by Adisty Ngatenan, 17 may 2023 at IAIN Manado.



Q6: What difficulties did you have using movies in the vocabulary-learning process?

*“One of the difficulties is the vocabulary in English subtitles that I have never known before. I will be confused and look for the meaning of the vocabulary, so it isn't easy to pause and play again.”*

Q7: How does it feel to learn vocabulary using English subtitles?

*“Interesting enough for me and quite a challenge. Aside from practising my listening and reading skills, it can also give me new vocabulary.”*

c. Respondents 3 (FM)<sup>56</sup>

Q1: What do you think about learning English using English subtitles?

*“I think using subtitles, especially English subtitles, can train our language, let alone learn vocabulary.”*

Q2: What did you ever study vocabulary using English subtitles?

*“Yes, I have used English subtitles when watching a movie.”*

Q3: How can the learning process using English subtitles improve your vocabulary?

*“From my experience using English subtitles, I get more new vocabulary and can also practice pronunciation.”*

Q4: What do you think learning vocabulary using a movie that uses English subtitles is effective?

*“It is very effective to use English subtitles.”*

Q5: What is the reason you use English subtitles as media to learn vocabulary?

*“With my initiative to learn English using English subtitles over time, it was very effective for me.”*

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<sup>56</sup> Interview by Fara Mamonto, 17 May 2023 at IAIN Manado.

Q6: What difficulties did you have using movies in the vocabulary-learning process?

*“Yes, I have.”*

Q7: How does it feel to learn vocabulary using English subtitles?

*“It's great that often using English subtitles is very useful.”*

d. Respondents 4 (NM)<sup>57</sup>

Q1: What do you think about learning English using English subtitles?

*“Using English subtitles is very fun, especially watching movies that we like, don't get bored quickly and also train our language, especially vocabulary”*

Q2: What did you ever study vocabulary using English subtitles?

*“Yes, I have.”*

Q3: How can the learning process using English subtitle movie improve your vocabulary?

*“Using English subtitles gives me quite a bit of new vocabulary.”*

Q4: What do you think learning vocabulary using a movie that uses English subtitles is effective?

*“Yes, it is very effective to learn using English subtitles.”*

Q5: What is the reason you use English subtitles as media to learn vocabulary?

*“At first, I tried watching movies using English subtitles so I could get an understanding of new vocabulary.”*

Q6: What difficulties did you have using movies in the vocabulary-learning process?

*“Yes, I have.”*

Q7: How does it feel to learn vocabulary using English subtitles?

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<sup>57</sup> Interview by Nurul Mahmud, 18 May 2023 at IAIN Manado.

*“Fun and not bored watching with English subtitles.”*

e. Respondents 5 (RB)<sup>58</sup>

Q1: What do you think about learning English using English subtitles?

*“Learning English using English subtitles is very beneficial for students, especially as an English education student. It can help me to increase my vocabulary with new vocabulary that I get through films using English subtitles.”*

Q2: What did you ever study vocabulary using English subtitles?

*“Yes, I watch using movie subtitles to increase my vocabulary so that I can add new vocabulary.”*

Q3: How can the learning process using English subtitle movie improve your vocabulary?

*“Yes, Learning English using movie subtitles can improve my vocabulary and help me learn new vocabulary.”*

Q4: What do you think learning vocabulary using a movie that uses English subtitles is effective?

*“It's very effective in helping me learn vocabulary.”*

Q5: What is the reason you use English subtitles as media to learn vocabulary?

*“The reason I use English subtitles is so I can learn my grammar, especially to improve my vocabulary.”*

Q6: What difficulties did you have using movies in the vocabulary-learning process?

*“Yes, the difficulty I face when watching movies with English subtitles is that sometimes it's too fast when I see the subtitles, but with that, I can get used to it.”*

Q7: How does it feel to learn vocabulary using English subtitles?

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<sup>58</sup> Interview by Rahmat Baculu, 18 May 2023 at IAIN Manado.

*“It's fun and not boring, especially when watching movies we like can watch while studying.”*

f. Respondents 6 (NS)<sup>59</sup>

Q1: What do you think about learning English using English subtitles?

*“It can help me learn vocabulary and get to know new vocabulary.”*

Q2: What did you ever study vocabulary using English subtitles?

*“I have studied English using English subtitles while watching movies because it can enrich my vocabulary and get new vocabulary that I just learned.”*

Q3: How can the learning process using English subtitle movie improve your vocabulary?

*“Yes, for me watching with English subtitles can help me learn new vocabulary and take notes on words and sentences that I find useful or interesting. Then, at leisure, open the list for review. If there is something we don't understand, find out why the structure, meaning or shape can be like that. What is known is memorized again until smooth.”*

Q4: What do you think learning vocabulary using a movie that uses English subtitles is effective?

*“Yes, If you use English subtitles and intend to watch movies to study. Watching English movies with English subtitles trains my hearing and pronunciation. For example, the character says, “I like you”, and we look at the subtitles. Indonesian and English subtitles. I can also add to my vocabulary. When there is a word I don't understand, I can open the dictionary and repeat that part.”*

Q5: What is the reason you use English subtitles as media to learn vocabulary?

*“Using films with English subtitles can make me comfortable being able to study anywhere and anytime, especially in learning vocabulary.”*

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<sup>59</sup> Interview by Nirmala S, 18 May 2023 at IAIN Manado.

Q6: What difficulties did you have using movies in the vocabulary-learning process?

*“Yes, once, the difficulty was that when I was watching a movie using English subtitles, sometimes I had trouble learning new vocabulary, so I had to look it up first through a dictionary.”*

Q7: How does it feel to learn vocabulary using English subtitles?

*“It can increase self-confidence and can train memory to increase vocabulary.”*

g. Respondents 7 (AD)<sup>60</sup>

Q1: What do you think about learning English using English subtitles?

*“This is because watching in English with English subtitles will help me learn sounds, familiarize words and thus make them easier to recognize in the future. So, in one film, I learned new vocabulary, pronunciation, context, and conversation.”*

Q2: What did you ever study vocabulary using English subtitles?

*“Yes, I have. Sometimes watch movies with English subtitles.”*

Q3: How can the learning process using English subtitle movie improve your vocabulary?

*“I can improve my vocabulary, comprehension and reading skills by watching English subtitles.”*

Q4: What do you think learning vocabulary using a movie that uses English subtitles is effective?

*“Short answer, yes. Reading English subtitles while watching a movie has many cognitive benefits; it strengthens reading skills, improves comprehension and attention to detail, and improves memory.”*

Q5: What is the reason you use English subtitles as media to learn vocabulary?

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<sup>60</sup> Interview by Astrit Dunggio, 18 May 2023 at IAIN Manado.

*"I used films with English subtitles because when watching, I feel fun and not bored when studying, especially learning vocabulary."*

Q6: What difficulties did you have using movies in the vocabulary-learning process?

*"I don't think so. When I learn vocabulary through movies using English subtitles, I don't have any difficulties."*

Q7: How does it feel to learn vocabulary using English subtitles?

*"As said before, watching movies with English subtitles can positively impact emotions. Movies can calm us down and calm us down. We reduce stress within ourselves by reducing worry; even watching a movie can change all negative thoughts for the better, as long as they are enjoyable."*

h. Respondents 8 (DH)<sup>61</sup>

Q1: What do you think about learning English using English subtitles?

*"Learning English through movies is also good. Language can be understood with a lot of vocabulary, even though the grammar is sometimes irregular. Still, if we understand the meaning word for word, it will connect."*

Q2: What did you ever study vocabulary using English subtitles?

*"Yes, I have."*

Q3: How can the learning process using English subtitle movie improve your vocabulary?

*"Yes, can enrich my vocabulary by reading more text or watching English subtitles."*

Q4: What do you think learning vocabulary using a movie that uses English subtitles is effective?

*"Learning languages from films using English subtitles is effective for learning idioms, emotional expressions, and new vocabulary."*

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<sup>61</sup> Interview by Dinda Hairunnisa, 19 May 2023 at IAIN Manado.

Q5: What is the reason you use English subtitles as media to learn vocabulary?

*“The answer is short. Watching movies with English subtitles can help me gain vocabulary and expressions in movies more easily.”*

Q6: What difficulties did you have using movies in the vocabulary-learning process?

*“Yes, the difficulty I faced is that when I use English subtitles, sometimes it goes too far because the audio for conversations in films sometimes overlays, overlapping with other sounds such as sound effects, the voice of the interlocutor, etc.”*

Q7: How does it feel to learn vocabulary using English subtitles?

*“I enjoy it, and it's easy to understand.”*

i. Respondents 9 (AP)<sup>62</sup>

Q1: What do you think about learning English using English subtitles?

*“Film as audio visual helps me to improve my limited vocabulary. Regarding vocabulary learning, subtitled films play an important role in enhancing learning with new vocabulary. The combination of sound and images is very motivating to achieve the goals of the learning process. In addition, watching English subtitled films can increase students' ability to learn new vocabulary that they have never heard of before.”*

Q2: What did you ever study vocabulary using English subtitles?

*“Yes, once when I wanted to learn vocabulary.”*

Q3: How can the learning process using English subtitle movie improve your vocabulary?

*“Films with English subtitles motivate language learners to use new vocabulary and idioms, especially myself consciously. Many people like watching movies; this is a fun activity; the audience sits in a chair and prepares their eyes and ears to watch and listen.”*

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<sup>62</sup> Interview by Amalia Putri, 19 May 2023 at IAIN Manado.

Q4: What do you think learning vocabulary using a movie that uses English subtitles is effective?

*“For me, the use of films with English subtitles is effective in increasing vocabulary mastery.”*

Q5: What is the reason you use English subtitles as media to learn vocabulary?

*“The reason is, using films with English subtitles in teaching vocabulary helps me get a lot of new vocabulary, learn English vocabulary in a fun way because it feels interesting and comfortable, and can motivate me to learn vocabulary.”*

Q6: What difficulties did you have using movies in the vocabulary-learning process?

*“So far, I haven't had any difficulties when using English subtitles.”*

Q7: How does it feel to learn vocabulary using English subtitles?

*“Interesting and motivated to learn using English subtitles.”*

j. Respondents 10 (DA)<sup>63</sup>

Q1: What do you think about learning English using English subtitles?

*“Learning English using English subtitles is very helpful for students, especially me, to add insight into the language and enrich the vocabulary in English texts.”*

Q2: What did you ever study vocabulary using English subtitles?

*“Yes, I have. When I wanted to study, I used film media with English subtitles.”*

Q3: How can the learning process using English subtitle movie improve your vocabulary?

*“English subtitles can help me enrich and gain new vocabulary.”*

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<sup>63</sup> Interview by Dewi Almanda, 19 May 2023 at IAIN Manado.



Q4: What do you think learning vocabulary using a movie that uses English subtitles is effective?

*“Yes, if you use English subtitles and you intend to watch the film to study. For me, watching English films with English subtitles trains listening and pronunciation and adds new vocabulary.”*

Q5: What is the reason you use English subtitles as media to learn vocabulary?

*“The reason for me is watching movies that I like makes me feel excited and motivated because fun learning using English subtitles can help improve my vocabulary.”*

Q6: What difficulties did you have using movies in the vocabulary-learning process?

*“Sometimes it's hard for me to watch movies and read English subtitles simultaneously.”*

Q7: How does it feel to learn vocabulary using English subtitles?

*“I feel tired when I read English subtitles, but I feel compelled to learn by watching movies we like.”*

Here are some data from the interviews taken with the ten English Education Department students in the academic year of 2020/2021. The interview activity aimed to determine the students' learning to improve vocabulary by using English subtitle movies.

Based on the interview with ten students, the researcher found answers about their improved vocabulary of using English subtitle movies, starting with their opinion of using English subtitle movies, what benefits they felt, and what difficulties or obstacles were. The researcher asked the same question to all the students interviewed.

The first question the researcher asked the respondents related to the title was, “What do you think about learning English using English subtitles?”. Of ten respondents, all students answered learning using English subtitles can helpful to enrich their vocabulary and with the use of subtitled movies in learning vocabulary, students make it easier to learn. So that, students can improve their vocabulary mastery.

The second question the researcher asked the respondents was, “What did you ever study vocabulary using English subtitles?”. The ten respondents answered that they had studied vocabulary using English subtitles. In addition, from the interviews, all respondents answered that the English subtitle could make it easier for them to get new words and increase their vocabulary.

The third question the researcher asked the respondents was, “How can the learning process using English subtitle movies improve your vocabulary?” there are varied answers. Still, the first nine average participants answered that Films with English subtitles motivate language learners to use new vocabulary and idioms. Many people like watching movies; this is a fun activity. The second dominating answer was that the English subtitle can get more new vocabulary and can also practice pronunciation.

The fourth question the researcher asked the respondents was, “What do you think learning vocabulary using a movie with English subtitles is effective?”. From the interviews results, all the respondents also confirmed that English subtitled movie is effective to improve students’ vocabulary mastery. It can be proved by looking on the positive responses. The positive responses, such as: interesting, fun, challenging, getting new vocabularies, and understanding the word meaning.

The fifth question the researcher asked the respondents was, “What is the reason you use English subtitles as media to learn vocabulary?”. When ten participants were asked about the question above, four participants answered that they used English subtitle movies because they felt fun and not bored when studying, especially learning vocabulary. However, four respondents answered that English subtitles could make them comfortable studying anywhere and anytime, especially in learning vocabulary. And another answer by two was the English subtitle got a recommendation to learn vocabulary from subtitles so that they can stay energized while studying because they like watching.

The sixth question the researcher asked the respondent was, “What difficulties did you have using movies in the vocabulary-learning process?” according to my interview with ten respondents about difficulties they had when using movies in the vocabulary process, the most dominant answer they hadn't any difficulties when using English subtitles answered by four participants. And six participants answered that they had

difficulties using English subtitles in vocabulary learning. Also, because they were confused and looking for the meaning of the vocabulary, it wasn't easy to pause and play again.

And the last question was, "How does it feel about learning vocabulary using English subtitles?" ten respondents answered yes that learning English subtitles makes them feel enjoy, fun, and challenging, get a new vocabulary, and be more focused.

### **C. Discussion**

In this subchapter, this research examined the improvement of students' vocabulary mastery by using English subtitled movies. The researcher successfully collected the data using a questionnaire and interview as instruments to answer research questions. The data aim to determine the effectiveness of using movies with English subtitles to improve students' vocabulary in learning English.

Based on the analysis of the findings, 90,38% of respondents answered agree to use English subtitled movies to improve their vocabulary. It means that respondents have positive respond to the used English subtitle movie in helping improve their vocabulary. Meanwhile, 9,62% answered disagree to used English subtitle movie to improve their vocabulary. It means that respondents have negative respond to the used English subtitle movie in helping improve their vocabulary.

The highest score is in the first statement, combined between strongly agree and agree, with a percentage of 100% of the respondents. Namely, 14 students answered strongly agree, 13 students answered agree, and 0 students strongly disagree and disagree. It means that respondents use the English subtitled movies to make learning easier so that students can improve their vocabulary mastery.

The second statement, combined between strongly agree and agree, with a percentage of 96,30% of the respondents, and combined between strongly disagree and disagree, with a percentage of 3,70% of the respondents. Namely, 4 students answered strongly agree, 22 students answered agree, one student answered disagree, and none student answered strongly disagree.

The highest score is also in the third statement, combined between strongly agree and agree, with a percentage 100% of the respondents. Namely, 8 students answered strongly agree, 19 students answered agree, and none answered disagree and strongly disagree.

The fourth statement, combined between strongly agree and agree, with a percentage of 88,91% of the respondents, and combined between strongly disagree and disagree, with a percentage of 11,11% of the respondents. Namely, 4 students answered strongly agree, 20 students answered agree, 3 answered disagree and none student answered strongly disagree.

The fifth statement, combined between strongly agree and agree, with a percentage of 81,50% of the respondents, and combined between strongly disagree and disagree, with a percentage of 18,50% of the respondents. Namely, 4 students answered strongly agree, 18 students answered agree, 4 students answered disagree, and 1 student answered strongly disagree.

The sixth statement, combined between strongly agree and agree, with a percentage of 96,30% of the respondents, and combined between strongly disagree and disagree, with a percentage of 3,70% of the respondents. Namely, 6 students answered strongly agree, 20 students answered agree, 1 student answered disagree, and 0 student answered strongly disagree.

The seventh statement, combined between strongly agree and agree, with a percentage of 77,80% of the respondents, and combined between strongly disagree and disagree, with a percentage of 22,20% of the respondents. Namely, 1 answered strongly agree, 20 students answered agree, 5 students answered disagree, and 1 answered strongly disagree.

The eighth statement, combined between strongly agree and agree, with a percentage of 92,60% of the respondents, and combined between strongly disagree and disagree, with a percentage of 7,40% of the respondents. Namely, 2 students answered strongly agree, 23 students answered agree, 1 student answered disagree, and 1 student answered strongly disagree.

The ninth statement, combined between strongly agree and agree, with a percentage of 96,30% of the respondents, and combined between strongly disagree and disagree, with a percentage of 3,70% of the respondents. Namely, 4 students answered strongly agree, 22 students answered agree, none student answered disagree, and one student answered strongly disagree.

The tenth statement, combined between strongly agree and agree, with a percentage of 85,20% of the respondents, and combined between strongly disagree and disagree, with a percentage of 14,80% of the respondents. Namely, none student answered strongly agree, 23 students answered agree, 3 students answered disagree, and 1 student answered strongly disagree.

The eleventh statement, combined between strongly agree and agree, with a percentage of 77,80% of the respondents, and combined between strongly disagree and disagree, with a percentage of 22,20% of the respondents. Namely, 1 student answered strongly agree, 20 students answered agree, 6 students answered disagree, and none answered strongly disagree.

The twelfth statement, combined between strongly agree and agree, with a percentage of 92,60% of the respondents, and combined between strongly disagree and disagree, with a percentage of 7,40% of the respondents. Namely, 3 students answered strongly agree, 22 students answered agree, 1 student answered disagree, and none student answered strongly disagree.

The thirteenth statement, combined between strongly agree and agree, with a percentage of 88,91% of the respondents, and combined between strongly disagree and disagree, with a percentage of 11,11% of the respondents. Namely, 3 students answered strongly agree, 21 students answered agree, 2 students answered disagree, and 1 student answered strongly disagree.

The fourteenth statement, combined between strongly agree and agree, with a percentage of 85,20% of the respondents, and combined between strongly disagree and disagree, with 14,80% of the respondents. Namely, 2 students answered strongly agree, 21 answered agree, 4 answered disagree, and none answered strongly disagree.

The fifteenth statement, combined between strongly agree and agree, with a percentage of 96,30% of the respondents, and combined between strongly disagree and disagree, with a percentage of 3,70% of the respondents. Namely, 4 students answered strongly agree, 22 answered agree, 1 answered disagree, and none answered strongly disagree. where respondents agreed English Subtitle movies make more efficient, motivating, and challenging in the learning process, and with Subtitle movies, they can learn anytime, anywhere, to increase their skills, especially vocabulary.

From all the data analyzed in the findings, most of the respondents agreed with a percentage score of 90,38% and the rest disagreed with a percentage score of 9,62%. Therefore, the researcher concluded that use English subtitled movies improve their vocabulary mastery in learning English, can be said that is a media that can make it easier students to learn English especially vocabulary. It seems that the students were able to understand the vocabulary easier after watching the movie by using subtitles.

The interview was conducted with the students after the questionnaire. Based on the interviews, it can be explained that the students' responses were generally positive, with 8 students responding positively. The positive responses of the students were seen from the answer to the first questions on the interviews. They were excited about the learning activities, and they said that it was fun learning activity. The answers of respondents on the first questions showed that the students were enthusiasm to learn vocabulary through the subtitled movie. Related to the question "What do you think about learning English using English subtitles?" most of the students answered learning using English subtitles it can helpful to enrich their vocabulary and with the use of subtitled movies in learning vocabulary, students make it easier to learn. Hence, students can improve their vocabulary mastery. Then, almost all students responded positively to using English subtitled films in learning vocabulary. The answer from some students can be seen as follow:

Students' responses: *"It can help me learn vocabulary and get to know new vocabulary."*

(Itu bisa membantu saya belajar kosa kata dan bisa mengenal kosa kata baru).

The next question is, "What did you ever study vocabulary using English subtitles?" Almost all respondents confirmed using subtitled films to learn English vocabulary. The answers from students proved that students were enthusiastic about learning vocabulary through subtitled films because using subtitled films in learning vocabulary made it easier for students to learn so students could improve their vocabulary mastery.

According to the theory of Chiaye Faqe, students and learners can watch the movie more than once even twice and third so as to recognize vocabularies and learn new words, phrases and idioms.<sup>64</sup>

Besides that, the movie is good for students to memorize new vocabulary. It means when the students were asked whether the movie helped them memorize new vocabulary, they admitted that the movie helped them memorize new vocabulary. Some answers to the question can be seen in the result as follows:

Students' responses: *"I have studied English using English subtitles while watching movies because it can enrich my vocabulary and get new vocabulary that I just learned."*

Costa and Almeida stated that students had to watch subtitled movies to learn vocabulary from them frequently. Or the movie could affect vocabulary recognition if the learners watched the movie more than once. Moreover, watching the subtitled movie also improves other skills of the students, such as reading or listening comprehension and even pronunciation.<sup>65</sup> This result of the research related with the theory above and can be concluded that students on learning by using English subtitle gives good impact and improve vocabulary recognition.

The next question is, "How can the learning process using English subtitle movies improve your vocabulary?" Almost all respondents confirmed that Films with English subtitles motivate language learners to use new vocabulary and idioms. Many people like watching movies; this is a fun activity. The second dominating answer was that the English subtitle could get more new vocabulary and practice pronunciation. According to Melinda Hestiana, that watching movies with English subtitles is easy to understand and fun because we can not only listen but also see the interesting visuals from the movie. It was clear that movies could enrich students' vocabulary.<sup>66</sup>

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<sup>64</sup> Chiaye Faqe, *The effectiveness of English movie subtitles in vocabulary learning* (International Journal of Current Advanced Research, no. 6(3). 2017).

<sup>65</sup> Patricia A. Almeida and Patricia Costa, "Foreign Language Acquisition: The Role of Subtitling", p.123.

<sup>66</sup> Melinda Hestiana, "The Role of Movie Subtitles to Improve Students' Vocabulary." *Journal of English Language Teaching and Learning (JELTL)* 3, no. 1 (2022): 46-53.

On the other hand, two students responded negatively to using English-subtitled films in learning vocabulary. Negative responses from the two students were the same. When they have difficulty recognizing new vocabulary heard in subtitled movies. The answer from two students can be seen as follow:

Students' responses:" *One of the difficulties is the vocabulary in English subtitles that I have never known before. I will be confused and look for the meaning of the vocabulary, so it isn't easy to pause and play again.*"

From the interview results, the students also confirmed that English subtitled movie effectively improves students' vocabulary mastery. It can be proved by looking at the positive responses. The positive responses include: interesting, fun, motivated, challenging, getting new vocabulary, and understanding the words meaning. Those positive responses support the first research question about using English-subtitled movies to improve students' vocabulary mastery in learning English.



## CHAPTER V

### CONCLUSION AND SUEGGESTION

#### A. Conclusion

Based on the findings, the data from the questionnaire describes that the results are categorized based on several percentages such as, 90,38% of respondents answered agree to use English subtitled movies to improve their vocabulary. Meanwhile, 9,62% answered disagree to use English subtitled movie to improve their vocabulary. Respondents from the research were 27 students, twenty-three female and four male students of the English Education study program, Faculty of Tarbiyah, and Teacher Training at the Manado State Islamic Institute (IAIN) for the 2020/2021 academic year who used English subtitles as film media. On the other hand, by using interview of English subtitled movies, they behave like having fun, enjoyable, motivated, challenging, getting new vocabulary, and understand the words meaning. The researcher also found negative responses that some needed clarification looking for the meaning of vocabulary they had never heard. It was not easy to stop for a moment and play again to see the subtitled film on the screen because the participants rarely learned vocabulary using English subtitles. Based on the results of the interviews, student responses were generally positive, with 8 students responding positively and 2 responding negatively to the use of English subtitle films.

#### B. Suggestion

In this section, the researcher would like to offer some suggestion.

##### 1. Lecturers

The researcher hopes the lecture can apply English subtitled movie in the teaching process. The English subtitled movie proved to be not boring and can help them to improve their English vocabulary, etc. Therefore, choosing the right movie can actually change the atmosphere for the better.

##### 2. Students

Based on this research, it was found that the English subtitle has a good role in its use for the learning process. It is proven that we can improve students' English skills, especially vocabulary, by watching using English subtitles.

Therefore, the researcher suggests that students or those who want or are studying English take advantage of simple things that are easy to get, such as watching movies using English subtitles, especially in vocabulary.

### 3. Other researchers

The researcher' suggestion for future researchers is that they can conduct research on the impact of using media in learning English. The use of other media can be useful for the learning process. Movies with English subtitle is just of those media. There are still many media that can be used according to their use in the learning process, such as songs, digital games, cotemporary platforms such as Instagram App, Twitter andother.

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# APPENDICES



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI MANADO**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
 Jln. Dr. S.H Sarundajang Kawasan Ring Road I Kota Manado Tlp/Fax (0431) 860616 Manado

Manado, 16 Mei 2023

Nomor : B - 1837 /In.25/F.II/TL.00.1/05/2023  
 Sifat : Penting  
 Lampiran : ----  
 Hal : Permohonan Izin Penelitian

Kepada Yth :  
**Ketua Program Studi Tadris Bahasa Inggris**  
**FTIK IAIN Manado**  
 di  
Tempat

**Assalamu'alaikum Wr. Wb**

Dengan hormat, disampaikan bahwa Mahasiswa Institut Agama Islam Negeri (IAIN) Manado yang tersebut dibawah ini ;

Nama : Triana Devy Permata Poetri  
 NIM : 18.2.6.013  
 Semester : X (Sepuluh)  
 Prodi : Tadris Bahasa Inggris  
 Fakultas : Tarbiyah dan Ilmu Keguruan

Bermaksud melakukan penelitian di Lembaga/sekolah yang Bapak/Ibu pimpin dalam rangka penyusunan Skripsi yang berjudul "**An Analysis Study Of English Subtitle Movies In Learning Vocabulary to The Sixth Semester of English Education Study Program at IAIN Manado**", Penelitian ini dilakukan sebagai salah satu syarat untuk memperoleh Gelar Sarjana Pendidikan dengan Dosen Pembimbing ;

1. Nur halimah, M.Hum
2. Fadhlan Saini, M.Pd

Untuk maksud tersebut kami mengharapkan kiranya kepada Mahasiswa yang bersangkutan dapat diberikan izin untuk melakukan penelitian dari bulan Mei s.d Juni 2023

Demikian Surat permohonan ini disampaikan, atas perhatian dan kerja sama yang baik diucapkan terima kasih.

**Wassalam Wr. Wb**



Tembusan :

1. Rektor IAIN Manado sebagai laporan
2. Dekan FTIK IAIN Manado
3. Kaprodi TBI IAIN Manado
4. Arsip



## Appendix 1 Blueprint Interviews

### Interview

#### An Analysis of English Subtitled Movies Towards Students' Vocabulary of English Education Study Program at IAIN Manado

Questions
<b>Q1 :</b> What do you think about learning English using English subtitles?
<b>Q2:</b> Have you ever study vocabulary using English subtitles?
<b>Q3:</b> How can the learning process using English subtitle movie improve your vocabulary?
<b>Q4:</b> What do you think learning vocabulary using a movie that uses English subtitles is effective?
<b>Q5:</b> What is the reason you use English subtitles as media to learn vocabulary?
<b>Q6:</b> What difficulties did you have using movies in the vocabulary-learning process?
<b>Q7:</b> How does it feel to learn vocabulary using English subtitles?

(Adopted from Lukman Bulian thesis *“Improving vocabulary mastery of the second semester students by using English subtitle movies in English Department of Nusa Cendana University, 2022*).

## Appendix 2 Questionnaire Form

### Questionnaire Form

#### An Analysis of English Subtitled Movies Towards Students' Vocabulary of English Education Study Program at IAIN Manado

**Name:**

**Semester:**

**Gender:**

SA : Strongly Agree

A : Agree

D : Disagree

SD : Strongly Disagree

No.	Statements	SA	A	D	SD
1.	English subtitle helps me in learning vocabulary.				
2.	English subtitle movies make more efficient in the teaching and learning process.				
3.	I know new vocabulary from English subtitles.				
4.	I like watching a movie with English subtitles.				
5.	I prefer to watch a movie with English subtitles.				
6.	English subtitle is challenging to understand.				
7.	Do not enjoy the movie because of the English subtitle.				
8.	English subtitle is good for learning English in a fun way.				
9.	I am motivated to learn English using English subtitles.				
10.	I feel tired when reading English subtitles.				

No.	Statements	SA	A	D	SD
11.	I feel comfortable watching English-subtitled movies.				
12.	It is hard for me to see the movie and read the English subtitle simultaneously.				
13.	I need more time to read and understand English subtitles.				
14.	Learning English in a subtitled movie makes me focus on deeper learning.				
15.	With subtitle movies, I can learn anytime, anywhere, to increase my skills, especially vocabulary.				

(Adopted from Yunisa Amanda Putri Thesis “*Students Perception Toward Movie Subtitle in Learning English*”, 2018).

### Appendix 3 Interview Transcript

Name : MP

NIM : 20126016

Interviewer : Assalamu'alaikum Wr.Wb. Terima kasih atas waktu yang diberikan narasumber kepada saya. Perkenalkan nama saya Triana Devy Permata Poetri selaku peneliti ingin mengadakan penelitian dikelas anda dengan judul penelitian "*An Analysis of English Subtitled Movies in Improving Students' of English Education Study Program at IAIN Manado*" berbicara tentang Film menggunakan Subtitle Bahasa Inggris mungkin sudah tidak asing karena beberapa kita pernah mendengar bahkan menggunakan ketika menonton film. Dan yang ingin saya tanyakan ada 7 pertanyaan mengikuti dalam interview form. Yang pertama, apa pendapat kamu tentang belajar Bahasa Inggris menggunakan subtitle Bahasa Inggris?

(Assalamu'alaikum Wr. Wb. Thank you for the time the resource person gave me. Introducing my name is Triana Devy Permata Poetri. As a researcher who wants to conduct research in your class with the research "*An Analysis of English Subtitled Movies in Improving Students' of English Education Study Program at IAIN Manado*" talking about films using English subtitles, maybe you have already not foreign because some of us have even heard of using it when watching movies. And I want to ask seven questions following the interview form. First, what do you think about learning English using English subtitles?)

Respondent : Menurut saya pribadi, menggunakan subtitle Berbahasa Inggris lumayan tidak membosankan untuk belajar Bahasa Inggris dengan subtitle apalagi menonton film yang kita sukai.

(I think, using English subtitles is not dull enough to learn English with subtitles, especially watching movies we like).

Interviewer : Pertanyaan kedua yaitu, apakah kamu pernah belajar vocabulary (kosa kata) menggunakan subtitle Bahasa Inggris?)

(The second question is, what did you ever study vocabulary using English subtitles?)

Respondent : Iya, saya pernah mencoba belajar kosa kata menggunakan subtitle Bahasa Inggris. Saya belajar kosa kata menggunakan subtitle Berbahasa Inggris ketika menonton film film animasi yg berjudul “Encanto”.

(Yes, I have tried to learn vocabulary using English subtitles. I learned vocabulary using English subtitles while watching an animated film entitled “Encanto.”).

Interviewer : Pertanyaan ketiga yaitu, Bisakah proses pembelajaran menggunakan film subtitles Bahasa Inggris meningkatkan kosa kata anda?

(The third question is, how can the learning process using English subtitles improve your vocabulary?)

Respondent : Bagi saya pribadi, tentu bisa karena dari pengalaman saya sendiri saya banyak belajar kosa kata baru dari subtitle sebuah film yang saya tonton.

(Of course, I can because, from my experience, I learn a lot of new vocabulary from the subtitles of a film I watch).

Interviewer : Oke, lanjut ke pertanyaan keempat yaitu, menurut kamu apakah pembelajaran vocabulary (kosa kata) menggunakan film subtitle Bahasa Inggris efektif atau tidak?

(Okay, let's move on to the fourth question: what do you think learning vocabulary using a movie that uses English subtitles is effective?)

Respondent : Menurut saya pribadi sangat efektif.

(It's very effective).

Interviewer : Pertanyaan kelima yaitu, apa yang menjadi alasan anda memakai subtitle Bahasa Inggris sebagai media untuk belajar vocabulary (kosa kata)?

(The fifth question is, what is the reason you use English subtitle as media to learn vocabulary?)

Respondent : Saya belajar Bahasa Inggris menggunakan subtitle karena rekomendasi dari teman, teman saya rekom untuk mencoba belajar kosa kata dari subtitle agar tidak cepat bosan saat belajar.

(I'm learning English using subtitles because of a friend's recommendation, and my friend recommends trying to learn vocabulary from subtitles so you can stay energized while studying).

Interviewer : Pertanyaan keenam yaitu, apakah kamu pernah mengalami kesulitan dalam menggunakan film dalam proses pembelajaran vocabulary (kosa kata)?

(The sixth question is, what difficulties did you have using movies in the vocabulary-learning process?)

Respondent : Iya pernah.

(Yes, I have.)

Interviewer : Lanjut ke pertanyaan terakhir yaitu, bagaimana rasanya belajar kosa kata menggunakan subtitle English?

(Continuing to the last question, how does learning vocabulary using English subtitles feel?)

Respondent : Rasanya fun dan tidak cepat bosan saat belajar.

(It's fun, and you don't get bored quickly while studying).

Name : AIN

NIM : 1926010

Interviewer : Assalamu'alaikum Wr.Wb. Terima kasih atas waktu yang diberikan narasumber kepada saya. Perkenalkan nama saya Triana Devy Permata Poetri selaku peneliti ingin mengadakan penelitian dikelas anda dengan judul penelitian "*An Analysis of English Subtitled Movies in Improving Students' of English Education Study Program at IAIN Manado*" berbicara tentang Film menggunakan Subtitle Bahasa Inggris mungkin sudah tidak asing karena beberapa kita pernah mendengar bahkan menggunakan ketika menonton film. Dan yang ingin saya tanyakan ada 7 pertanyaan mengikuti dalam interview form. Yang pertama, apa pendapat kamu tentang belajar Bahasa Inggris menggunakan subtitle Bahasa Inggris?

(Assalamu'alaikum Wr. Wb. Thank you for the time the resource person gave me. Introducing my name is Triana Devy Permata Poetri. As a researcher who wants to conduct research in your class with the research title "*An Analysis of English Subtitled Movies in Improving Students' of English Education Study Program at IAIN Manado*" talking about films using English subtitles, maybe you have already not foreign because some of us have even heard of using it when watching movies. And I want to ask seven questions following the interview form. First, what do you think about learning English using English subtitles?)

Respondent : Menurut saya, belajar bahasa inggris menggunakan subtitle bahasa inggris merupakan salah satu cara yang cukup membantu terutama dalam pembelajaran vocabulary, beberapa kosakata yang belum pernah saya ketahui sebelumnya dapat saya temukan ketika menonton film menggunakan subtitle bahasa inggris. Selain itu, belajar bahasa inggris cukup luas terutama belajar tentang listening dan reading, menurut saya penggunaan subtitle bahasa inggris juga memberikan pengaruh terhadap listening & reading skills.

(In my opinion, Learning English using English subtitles is quite helpful, especially in learning vocabulary; I can find some vocabulary I have never



known before when watching movies using English subtitles. Besides that, learning English is quite broad, especially in listening and reading; using English subtitles also influences listening and reading skills).

Interviewer : Pertanyaan kedua yaitu, apakah kamu pernah belajar vocabulary (kosa kata) menggunakan subtitle Bahasa Inggris?

(The second question is, what did you ever study vocabulary using English subtitles?)

Respondent : Iya, saya pernah belajar vocabulary menggunakan subtitle bahasa inggris. Saya juga belajar kosa kata dengan menonton film “Harry Potter”

(Yes, I have studied vocabulary using English subtitles. I also learned vocabulary by watching the movie “Harry Potter.”).

Interviewer : Pertanyaan ketiga yaitu, Bisakah proses pembelajaran menggunakan film subtitles Bahasa Inggris meningkatkan kosa kata anda?

(The third question is, how can the learning process using English subtitles improve your vocabulary?)

Respondent : Menurut saya pribadi, proses pembelajaran menggunakan subtitle bahasa inggris dapat meningkatkan beberapa vocabulary, mulai dari kosakata yang sederhana (informal) maupun kosakata yang baku (formal).

(I think the learning process using English subtitles can increase some vocabulary, starting from simple vocabulary (informal) and standard vocabulary (formal)).

Interviewer : Oke, lanjut ke pertanyaan keempat yaitu, menurut kamu apakah pembelajaran vocabulary (kosa kata) menggunakan film subtitle Bahasa Inggris efektif atau tidak?

Okay, let's move on to the fourth question: what do you think learning vocabulary using a movie that uses English subtitles is effective?

Respondent : Menurut saya, pembelajaran vocabulary menggunakan subtitle bahasa inggris atau bahasa aslinya merupakan salah satu cara yang cukup efektif, meskipun penggunaan subtitle bahasa inggris yang berfungsi untuk

mempermudah, tentu memiliki suatu tantangan misalnya, ketika vocabulary tersebut baru bagi saya, maka saya akan merasa bingung dan mencari tau artinya melalui kamus.

(Learning vocabulary using English subtitles or the original language is a fairly effective way, although using English subtitles to make things easier certainly has challenges. For example, when the vocabulary is new, I will feel confused and look for Know the meaning in the dictionary).

Interviewer : Pertanyaan kelima yaitu, apa yang menjadi alasan anda memakai subtitle Bahasa Inggris sebagai media untuk belajar vocabulary (kosa kata)?

(The fifth question is, what is the reason you use English subtitle as media to learn vocabulary?)

Respondent : Alasan saya, karena saya suka nonton film, saya juga ingin melatih listening skills saya agar terbiasa mendengarkan native speaker dan memperbanyak perbendaharaan kosakata saya.

(My reason is that I like watching movies. I also want to practice my listening skills to get used to listening to native speakers and increase my vocabulary).

Interviewer : Pertanyaan keenam yaitu, apakah kamu pernah mengalami kesulitan dalam menggunakan film dalam proses pembelajaran vocabulary (kosa kata)?

(The sixth question is, what difficulties did you have using movies in the vocabulary-learning process?)

Respondent : Iya, salah satu kesulitannya yaitu, vocabulary yang terdapat di subtitle bahasa inggris yang belum pernah saya ketahui sebelumnya, saya akan bingung dan mencari arti kosakata tersebut, jadi cukup ribet ketika saya harus pause dan play kembali.

(One of the difficulties is the vocabulary in English subtitles that I have never known before. I will be confused and look for the meaning of the vocabulary, so it isn't easy to pause and play again).

Interviewer : Lanjut ke pertanyaan terakhir yaitu, bagaimana rasanya belajar kosa kata menggunakan subtitle English?

(Continue to the last question, how does it feel to learn vocabulary using English subtitles?)

Respondent : Cukup menarik bagi saya, dan cukup menjadi tantangan disamping untuk melatih listening dan reading skills saya, juga dapat memberikan saya beberapa kosa kata baru.

(Interesting enough for me and quite a challenge. Aside from practicing my listening and reading skills, it can also give me new vocabulary).

Name : FYM

NIM : 20126002

Interviewer : Assalamu'alaikum Wr.Wb. Terima kasih atas waktu yang diberikan narasumber kepada saya. Perkenalkan nama saya Triana Devy Permata Poetri selaku peneliti ingin mengadakan penelitian dikelas anda dengan judul penelitian "*An Analysis of English Subtitled Movies in Improving Students' of English Education Study Program at IAIN Manado*" berbicara tentang Film menggunakan Subtitile Bahasa Inggris mungkin sudah tidak asing karena beberapa kita pernah mendengar bahkan menggunakan ketika menonton film. Dan yang ingin saya tanyakan ada 7 pertanyaan mengikuti dalam interview form. Yang pertama, apa pendapat kamu tentang belajar Bahasa Inggris menggunakan subtitle Bahasa Inggris?

(Assalamu'alaikum Wr. Wb. Thank you for the time the resource person gave me. Introducing my name is Triana Devy Permata Poetri. As a researcher who wants to conduct research in your class with the research title "*An Analysis of English Subtitled Movies in Improving Students' of English Education Study Program at IAIN Manado*" talking about films using English subtitles, maybe you have already not foreign because some of us have even heard of using it when watching movies. And I want to ask seven questions following the interview form. First, what do you think about learning English using English subtitles?)

Respondent : Menurut saya, dengan menggunakan subtitile terutama subtitle Bahasa Inggris bisa melatih Bahasa kita apalagi belajar vocabulary (kosa kata).

(I think using subtitles, especially English subtitles, can train our language, let alone learn vocabulary).

Interviewer : Pertanyaan kedua yaitu, apakah kamu pernah belajar vocabulary (kosa kata) menggunakan subtitle Bahasa Inggris?

(The second question is, what did you ever study vocabulary using English subtitles?)

Respondent : Iya, saya pernah menggunakan subtitle bahasa Inggris ketika menonton film.

(Yes, I have used English subtitles when watching a movie).

Interviewer : Pertanyaan ketiga yaitu, Bisakah proses pembelajaran menggunakan film subtitles Bahasa Inggris meningkatkan kosa kata anda?

(The third question is, how can the learning process using English subtitles improve your vocabulary?)

Respondent : Dari pengalaman saya menggunakan subtitle bahasa Inggris saya lebih banyak mendapatkan kosa kata baru dan juga dapat melatih pronounce saya.

(From my experience using English subtitles, I get more new vocabulary and can also practice pronunciation).

Interviewer : Oke, lanjut ke pertanyaan keempat yaitu, menurut kamu apakah pembelajaran vocabulary (kosa kata) menggunakan film subtitle Bahasa Inggris efektif atau tidak?

(Okay, let's move on to the fourth question: what do you think learning vocabulary using a movie that uses English subtitles is effective?)

Respondent : Menurut saya, sangat efektif dengan menggunakan subtitle Inggris.

(It is very effective to use English subtitles).

Interviewer : Pertanyaan kelima yaitu, apa yang menjadi alasan anda memakai subtitle Bahasa Inggris sebagai media untuk belajar vocabulary (kosa kata)?

(The fifth question is, what is the reason you use English subtitle as media to learn vocabulary?)

Respondent : Dengan inisiatif saya sendiri untuk belajar bahasa Inggris menggunakan subtitle Inggris lama kelamaan ternyata sangat efektif bagi saya.

(With my initiative to learn English using English subtitles over time, it was very effective for me).

Interviewer : Pertanyaan keenam yaitu, apakah kamu pernah mengalami kesulitan dalam menggunakan film dalam proses pembelajaran vocabulary (kosa kata)?

(The sixth question is, what difficulties did you have using movies in the vocabulary-learning process?)

Respondent : Iya, pernah.

(Yes, I have).

Interviewer : Lanjut ke pertanyaan terakhir yaitu, bagaimana rasanya belajar kosa kata menggunakan subtitle English?

(Continuing to the last question, how does learning vocabulary using English subtitles feel?)

Respondent : Sangat menyenangkan sering menggunakan subtitle Inggris sangat bermanfaat.

It's great that often using English subtitles is very useful.

Name : NI

NIM : 2012012

Interviewer : Assalamu'alaikum Wr.Wb. Terima kasih atas waktu yang diberikan narasumber kepada saya. Perkenalkan nama saya Triana Devy Permata Poetri selaku peneliti ingin mengadakan penelitian dikelas anda dengan judul penelitian "*An Analysis of English Subtitled Movies in Improving Students' of English Education Study Program at IAIN Manado*" berbicara tentang Film menggunakan Subtitile Bahasa Inggris mungkin sudah tidak asing karena beberapa kita pernah mendengar bahkan menggunakan ketika menonton film. Dan yang ingin saya tanyakan ada 7 pertanyaan mengikuti dalam interview form. Yang pertama, apa pendapat kamu tentang belajar Bahasa Inggris menggunakan subtitle Bahasa Inggris?

(Assalamu'alaikum Wr. Wb. Thank you for the time the resource person gave me. Introducing my name is Triana Devy Permata Poetri. As a researcher who wants to conduct research in your class with the research title "*An Analysis of English Subtitled Movies in Improving Students' of English Education Study Program at IAIN Manado*" talking about films using English subtitles, maybe you have already not foreign because some of us have even heard of using it when watching movies. And I want to ask seven questions following the interview form. First, what do you think about learning English using English subtitles?)

Respondent : Menggunakan subtitle bahasa Inggris sangat menyenangkan terutama menonton film yg kita sukai tidak cepat bosan dan juga bisa melatih bahasa kita terutama kosa kata.

(Using English subtitles is very fun, especially watching movies that we like, don't get bored quickly and can also train our language, especially vocabulary).

Interviewer : Pertanyaan kedua yaitu, apakah kamu pernah belajar vocabulary (kosa kata) menggunakan subtitle Bahasa Inggris?

(The second question is, what did you ever study vocabulary using English subtitles?)

Respondent : Iya, Pernah.

(Yes, I have.)

Interviewer : (Pertanyaan ketiga yaitu, Bisakah proses pembelajaran menggunakan film subtitles Bahasa Inggris meningkatkan kosa kata anda?)

(The third question is, how can the learning process using English subtitles improve your vocabulary?)

Respondent : Menurut saya, menggunakan subtitle bahasa Inggris saya lumayan mendapatkan kosa kata baru.

(Using English subtitles gives me quite a bit of new vocabulary).

Interviewer : Oke, lanjut ke pertanyaan keempat yaitu, menurut kamu apakah pembelajaran vocabulary (kosa kata) menggunakan film subtitle Bahasa Inggris efektif atau tidak?

(Okay, let's move on to the fourth question: what do you think learning vocabulary using a movie that uses English subtitles is effective?)

Respondent : Iya, sangat efektif bisa belajar menggunakan subtitle bahasa Inggris.

(Yes, it is very effective to learn using English subtitles).

Interviewer : Pertanyaan kelima yaitu, apa yang menjadi alasan anda memakai subtitle Bahasa Inggris sebagai media untuk belajar vocabulary (kosa kata)?

(The fifth question is, what is the reason you use English subtitle as media to learn vocabulary?)

Respondent : Awalnya saya mencoba menonton film dengan menggunakan subtitle bahasa Inggris saya bisa mendapatkan pemahaman dengan kosa kata baru.

(At first, I tried watching movies using English subtitles so I could get an understanding of new vocabulary).

Interviewer : Pertanyaan keenam yaitu, apakah kamu pernah mengalami kesulitan dalam menggunakan film dalam proses pembelajaran vocabulary (kosa kata)?



(The sixth question is, what difficulties did you have using movies in the vocabulary-learning process?)

Respondent : Iya, saya pernah.

(Yes, I have).

Interviewer : Lanjut ke pertanyaan terakhir yaitu, bagaimana rasanya belajar kosa kata menggunakan subtitle English?

(Continuing to the last question, how does learning vocabulary using English subtitles feel?)

Respondent : Fun dan tidak bosan menonton dengan subtitle bahasa Inggris.

(Fun and not bored watching with English subtitles).

Name : RHB

NIM : 20126020

Interviewer : Assalamu'alaikum Wr.Wb. Terima kasih atas waktu yang diberikan narasumber kepada saya. Perkenalkan nama saya Triana Devy Permata Poetri selaku peneliti ingin mengadakan penelitian dikelas anda dengan judul penelitian "*An Analysis of English Subtitled Movies in Improving Students' of English Education Study Program at IAIN Manado*" berbicara tentang Film menggunakan Subtitile Bahasa Inggris mungkin sudah tidak asing karena beberapa kita pernah mendengar bahkan menggunakan ketika menonton film. Dan yang ingin saya tanyakan ada 7 pertanyaan mengikuti dalam interview form. Yang pertama, apa pendapat kamu tentang belajar Bahasa Inggris menggunakan subtitle Bahasa Inggris?

(Assalamu'alaikum Wr. Wb. Thank you for the time the resource person gave me. Introducing my name is Triana Devy Permata Poetri. As a researcher who wants to conduct research in your class with the research title "*An Analysis of English Subtitled Movies in Improving Students' of English Education Study Program at IAIN Manado*" talking about films using English subtitles, maybe you have already not foreign because some of us have even heard of using it when watching movies. And I want to ask seven questions following the interview form. First, what do you think about learning English using English subtitles?)

Respondent : Belajar bahasa Inggris menggunakan subtitle Inggris sangat bermanfaat bagi pelajar terutama saya sendiri sebagai mahasiswa pendidikan Bahasa Inggris bisa membantu saya untuk meningkatkan vocabulary dengan kosa kata baru yang saya dapat melalui film menggunakan subtitle Inggris.

(Learning English using English subtitles is very beneficial for students, especially as an English education student. It can help me to increase my vocabulary with new vocabulary that I get through films using English subtitles).

Interviewer : Pertanyaan kedua yaitu, apakah kamu pernah belajar vocabulary (kosa kata) menggunakan subtitle Bahasa Inggris?

(The second question is, what did you ever study vocabulary using English subtitles?)

Respondent : Iya, saya menonton menggunakan subtitle movie untuk meningkatkan kosa kata saya agar bisa bertambah kosa kata baru.

(Yes, I watch using movie subtitles to increase my vocabulary so that I can add new vocabulary).

Interviewer : Pertanyaan ketiga yaitu, Bisakah proses pembelajaran menggunakan film subtitles Bahasa Inggris meningkatkan kosa kata anda?

(The third question is, how can the learning process using English subtitles improve your vocabulary?)

Respondent : Iya, menurut saya dengan belajar bahasa Inggris menggunakan subtitle movies bisa meningkatkan kosa kata saya dan bisa mengenal kosa kata baru.

(Yes, Learning English using movie subtitles can improve my vocabulary and help me learn new vocabulary).

Interviewer : Oke, lanjut ke pertanyaan keempat yaitu, menurut kamu apakah pembelajaran vocabulary (kosa kata) menggunakan film subtitle Bahasa Inggris efektif atau tidak?

(Okay, let's move on to the fourth question: what do you think learning vocabulary using a movie that uses English subtitles is effective?)

Respondent : Menurut saya sangat efektif bisa membantu saya belajar vocabulary.

(It's very effective in helping me learn vocabulary).

Interviewer : Pertanyaan kelima yaitu, apa yang menjadi alasan anda memakai subtitle Bahasa Inggris sebagai media untuk belajar vocabulary (kosa kata)?

(The fifth question is, what is the reason you use English subtitle as media to learn vocabulary?)

Respondent : Alasan saya memakai subtitle Inggris agar saya bisa belajar grammar saya terutama meningkatkan kosa kata saya.

(The reason I use English subtitles is so I can learn my grammar, especially to improve my vocabulary).

Interviewer : Pertanyaan keenam yaitu, apakah kamu pernah mengalami kesulitan dalam menggunakan film dalam proses pembelajaran vocabulary (kosa kata)?

(The sixth question is, what difficulties did you have using movies in the vocabulary-learning process?)

Respondent : Iya, kesulitan yang saya hadapi ketika menonton film menggunakan subtitle Inggris yaitu ketika saya melihat subtitle terkadang terlalu cepat tapi dengan itu bisa membuat saya terbiasa.

(Yes, the difficulty I face when watching movies with English subtitles is that sometimes it's too fast when I see the subtitles, but with that, I can get used to it).

Interviewer : Lanjut ke pertanyaan terakhir yaitu, bagaimana rasanya belajar kosa kata menggunakan subtitle English?

(Continuing to the last question, how does learning vocabulary using English subtitles feel?)

Respondent : Rasanya fun dan tidak membosankan terutama ketika menonton film yang kita sukai bisa menonton sambil belajar.

(It's fun and not boring, especially when watching movies we like can watch while studying).

Name : NSM

NIM : 20126021

Interviewer : Assalamu'alaikum Wr.Wb. Terima kasih atas waktu yang diberikan narasumber kepada saya. Perkenalkan nama saya Triana Devy Permata Poetri selaku peneliti ingin mengadakan penelitian dikelas anda dengan judul penelitian "*An Analysis of English Subtitled Movies in Improving Students' of English Education Study Program at IAIN Manado*" berbicara tentang Film menggunakan Subtitile Bahasa Inggris mungkin sudah tidak asing karena beberapa kita pernah mendengar bahkan menggunakan ketika menonton film. Dan yang ingin saya tanyakan ada 7 pertanyaan mengikuti dalam interview form. Yang pertama, apa pendapat kamu tentang belajar Bahasa Inggris menggunakan subtitle Bahasa Inggris?

(Assalamu'alaikum Wr. Wb. Thank you for the time the resource person gave me. Introducing my name is Triana Devy Permata Poetri. As a researcher who wants to conduct research in your class with the research title "*An Analysis of English Subtitled Movies in Improving Students' of English Education Study Program at IAIN Manado*" talking about films using English subtitles, maybe you have already not foreign because some of us have even heard of using it when watching movies. And I want to ask seven questions following the interview form. First, what do you think about learning English using English subtitles?)

Respondent : Itu bisa membantu saya belajar kosa kata dan bisa mengenal kosa kata baru.

(It can help me learn vocabulary and get to know new vocabulary).

Interviewer : Pertanyaan kedua yaitu, apakah kamu pernah belajar vocabulary (kosa kata) menggunakan subtitle Bahasa Inggris?

(The second question is, what did you ever study vocabulary using English subtitles?)

Respondent : Iya, saya pernah belajar bahasa Inggris menggunakan subtitle Inggris saat menonton film karena itu bisa memperkaya kosa kata saya dan dapat kosa kata baru yang baru saya pelajari.

(I have studied English using English subtitles while watching movies because it can enrich my vocabulary and get new vocabulary that I just learned).

Interviewer : Pertanyaan ketiga yaitu, Bisakah proses pembelajaran menggunakan film subtitles Bahasa Inggris meningkatkan kosa kata anda?

(The third question is, how can the learning process using English subtitles improve your vocabulary?)

Respondent : Iya, bagi saya menonton dengan menggunakan subtitle Inggris bisa membantu saya belajar mendapatkan kosa kata baru dan juga mencatat kata dan kalimat yang saya anggap berguna atau menarik. Kemudian, di waktu luang, buka list tersebut untuk dikaji ulang. Jika ada yang tidak kita pahami, cari tahu mengapa strukturnya, artinya atau bentuknya bisa seperti itu. Yang sudah diketahui, dihapal ulang sampai lancar.

(Yes, for me watching with English subtitles can help me learn new vocabulary and take notes on words and sentences that I find useful or interesting. Then, at leisure, open the list for review. If there is something we don't understand, find out why the structure, meaning or shape can be like that. What is known is memorized again until smooth).

Interviewer : Oke, lanjut ke pertanyaan keempat yaitu, menurut kamu apakah pembelajaran vocabulary (kosa kata) menggunakan film subtitle Bahasa Inggris efektif atau tidak?

(Okay, let's move on to the fourth question: what do you think learning vocabulary using a movie that uses English subtitles is effective?)

Respondent : Iya. Jika menggunakan subtitle bahasa Inggris dan memang niat nonton film tersebut untuk belajar. Bagi saya pribadi, menonton film berbahasa Inggris menggunakan subtitle Bahasa Inggris melatih pendengaran serta pengucapan saya. Ketika misal si tokoh mengatakan "I like you" kita kemudian melihat subtitle "Oh jadi tadi dia ngomong I like you. Jadi cara ngomongnya laik ya bukan lik" gitu. Saya terkadang menonton dua kali, satu kali dengan subtitle Bahasa Indonesia, satu lagi dengan Bahasa Inggris. Saya juga bisa sekalian

nambah kosakata, ketika ada kata yang tidak dimengerti bisa membuka kamus kemudian ulangi bagian itu.

(Yes, if you use English subtitles and intend to watch movies to study. Watching English movies with English subtitles trains my hearing and pronunciation. For example, the character says, "I like you", and we look at the subtitles. Indonesian and English subtitles. I can also add to my vocabulary. When there is a word I don't understand, I can open the dictionary and repeat that part).

Interviewer : Pertanyaan kelima yaitu, apa yang menjadi alasan anda memakai subtitle Bahasa Inggris sebagai media untuk belajar vocabulary (kosa kata)?

(The fifth question is, what is the reason you use English subtitle as media to learn vocabulary?)

Respondent : Alasan saya yaitu menggunakan film dengan subtitle bahasa Inggris bisa membuat saya nyaman bisa belajar dimana saja dan kapan saja terutama belajar vocabulary.

(Using films with English subtitles can make me comfortable being able to study anywhere and anytime, especially in learning vocabulary).

Interviewer : Pertanyaan keenam yaitu, apakah kamu pernah mengalami kesulitan dalam menggunakan film dalam proses pembelajaran vocabulary (kosa kata)?

(The sixth question is, what difficulties did you have using movies in the vocabulary-learning process?)

Respondent : Iya pernah, kesulitan nya yaitu ketika sedang menonton film menggunakan subtitle bahasa Inggris kadang saya kesulitan mengenal kosa kata baru sehingga saya harus mencari tau dulu lewat kamus.

(Yes, once, the difficulty was that when I was watching a movie using English subtitles, sometimes I had trouble learning new vocabulary, so I had to look it up first through a dictionary).

Interviewer : Lanjut ke pertanyaan terakhir yaitu, bagaimana rasanya belajar kosa kata menggunakan subtitle English?

(Continuing to the last question, how does learning vocabulary using English subtitles feel?)

Respondent : Bisa menambah rasa percaya diri dan bisa melatih ingatan meningkat kosa kata.

(It can increase self-confidence and can train memory to increase vocabulary).



Name : AD

NIM : 20126008

Interviewer : Assalamu'alaikum Wr.Wb. Terima kasih atas waktu yang diberikan narasumber kepada saya. Perkenalkan nama saya Triana Devy Permata Poetri selaku peneliti ingin mengadakan penelitian dikelas anda dengan judul penelitian "*An Analysis of English Subtitled Movies in Improving Students' of English Education Study Program at IAIN Manado*" berbicara tentang Film menggunakan Subtitle Bahasa Inggris mungkin sudah tidak asing karena beberapa kita pernah mendengar bahkan menggunakan ketika menonton film. Dan yang ingin saya tanyakan ada 7 pertanyaan mengikuti dalam interview form. Yang pertama, apa pendapat kamu tentang belajar Bahasa Inggris menggunakan subtitle Bahasa Inggris?

(Assalamu'alaikum Wr. Wb. Thank you for the time the resource person gave me. Introducing my name is Triana Devy Permata Poetri. As a researcher who wants to conduct research in your class with the research title "*An Analysis of English Subtitled Movies in Improving Students' of English Education Study Program at IAIN Manado*" talking about films using English subtitles, maybe you have already not foreign because some of us have even heard of using it when watching movies. And I want to ask seven questions following the interview form. First, what do you think about learning English using English subtitles?)

Respondent : Ini karena menonton dalam bahasa Inggris dengan subtitle bahasa Inggris akan membantu saya mempelajari bunyi, membiasakan kata, dan dengan demikian membuatnya lebih mudah untuk dikenali di masa mendatang. Jadi, dalam satu film, Saya belajar kosa kata, pengucapan, konteks, dan percakapan baru.

(This is because watching in English with English subtitles will help me learn sounds, familiarize words and thus make them easier to recognize in the future. So, in one film, I learned new vocabulary, pronunciation, context, and conversation).

Interviewer : Pertanyaan kedua yaitu, apakah kamu pernah belajar vocabulary (kosa kata) menggunakan subtitle Bahasa Inggris?

(The second question is, what did you ever study vocabulary using English subtitles?)

Respondent : Iya, pernah. Terkadang saya menonton film menggunakan subtitle Bahasa Inggris.

(Yes, I have. Sometimes watch movies with English subtitles).

Interviewer : Pertanyaan ketiga yaitu, Bisakah proses pembelajaran menggunakan film subtitles Bahasa Inggris meningkatkan kosa kata anda?

(The third question is, how can the learning process using English subtitles improve your vocabulary?)

Respondent : Saya dapat meningkatkan kosa kata, pemahaman, dan keterampilan membaca dengan menonton dengan subtitle bahasa inggris yang diaktifkan.

(I can improve my vocabulary, comprehension and reading skills by watching English subtitles).

Interviewer : Oke, lanjut ke pertanyaan keempat yaitu, menurut kamu apakah pembelajaran vocabulary (kosa kata) menggunakan film subtitle Bahasa Inggris efektif atau tidak?

(Okay, let's move on to the fourth question: what do you think learning vocabulary using a movie that uses English subtitles is effective?)

Respondent : Jawaban singkat, menurut saya iya. Membaca subtitle bahasa inggris sambil menonton film memiliki banyak manfaat kognitif; memperkuat keterampilan membaca, meningkatkan pemahaman dan perhatian terhadap detail, dan meningkatkan daya ingat.

(Short answer, yes. Reading English subtitles while watching a movie has many cognitive benefits; it strengthens reading skills, improves comprehension and attention to detail, and improves memory).

Interviewer : Pertanyaan kelima yaitu, apa yang menjadi alasan anda memakai subtitle Bahasa Inggris sebagai media untuk belajar vocabulary (kosa kata)?

(The fifth question is, what is the reason you use English subtitle as media to learn vocabulary?)

Respondent : Alasan saya menggunakan film dengan subtitle bahasa Inggris yaitu ketika menonton saya merasa fun dan tidak bosan ketika belajar terutama belajar kosa kata.

(I used films with English subtitles because when watching, I feel fun and not bored when studying, especially learning vocabulary).

Interviewer : Pertanyaan keenam yaitu, apakah kamu pernah mengalami kesulitan dalam menggunakan film dalam proses pembelajaran vocabulary (kosa kata)?

(The sixth question is, what difficulties did you have using movies in the vocabulary-learning process?)

Respondent : Menurut saya tidak. Ketika saya belajar kosa kata melalui film menggunakan subtitle bahasa Inggris tidak ada kesulitan yang saya hadapi.

(I don't think so. When I learn vocabulary through movies using English subtitles, I don't have any difficulties).

Interviewer : Lanjut ke pertanyaan terakhir yaitu, bagaimana rasanya belajar kosa kata menggunakan subtitle English?

(Continuing to the last question, how does learning vocabulary using English subtitles feel?)

Respondent : Seperti yang dikatakan sebelumnya, menonton film dengan subtitle bahasa Inggris dapat memberikan dampak emosional yang positif. Film dapat menenangkan kita dan menenangkan kita. Kita mengurangi stres dalam diri kita dengan menurunkan kekhawatiran, dan bahkan menonton film dapat mengubah semua pikiran negatif menjadi lebih baik, asalkan menyenangkan.

(As said before, watching movies with English subtitles can positively impact emotions. Movies can calm us down and calm us down. We reduce stress within ourselves by reducing worry; even watching a movie can change all negative thoughts for the better, as long as they are enjoyable).

Name : DHO

NIM : 20126025

Interviewer : Assalamu'alaikum Wr.Wb. Terima kasih atas waktu yang diberikan narasumber kepada saya. Perkenalkan nama saya Triana Devy Permata Poetri selaku peneliti ingin mengadakan penelitian dikelas anda dengan judul penelitian "*An Analysis of English Subtitled Movies in Improving Students' of English Education Study Program at IAIN Manado*" berbicara tentang Film menggunakan Subtitile Bahasa Inggris mungkin sudah tidak asing karena beberapa kita pernah mendengar bahkan menggunakan ketika menonton film. Dan yang ingin saya tanyakan ada 7 pertanyaan mengikuti dalam interview form. Yang pertama, apa pendapat kamu tentang belajar Bahasa Inggris menggunakan subtitle Bahasa Inggris?

(Assalamu'alaikum Wr. Wb. Thank you for the time the resource person gave me. Introducing my name is Triana Devy Permata Poetri. As a researcher who wants to conduct research in your class with the research title "*An Analysis of English Subtitled Movies in Improving Students' of English Education Study Program at IAIN Manado*" talking about films using English subtitles, maybe you have already not foreign because some of us have even heard of using it when watching movies. And I want to ask seven questions following the interview form. First, what do you think about learning English using English subtitles?)

Respondent : Belajar bahasa inggris lewat film juga bagus. Bahasa itu bisa dipahami kalo kita punya banyak kosakata, meski tata bahasa kadang tidak teratur tapi kita paham makna kata per kata pasti bakal nyambung.

Learning English through movies is also good. Language can be understood with a lot of vocabulary, even though the grammar is sometimes irregular. Still, if we understand the meaning word for word, it will connect.

Interviewer : Pertanyaan kedua yaitu, apakah kamu pernah belajar vocabulary (kosa kata) menggunakan subtitle Bahasa Inggris?

(The second question is, what did you ever study vocabulary using English subtitles?)

Respondent : Iya pernah.

Yes, I have.

Interviewer : Pertanyaan ketiga yaitu, Bisakah proses pembelajaran menggunakan film subtitles Bahasa Inggris meningkatkan kosa kata anda?

(The third question is, how can the learning process using English subtitles improve your vocabulary?)

Respondent : Iya bisa memperkaya kosa kata dengan memperbanyak baca teks atau menonton menggunakan subtitle bahasa inggris.

(Yes, can enrich my vocabulary by reading more text or watching English subtitles).

Interviewer : Oke, lanjut ke pertanyaan keempat yaitu, menurut kamu apakah pembelajaran vocabulary (kosa kata) menggunakan film subtitle Bahasa Inggris efektif atau tidak?

(Okay, let's move on to the fourth question: what do you think learning vocabulary using a movie that uses English subtitles is effective?)

Respondent : Belajar bahasa dari film menggunakan subtitle bahasa Inggris efektif untuk belajar idiom, atau ekspresi emosi, serta kosakata baru. Karena kalau kita belajar Bahasa Inggris hanya dari buku pelajaran Bahasa Inggris, bisa-bisa kemampuan berbahasa kita adalah Bahasa Inggris rasa Bahasa Indonesia).

(Learning languages from films using English subtitles is effective for learning idioms, emotional expressions, and new vocabulary. Because if we learn English only from English textbooks, our language skills might be English with a sense of Indonesian).

Interviewer : Pertanyaan kelima yaitu, apa yang menjadi alasan anda memakai subtitle Bahasa Inggris sebagai media untuk belajar vocabulary (kosa kata)?

(The fifth question is, what is the reason you use English subtitle as media to learn vocabulary?)

Respondent : Jawabannya singkat. Dengan menonton film menggunakan subtitle bahasa Inggris bisa membantu saya mendapatkan kosa kata dan ungkapan-ungkapan dalam film lebih mudah.

(The answer is short. Watching movies with English subtitles can help me gain vocabulary and expressions in movies more easily).

Interviewer : Pertanyaan keenam yaitu, apakah kamu pernah mengalami kesulitan dalam menggunakan film dalam proses pembelajaran vocabulary (kosa kata)?

(The sixth question is, what difficulties did you have using movies in the vocabulary-learning process?)

Respondent : Iya, dari pengalaman saya kesulitan yang saya hadapi yaitu ketika saya menggunakan subtitle bahasa Inggris kadang ada yang kelewat karena audio untuk percakapan dalam film terkadang overlaying, bertumpuk dengan suara lain seperti sound effect, suara lawan bicara, dsb.

(Yes, the difficulty I faced is that when I use English subtitles, sometimes it goes too far because the audio for conversations in films sometimes overlays, overlapping with other sounds such as sound effects, the voice of the interlocutor, etc).

Interviewer : Lanjut ke pertanyaan terakhir yaitu, bagaimana rasanya belajar kosa kata menggunakan subtitle English?

(Continuing to the last question, how does learning vocabulary using English subtitles feel?)

Respondent : Bagi saya pribadi merasa enjoy dan bisa mudah dipahami.

(I enjoy it, and it's easy to understand).

Name : APFN

NIM : 20126006

Interviewer : Assalamu'alaikum Wr.Wb. Terima kasih atas waktu yang diberikan narasumber kepada saya. Perkenalkan nama saya Triana Devy Permata Poetri selaku peneliti ingin mengadakan penelitian dikelas anda dengan judul penelitian "*An Analysis of English Subtitled Movies in Improving Students' of English Education Study Program at IAIN Manado*" berbicara tentang Film menggunakan Subtitile Bahasa Inggris mungkin sudah tidak asing karena beberapa kita pernah mendengar bahkan menggunakan ketika menonton film. Dan yang ingin saya tanyakan ada 7 pertanyaan mengikuti dalam interview form. Yang pertama, apa pendapat kamu tentang belajar Bahasa Inggris menggunakan subtitle Bahasa Inggris?

(Assalamu'alaikum Wr. Wb. Thank you for the time the resource person gave me. Introducing my name is Triana Devy Permata Poetri. As a researcher who wants to conduct research in your class with the research title "*An Analysis of English Subtitled Movies in Improving Students' of English Education Study Program at IAIN Manado*" talking about films using English subtitles, maybe you have already not foreign because some of us have even heard of using it when watching movies. And I want to ask seven questions following the interview form. First, what do you think about learning English using English subtitles?)

Respondent : Film sebagai audio visual membantu saya untuk meningkatkan kosakata saya yang terbatas. Mengenai pembelajaran kosakata, film subtitle memainkan peran penting dalam meningkatkan belajar dengan kosakata baru. Perpaduan suara dan gambar sangat memotivasi untuk mencapai tujuan proses pembelajaran. Selain itu, menonton film subtitle bahasa Inggris dapat meningkatkan siswa untuk mempelajari kosakata baru yang belum pernah dengar dengar sebelumnya.

(Film as audio visual helps me to improve my limited vocabulary. Regarding vocabulary learning, subtitled films play an important role in enhancing learning with new vocabulary. The combination of sound and images is very motivating to achieve the goals of the learning process. In addition, watching

English subtitled films can increase students' ability to learn new vocabulary that they have never heard of before).

Interviewer : Pertanyaan kedua yaitu, apakah kamu pernah belajar vocabulary (kosa kata) menggunakan subtitle Bahasa Inggris?

(The second question is, what did you ever study vocabulary using English subtitles?)

Respondent : Iya pernah ketika saya ingin belajar vocabulary.

(Yes, once when I wanted to learn vocabulary).

Interviewer : Pertanyaan ketiga yaitu, Bisakah proses pembelajaran menggunakan film subtitles Bahasa Inggris meningkatkan kosa kata anda?

The third question is, how can the learning process using English subtitles improve your vocabulary?

Respondent : Menurut saya iya, film dengan subtitle bahasa Inggris sangat memotivasi pembelajar bahasa untuk secara sadar menggunakan kosakata dan idiom baru terutama saya sendiri. Banyak orang suka menonton film ini merupakan kegiatan yang menyenangkan, penonton hanya duduk di kursi, dan mempersiapkan mata dan telinga untuk menonton dan mendengarkan.

(Film with English subtitles motivate language learners to use new vocabulary and idioms, especially myself consciously. Many people like watching movies; this is a fun activity; the audience sits in a chair and prepares their eyes and ears to watch and listen).

Interviewer : Oke, lanjut ke pertanyaan keempat yaitu, menurut kamu apakah pembelajaran vocabulary (kosa kata) menggunakan film subtitle Bahasa Inggris efektif atau tidak?

(Okay, let's move on to the fourth question: what do you think learning vocabulary using a movie that uses English subtitles is effective?)

Respondent : Bagi saya penggunaan film dengan Subtitle Bahasa Inggris efektif untuk meningkatkan penguasaan kosakata.



(For me, the use of films with English subtitles is effective in increasing vocabulary mastery).

Interviewer : Pertanyaan kelima yaitu, apa yang menjadi alasan anda memakai subtitle Bahasa Inggris sebagai media untuk belajar vocabulary (kosa kata)?

The fifth question is, what is the reason you use English subtitle as media to learn vocabulary?

Respondent : Alasannya, penggunaan film dengan subtitle Bahasa Inggris dalam pengajaran kosakata membantu saya mendapatkan banyak kosakata baru, mempelajari kosakata bahasa Inggris dengan cara yang menyenangkan, karena merasa menarik dan nyaman, bisa memotivasi dalam belajar kosakata.

The reason is, using films with English subtitles in teaching vocabulary helps me get a lot of new vocabulary, learn English vocabulary in a fun way because it feels interesting and comfortable, and can motivate me to learn vocabulary.

Interviewer : Pertanyaan keenam yaitu, apakah kamu pernah mengalami kesulitan dalam menggunakan film dalam proses pembelajaran vocabulary (kosa kata)?

(The sixth question is, what difficulties did you have using movies in the vocabulary-learning process?)

Respondent : Sejauh ini, belum ada kesulitan yang saya hadapi ketika menggunakan subtitle bahasa Inggris.

(So far, I haven't had any difficulties when using English subtitles).

Interviewer : Lanjut ke pertanyaan terakhir yaitu, bagaimana rasanya belajar kosa kata menggunakan subtitle English?

(Continuing to the last question, how does learning vocabulary using English subtitles feel?)

Respondent : Menarik dan termotivasi belajar menggunakan subtitle Bahasa Inggris.

(Interesting and motivated to learn using English subtitles).

Name : DAB

NIM : 20126005

Interviewer : Assalamu'alaikum Wr.Wb. Terima kasih atas waktu yang diberikan narasumber kepada saya. Perkenalkan nama saya Triana Devy Permata Poetri selaku peneliti ingin mengadakan penelitian dikelas anda dengan judul penelitian "*An Analysis of English Subtitled Movies in Improving Students' of English Education Study Program at IAIN Manado*" berbicara tentang Film menggunakan Subtitile Bahasa Inggris mungkin sudah tidak asing karena beberapa kita pernah mendengar bahkan menggunakan ketika menonton film. Dan yang ingin saya tanyakan ada 7 pertanyaan mengikuti dalam interview form. Yang pertama, apa pendapat kamu tentang belajar Bahasa Inggris menggunakan subtitle Bahasa Inggris?

(Assalamu'alaikum Wr. Wb. Thank you for the time the resource person gave me. Introducing my name is Triana Devy Permata Poetri. As a researcher who wants to conduct research in your class with the research title "*An Analysis of English Subtitled Movies in Improving Students' of English Education Study Program at IAIN Manado*" talking about films using English subtitles, maybe you have already not foreign because some of us have even heard of using it when watching movies. And I want to ask seven questions following the interview form. First, what do you think about learning English using English subtitles?)

Respondent : Belajar bahasa Inggris menggunakan subtitle Bahasa Inggris sangat lah membantu buat para pelajar terutama saya sendiri bisa menambah wawasan tentang bahasa dan memperkaya kosa kata dalam teks bahasa Inggris.

(Learning English using English subtitles is very helpful for students, especially me, to add insight into the language and enrich the vocabulary in English texts).

Interviewer : Pertanyaan kedua yaitu, apakah kamu pernah belajar vocabulary (kosa kata) menggunakan subtitle Bahasa Inggris?

(The second question is, what did you ever study vocabulary using English subtitles?)

Respondent : Iya saya pernah. Ketika ingin belajar saya menggunakan media film dengan subtitle Bahasa Inggris.

(Yes, I have. When I wanted to study, I used film media with English subtitles).

Interviewer : Pertanyaan ketiga yaitu, Bisakah proses pembelajaran menggunakan film subtitles Bahasa Inggris meningkatkan kosa kata anda?

(The third question is, how can the learning process using English subtitles improve your vocabulary?)

Respondent : Menurut saya iya, dengan subtitle Bahasa Inggris bisa membantu saya memperkaya kosa kata dan mendapatkan kosa kata baru.

(English subtitles can help me enrich and gain new vocabulary).

Interviewer : Oke, lanjut ke pertanyaan keempat yaitu, menurut kamu apakah pembelajaran vocabulary (kosa kata) menggunakan film subtitle Bahasa Inggris efektif atau tidak?

(Okay, let's move on to the fourth question: what do you think learning vocabulary using a movie that uses English subtitles is effective?)

Respondent : Menurut saya Iya, jika menggunakan subtitle bahasa Inggris dan memang niat nonton film tersebut untuk belajar. Bagi saya pribadi, menonton film berbahasa Inggris menggunakan subtitle Bahasa Inggris melatih pendengaran, pengucapan serta menambah kosa kata baru.

(Yes, if you use English subtitles and you intend to watch the film to study. For me, watching English films with English subtitles trains listening and pronunciation and adds new vocabulary).

Interviewer : Pertanyaan kelima yaitu, apa yang menjadi alasan anda memakai subtitle Bahasa Inggris sebagai media untuk belajar vocabulary (kosa kata)?

(The fifth question is, what is the reason you use English subtitle as media to learn vocabulary?)

Respondent : Alasannya bagi saya, menonton film yang saya sukai saya merasa bersemangat dan termotivasi karena pembelajaran yang menyenangkan dengan menggunakan subtitle Bahasa Inggris bisa membantu mengimprove kosa kata saya.

(The reason for me is watching movies that I like makes me feel excited and motivated because fun learning using English subtitles can help improve my vocabulary).

Interviewer : Pertanyaan keenam yaitu, apakah kamu pernah mengalami kesulitan dalam menggunakan film dalam proses pembelajaran vocabulary (kosa kata)?

(The sixth question is, what difficulties did you have using movies in the vocabulary-learning process?)

Respondent : Iya kadang sulit bagi saya untuk melihat film dan membaca subtitle bahasa Inggris secara bersamaan.

(Sometimes it's hard for me to watch movies and read English subtitles simultaneously).

Interviewer : Lanjut ke pertanyaan terakhir yaitu, bagaimana rasanya belajar kosa kata menggunakan subtitle English?

(Continuing to the last question, how does learning vocabulary using English subtitles feel?)

Respondent : Jujur bagi saya merasa lelah ketika membaca subtitle bahasa Inggris tetapi saya merasa terdorong termotivasi untuk belajar dengan menonton film yg kita sukai.

(I feel tired when I read English subtitles, but I feel compelled to learn by watching movies we like).

## Appendix 4 Result of The Questionnaire

### The Result Table of The Questionnaire

RES	Questions															Total	Average	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15			
1	4	4	4	4	4	4	2	3	4	3	2	1	1	3	4	47	45,5	
2	4	4	4	4	4	4	4	4	3	3	1	4	2	3	2	3		49
3	3	3	4	2	1	2	1	4	1	3	2	4	2	2	2	36		
4	4	3	4	2	2	3	2	1	4	2	3	4	3	4	4	45		
5	4	4	4	4	4	4	3	3	4	3	3	3	4	3	4	54		
6	3	2	3	3	2	3	2	3	3	3	2	3	3	2	3	40		
7	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	45		
8	4	3	4	4	4	4	3	4	4	3	3	3	4	4	3	54		
9	3	3	3	2	2	3	2	3	3	3	2	3	3	3	4	42		
10	3	3	3	3	2	3	2	2	3	3	2	3	3	2	3	40		
11	4	3	3	3	3	4	3	3	3	3	3	4	3	3	3	48		
12	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	45		
13	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	45		
14	3	3	4	3	3	3	3	3	3	2	3	3	3	3	3	45		
15	3	3	3	3	3	3	3	3	3	3	2	3	4	3	3	45		
16	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	45		
17	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	46		
18	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	45		
19	4	3	4	3	3	3	3	3	3	3	3	3	3	3	3	47		
20	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	46		
21	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	45		
22	4	4	3	3	3	4	3	3	3	3	3	3	3	3	3	48		
23	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	46		
24	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	46		
25	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	45		
26	4	3	3	3	3	3	3	3	3	2	3	3	2	3	3	44		
27	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	46		
<b>Total</b>	95	84	89	82	79	86	75	80	83	76	76	81	80	79	84	<b>X</b>		
<b>Avarage</b>	82																	



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
 INSTITUT AGAMA ISLAM NEGERI (IAIN) MANADO  
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
 PROGRAM STUDI TADRIS BAHASA INGGRIS**

Jln. Dr.S. H Sarundajang Kawasan Ring Road I Kota Manado Tlp /Fax (0431) 860616 Manado 95128

**SURAT KETERANGAN**

NOMOR : 107/SKet/TBI/ VII/2023

Yang bertanda tangan dibawah ini:

Nama : Nur Halimah, M.Hum  
 NIP : 196904172000032002  
 Jabatan : Kaprodi Tadris Bahasa Inggris

Dengan ini menerangkan

Nama : Triana Devy Permata Poetri  
 NIM : 1826013  
 Fakultas/Prodi : FTIK/TBI  
 Judul Skripsi : An Analysis of English Subtitled Movies In Learning  
 Vocabulary to The Sixth Semester of English  
 Education Study Program at IAIN Manado

Bahwa yang bersangkutan telah menyelesaikan Penelitian di Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Manado dari bulan Maret sampai dengan Mei 2023.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Manado, 05 Juli 2023

**KAPRODI TBI**

Tembusan :

1. Kaprodi TBI
2. Arsip

**Nur Halimah, M.Hum**  
 NIP 196904172000032002

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Mother : Diana Tubagus  
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Junior High School : SMP Negeri 10 Manado (2012-2015)  
Senior High School : SMK Negeri 5 Manado (2015-2018)  
College : IAIN Manado

Manado, 02 Agustus 2023

The Researcher

Triana Devy Permata Poetri

# AN ANALYSIS STUDY OF ENGLISH SUBTITLE MOVIES IN LEARNING VOCABULARY TO THE SIXTH SEMESTER OF ENGLISH EDUCATION STUDY PROGRAM AT IAIN MANADO

This form is a part of thesis research by Triana Devy Permata Poetri. The researcher is an undergraduate student in the English Education Study Program of IAIN Manado. The researcher is currently conducting thesis research entitled "An Analysis Study of English Subtitle Movies in Learning Vocabulary To The Sixth Semester of English Education Study Program At IAIN Manado." Students in the English Study Program Sixth Semester are appropriate respondents for this study. The researcher really appreciates students' participation in this research.

The researcher will protect all personal data and responses under professional and ethical research standards.

Instructions for completing the questionnaire:

1. Fill in the fields that are required to be filled.
2. Read each of the following carefully.
3. Then, choose the answer that accurately reflects your experience and perspective.

Name \*

Merlan Potabuga

NIM \*

20126016



# AN ANALYSIS STUDY OF ENGLISH SUBTITLE MOVIES IN LEARNING VOCABULARY TO THE SIXTH SEMESTER OF ENGLISH EDUCATION STUDY PROGRAM AT IAIN MANADO

This form is a part of thesis research by Triana Devy Permata Poetri. The researcher is an undergraduate student in the English Education Study Program of IAIN Manado. The researcher is currently conducting thesis research entitled "An Analysis Study of English Subtitle Movies in Learning Vocabulary To The Sixth Semester of English Education Study Program At IAIN Manado." Students in the English Study Program Sixth Semester are appropriate respondents for this study. The researcher really appreciates students' participation in this research.

The researcher will protect all personal data and responses under professional and ethical research standards.

Instructions for completing the questionnaire:

1. Fill in the fields that are required to be filled.
2. Read each of the following carefully.
3. Then, choose the answer that accurately reflects your experience and perspective.

Name \*

Nurul Inayah

NIM \*

20126012

# AN ANALYSIS STUDY OF ENGLISH SUBTITLE MOVIES IN LEARNING VOCABULARY TO THE SIXTH SEMESTER OF ENGLISH EDUCATION STUDY PROGRAM AT IAIN MANADO

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Instructions for completing the questionnaire:

1. Fill in the fields that are required to be filled.
2. Read each of the following carefully.
3. Then, choose the answer that accurately reflects your experience and perspective.

Name \*

Adisty I. Ngatenan

NIM \*

1926010

# AN ANALYSIS STUDY OF ENGLISH SUBTITLE MOVIES IN LEARNING VOCABULARY TO THE SIXTH SEMESTER OF ENGLISH EDUCATION STUDY PROGRAM AT IAIN MANADO

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The researcher will protect all personal data and responses under professional and ethical research standards.

Instructions for completing the questionnaire:

1. Fill in the fields that are required to be filled.
2. Read each of the following carefully.
3. Then, choose the answer that accurately reflects your experience and perspective.

Name \*

Dinda Hairunnisa Olij

NIM \*

20126025

# AN ANALYSIS STUDY OF ENGLISH SUBTITLE MOVIES IN LEARNING VOCABULARY TO THE SIXTH SEMESTER OF ENGLISH EDUCATION STUDY PROGRAM AT IAIN MANADO

This form is a part of thesis research by Triana Devy Permata Poetri. The researcher is an undergraduate student in the English Education Study Program of IAIN Manado. The researcher is currently conducting thesis research entitled "An Analysis Study of English Subtitle Movies in Learning Vocabulary To The Sixth Semester of English Education Study Program At IAIN Manado." Students in the English Study Program Sixth Semester are appropriate respondents for this study. The researcher really appreciates students' participation in this research.

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Instructions for completing the questionnaire:

1. Fill in the fields that are required to be filled.
2. Read each of the following carefully.
3. Then, choose the answer that accurately reflects your experience and perspective.

Name \*

Susmita

NIM \*

20126015

# AN ANALYSIS STUDY OF ENGLISH SUBTITLE MOVIES IN LEARNING VOCABULARY TO THE SIXTH SEMESTER OF ENGLISH EDUCATION STUDY PROGRAM AT IAIN MANADO

This form is a part of thesis research by Triana Devy Permata Poetri. The researcher is an undergraduate student in the English Education Study Program of IAIN Manado. The researcher is currently conducting thesis research entitled "An Analysis Study of English Subtitle Movies in Learning Vocabulary To The Sixth Semester of English Education Study Program At IAIN Manado." Students in the English Study Program Sixth Semester are appropriate respondents for this study. The researcher really appreciates students' participation in this research.

The researcher will protect all personal data and responses under professional and ethical research standards.

Instructions for completing the questionnaire:

1. Fill in the fields that are required to be filled.
2. Read each of the following carefully.
3. Then, choose the answer that accurately reflects your experience and perspective.

Name \*

Syarief Hidayat

NIM \*

20126026

# AN ANALYSIS STUDY OF ENGLISH SUBTITLE MOVIES IN LEARNING VOCABULARY TO THE SIXTH SEMESTER OF ENGLISH EDUCATION STUDY PROGRAM AT IAIN MANADO

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Instructions for completing the questionnaire:

1. Fill in the fields that are required to be filled.
2. Read each of the following carefully.
3. Then, choose the answer that accurately reflects your experience and perspective.

**Name \***

Dewi Almaida Batalipu

**NIM \***

2012005

# AN ANALYSIS STUDY OF ENGLISH SUBTITLE MOVIES IN LEARNING VOCABULARY TO THE SIXTH SEMESTER OF ENGLISH EDUCATION STUDY PROGRAM AT IAIN MANADO

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Instructions for completing the questionnaire:

1. Fill in the fields that are required to be filled.
2. Read each of the following carefully.
3. Then, choose the answer that accurately reflects your experience and perspective.

**Name \***

Astrit Dunggjo

**NIM \***

20126008

# AN ANALYSIS STUDY OF ENGLISH SUBTITLE MOVIES IN LEARNING VOCABULARY TO THE SIXTH SEMESTER OF ENGLISH EDUCATION STUDY PROGRAM AT IAIN MANADO

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Instructions for completing the questionnaire:

1. Fill in the fields that are required to be filled.
2. Read each of the following carefully.
3. Then, choose the answer that accurately reflects your experience and perspective.

**Name \***

Nahrul Taling

**NIM \***

20126032



# AN ANALYSIS STUDY OF ENGLISH SUBTITLE MOVIES IN LEARNING VOCABULARY TO THE SIXTH SEMESTER OF ENGLISH EDUCATION STUDY PROGRAM AT IAIN MANADO

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Instructions for completing the questionnaire:

1. Fill in the fields that are required to be filled.
2. Read each of the following carefully.
3. Then, choose the answer that accurately reflects your experience and perspective.

Name \*

Magfirah Fardayani Mokoginta

NIM \*

20126010

# AN ANALYSIS STUDY OF ENGLISH SUBTITLE MOVIES IN LEARNING VOCABULARY TO THE SIXTH SEMESTER OF ENGLISH EDUCATION STUDY PROGRAM AT IAIN MANADO

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1. Fill in the fields that are required to be filled.
2. Read each of the following carefully.
3. Then, choose the answer that accurately reflects your experience and perspective.

Name \*

Friety Rifdah M.P Yusuf

NIM \*

20126028

# AN ANALYSIS STUDY OF ENGLISH SUBTITLE MOVIES IN LEARNING VOCABULARY TO THE SIXTH SEMESTER OF ENGLISH EDUCATION STUDY PROGRAM AT IAIN MANADO

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Instructions for completing the questionnaire:

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2. Read each of the following carefully.
3. Then, choose the answer that accurately reflects your experience and perspective.

**Name \***

Try Putri Ayu Nindya Muchtar

**NIM \***

20126018

# AN ANALYSIS STUDY OF ENGLISH SUBTITLE MOVIES IN LEARNING VOCABULARY TO THE SIXTH SEMESTER OF ENGLISH EDUCATION STUDY PROGRAM AT IAIN MANADO

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2. Read each of the following carefully.
3. Then, choose the answer that accurately reflects your experience and perspective.

**Name \***

Tiara Juniarti Putri Saini

**NIM \***

20126001

# AN ANALYSIS STUDY OF ENGLISH SUBTITLE MOVIES IN LEARNING VOCABULARY TO THE SIXTH SEMESTER OF ENGLISH EDUCATION STUDY PROGRAM AT IAIN MANADO

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Instructions for completing the questionnaire:

1. Fill in the fields that are required to be filled.
2. Read each of the following carefully.
3. Then, choose the answer that accurately reflects your experience and perspective.

**Name \***

Paramitha Damopolii

**NIM \***

20126033

# AN ANALYSIS STUDY OF ENGLISH SUBTITLE MOVIES IN LEARNING VOCABULARY TO THE SIXTH SEMESTER OF ENGLISH EDUCATION STUDY PROGRAM AT IAIN MANADO

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Instructions for completing the questionnaire:

1. Fill in the fields that are required to be filled.
2. Read each of the following carefully.
3. Then, choose the answer that accurately reflects your experience and perspective.

**Name \***

Rahmat Hidayat Baculu

**NIM \***

20126020

# AN ANALYSIS STUDY OF ENGLISH SUBTITLE MOVIES IN LEARNING VOCABULARY TO THE SIXTH SEMESTER OF ENGLISH EDUCATION STUDY PROGRAM AT IAIN MANADO

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2. Read each of the following carefully.
3. Then, choose the answer that accurately reflects your experience and perspective.

**Name \***

Aqsal Jilham Goloba

**NIM \***

20126003

# AN ANALYSIS STUDY OF ENGLISH SUBTITLE MOVIES IN LEARNING VOCABULARY TO THE SIXTH SEMESTER OF ENGLISH EDUCATION STUDY PROGRAM AT IAIN MANADO

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Instructions for completing the questionnaire:

1. Fill in the fields that are required to be filled.
2. Read each of the following carefully.
3. Then, choose the answer that accurately reflects your experience and perspective.

Name \*

Fara Yustisiya Mamonto

NIM \*

20126002



# AN ANALYSIS STUDY OF ENGLISH SUBTITLE MOVIES IN LEARNING VOCABULARY TO THE SIXTH SEMESTER OF ENGLISH EDUCATION STUDY PROGRAM AT IAIN MANADO

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Instructions for completing the questionnaire:

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2. Read each of the following carefully.
3. Then, choose the answer that accurately reflects your experience and perspective.

Name \*

Astrit Dunggjo

NIM \*

20126008

# AN ANALYSIS STUDY OF ENGLISH SUBTITLE MOVIES IN LEARNING VOCABULARY TO THE SIXTH SEMESTER OF ENGLISH EDUCATION STUDY PROGRAM AT IAIN MANADO

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Instructions for completing the questionnaire:

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2. Read each of the following carefully.
3. Then, choose the answer that accurately reflects your experience and perspective.

**Name \***

Andini Mamonto

**NIM \***

20126004

# AN ANALYSIS STUDY OF ENGLISH SUBTITLE MOVIES IN LEARNING VOCABULARY TO THE SIXTH SEMESTER OF ENGLISH EDUCATION STUDY PROGRAM AT IAIN MANADO

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Instructions for completing the questionnaire:

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2. Read each of the following carefully.
3. Then, choose the answer that accurately reflects your experience and perspective.

**Name \***

Amalia Putri Febrianty Ngatenan

**NIM \***

20126006

# AN ANALYSIS STUDY OF ENGLISH SUBTITLE MOVIES IN LEARNING VOCABULARY TO THE SIXTH SEMESTER OF ENGLISH EDUCATION STUDY PROGRAM AT IAIN MANADO

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2. Read each of the following carefully.
3. Then, choose the answer that accurately reflects your experience and perspective.

**Name \***

Sri Ayu S. Labagou

**NIM \***

20126022

# AN ANALYSIS STUDY OF ENGLISH SUBTITLE MOVIES IN LEARNING VOCABULARY TO THE SIXTH SEMESTER OF ENGLISH EDUCATION STUDY PROGRAM AT IAIN MANADO

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Instructions for completing the questionnaire:

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2. Read each of the following carefully.
3. Then, choose the answer that accurately reflects your experience and perspective.

Name \*

Inggrid Arnetha Datunsolang

NIM \*

20126011