



THE INFLUENCE OF WATCHING MOVIE WITH ENGLISH SUBTITLE ON VOCABULARY DEVELOPMENT IN SPEAKING SKILL OF NUSANTARA MARITIME ACADEMY BANJARMASIN

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Abstract

The current research sought to investigate the effect of watching a movie with English subtitles on the vocabulary development of Nusantara Maritime Academy Banjarmasin Cadets. A mixed method research methodology was used to achieve the goal of this study. A quasi-experimental design was used for the quantitative method, which was implemented using a quantitative research strategy. The qualitative method was employed in the research, with interviews conducted with participants in the experimental group. The researchers divided into two groups: control and experimental. In this study, only one group viewed the movie with English subtitles, while the other group watched the movie without subtitles. A pre-post test was performed, with the pre-test serving as a diagnostic test to see whether the cadets' vocabulary knowledge was similar, and the post test revealing whether the cadets' vocabulary knowledge had improved. Participants were thirty cadets studying for their O level exams. The research demonstrated that watching movies increases language knowledge. When the performances of the two groups were compared, it was discovered that the group that watched the films with captions outperformed the group that viewed the films without subtitles. In other words, it was discovered that intensively watching films with subtitles influenced ESL students' vocabulary knowledge. Furthermore, this study found that cadets in language classes in general, and vocabulary classes in particular, have good opinions toward watching films.

Abstrak

Penelitian saat ini berusaha untuk menyelidiki pengaruh menonton film dengan teks bahasa Inggris pada pengembangan kosa kata Taruna Akademi Maritim Nusantara Banjarmasin. Metodologi penelitian metode campuran digunakan untuk mencapai tujuan penelitian ini. Desain quasi-eksperimental digunakan untuk metode kuantitatif, yang dilaksanakan dengan menggunakan strategi penelitian kuantitatif. Metode kualitatif digunakan dalam penelitian ini, dengan wawancara dilakukan dengan peserta dalam kelompok eksperimen. Para peneliti membagi menjadi dua kelompok: kontrol dan eksperimental. Dalam penelitian ini, hanya satu kelompok yang menonton film dengan subtitle bahasa Inggris, sedangkan kelompok lainnya menonton film tanpa subtitle. Pre-post test dilakukan, dengan pre-test berfungsi sebagai tes diagnostik untuk melihat apakah pengetahuan kosa kata taruna serupa, dan post test mengungkapkan apakah pengetahuan kosa kata taruna telah meningkat. Peserta adalah tiga puluh kadet yang belajar untuk ujian level O mereka. Penelitian menunjukkan bahwa menonton film meningkatkan pengetahuan bahasa. Ketika penampilan kedua kelompok tersebut dibandingkan, diketahui bahwa kelompok yang menonton film dengan teks mengungguli kelompok yang menonton film tanpa teks. Dengan kata lain, ditemukan bahwa menonton film dengan subtitle secara intensif memengaruhi pengetahuan kosa kata siswa ESL. Selain itu, penelitian ini menemukan bahwa taruna di kelas bahasa pada umumnya, dan kelas kosa kata pada khususnya, memiliki opini yang baik terhadap menonton film.

INTRODUCTION

Since the industrial revolution, the world has seen significant change. One of the most significant advances has been in communication, which has progressed from the telegram (Morse code) to Inmarsat (through satellites) technology in less than a century. Since that time, the maritime shipping industry has benefited from such communication using radio wave technology. The common language between the sender and recipient is an important aspect of communication; for merchant marine ships, the common language is English, according to Ziarati (2006). The role of the "radio officer" on board (the ship) and on shore (the port/VTS) was to send and receive. Maritime communications were initially based on written English (due to the usage of Morse code) until 1961, when spoken communication via VHF became available.

Maritime English is a subset of the English language. It is mostly used in the maritime industry. It is an active language in the shipping industry, with its own terminology. According to Mercado, Rafa, Sarmiento, and Jalbuena (2013), Maritime English (ME) increases cadets' capacity to use English at the intermediate language level. Maritime English is a practical language in which mariners interact with foreigners. However, Maritime English is used in a variety of professional activities in addition to assisting with communication at sea (Brunton, 2009).

The International Maritime Organization (IMO) designated English as the official language or lingua franca for communication in 1995 (British Council, 2016). According to Pritchard and Woollard (2010), a maritime language is a lingua franca in the water. According to Dirgeyasa (2018), marine English is the language used by the International marine Organization (IMO) and government entities in their manuals, specialized publications, and select educational institutions. Maritime English is a collection of sub-languages that interact with one another to express information about the maritime world. As a result, marine English is the English language with a set of vocabulary in the nautical industry that has been standardized by the IMO. It is used in regular communication to smooth actions at sea or with land parties and to avoid accidents caused by language misunderstandings. Demirel and Ziarati (2010) claimed that various research concluded that the majority of maritime accidents were caused by human errors. Many of these were the result of communication issues and a lack of appropriate English language knowledge. This language barrier was most prevalent among transnational employees and ports

officials, particularly in restricted waterways. The correct use of English in worldwide marine operations is critical to avoiding unpleasant situations on the sea. It not only enables improved operational communication between vessels and seaports, but also correspond supervision and ship maneuvers with a worldwide team. The number of crafts employing international personnel is rapidly increasing, and this trend is expected to continue.

Pejakovic (2015) discovered that 41% of cadets received a B1 and 34% received a B2. It was a notable outcome since it demonstrated that the test of marine English and the learning tools aimed to have a big impact and reported on the needs of users. Only 1% of them stayed at the C1 level, while 24% were at the novice level. This low level was producing erroneous interaction. Inadequate communication became the primary cause of numerous collisions. Similarly, in order to promote more actual English communication among seafarers, the author established a foundation of realistic settings on language and social variations with admiration for real English communication among ship personnel.

In a recent research, researchers discovered that cadets at Nusantara Maritime Academy Banjarmasin still struggled to produce sentences in their speaking, owing to a lack of vocabularies. Most of the cadets were perplexed after a lengthy discussion with the lecturer or with their peers about the duties assigned to them. To address the lack of English mastery, this research employed a movie as the English material in the teaching and learning process. The best approach to avoid boredom is to watch the proper movie type.

Several earlier studies have done comparable research on it. Sukomardojo (2022) did research on the application of e-learning in marine English education. The results demonstrate that using e-learning improves cadets' vocabulary skills, and he discovered various difficulties that may arise while using e-learning in researching English maritime. Windiahsari et al. (2020) indicated that many cadets continue to face communication challenges due to a lack of vocabulary. They intend to create an ESP course to assist cadets in enhancing their speaking skills, particularly their vocabulary.

Based on the findings of the previous research, the researchers aim to see if the method can be used to increase the vocabulary of Nusantara Maritime Academy Banjarmasin cadets. As a result, the researchers decided to perform the research with the title "The Influence of Watching a Movie with English Subtitles on Vocabulary Comprehension in Speaking Skill of Nusantara Maritime Banjarmasin Cadets" as the

research subject. The purpose of this research is to determine the impact of English subtitles in improving vocabulary among cadets in TK 2 during the fourth semester of the academic year 2022-2023.

METHODS

Vocabulary is seen as the foundation of language learning (Bellaleem, Neddar, Bouagada, & Djelloul, 2018). The literature emphasized two separate ways to teaching vocabulary. When language cadets research vocabulary explicitly, either in a specific environment or separately, through direct guidance in both the connotations of individual words and word-learning procedures, they are engaging in aware learning modes. Indirect or implicit learning, on the other hand, comprises acquiring the meanings of new words implicitly. This occurs when cadets hear or see the terms used in multiple contexts (Arramany, Sutarsyah, & Nurweni, 2017). For example, through daily life experiences, talks with people, and thorough reading (Zang, 2019). The indirect approach, as opposed to the direct approach, focuses on the active process of learning.

Many ways have been developed to aid in the acquisition and teaching of vocabulary. Word card tactics, flashcards, dictionary use, word part analysis, memorization, key word approach, cognitive and metacognitive strategies, and the incorporation of digital technology are examples of these (Kurt & Bensen, 2017). Using videos and movies to expand English vocabulary and give English learners additional opportunities to use the language is viewed as a very effective strategy. Videos, it is said, help cadets improve their learning and acquisition of ESL terms (Andriano, 2019; Arramany, Sutarsyah, & Nurweni, 2017; Ashcroft, Garner, & Hadigham, 2018).

One aspect of teaching is the use of media related to the teacher's chosen subject. The three major media categories are visual media, aural media, and audiovisual media. A. Kristanto, A. Mariono, and D. W. Nuryati (2018). The elements of media are grouped into three categories: sound, visual, and motion. Technology, information, and media all advanced rapidly, becoming more complex and informed. The first implies visual tools that can be seen, the second means auditory tools that can be heard, the third means combining visual and auditory tools, and the last means dramatization (playing a role or puppet game). Classification, as defined above, describes the attributes or traits unique to each medium based on its purpose and intent. According to Kusumawati (2018), utilizing a film to teach a foreign language can help encourage cadets and alleviate some of the anxiety associated with not understanding

the language. The use of a movie in the classroom not only allows the teacher to provide variety and reality into the classroom, but it also allows cadets to contribute their own background knowledge and experiences into the conversation. Furthermore, Maru et al. (2021) state that movies are required by teachers to ensure their involvement in boosting their students' learning in the classroom. Natalia et al. (2021) also mentioned that movies provide a rich resource that is appealing to both cadets and teachers.

In terms of English learning, particularly vocabulary learning, subtitle movies may expose cadets to realistic circumstances, making it simpler for them to converse and form opinions. Furthermore, seeing a movie with English subtitles can assist cadets improve their vocabulary acquisition because they can readily understand the terms by taking notes on the story in the movie. Natalia and colleagues 2021).

There are deeply held beliefs about the use of English subtitles instead of Indonesia subtitles when watching English movies. English subtitles make it easier for cadets to learn English since they can understand the context of a specific word. On the other hand, Indonesia subtitles make it harder for cadets to learn English since they force them to read only the subtitle translation from the movie they are watching (EF English Centers for Adults, 2018). Cadets can learn how to pronounce various words and acquire new vocabulary and idioms by using English subtitles. The usage of English subtitle movies may be useful in improving cadets' reading and listening comprehension, word recognition, and vocabulary acquisition. (I Putu, 2002).

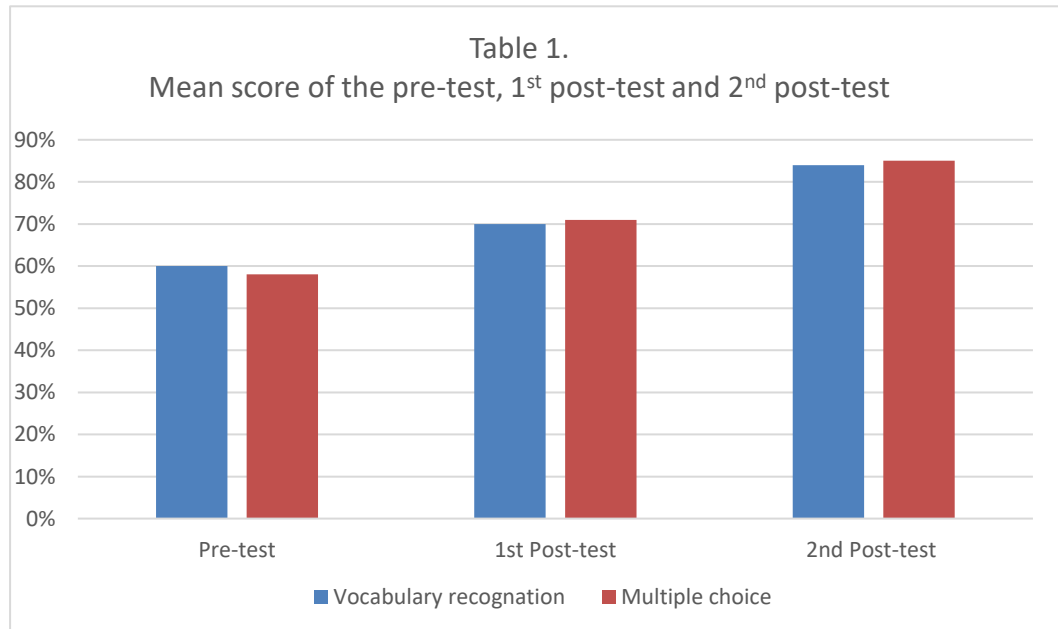
Subtitles, according to Kusumawati (2018), make an accented language understandable to any viewer. To understand the content of a movie, subtitles play a significant part in bridging the audience's needs, such as delivering the word in the audience's native language and culture. Because if the audience does not comprehend the content of the utterance, they will automatically read and process the subtitles in their original language. However, when the subtitles are in the film's language, the viewer can hear the new accent while reading the text. Hearing and reading foreign words at the same time helps the audience assimilate what they hear through their phonetic grasp of the language, so that they can understand future words as they come up and become accustomed with the sounds of their new language. Movies, according to King (2002), "provide more pedagogical options and a rich resource of intrinsically motivating materials for learners." When cadets watch movies, they can learn some of the words and phrases used in the movies, and by watching subtitled movies, they can learn how to pronounce many words, as well as acquire new vocabulary and idioms.

Cadets' reading and listening comprehension, word recognition, and vocabulary acquisition may benefit from the use of subtitled movies.

FINDINGS AND DISCUSSION

SPSS 19 was used to analyze the effects of subtitled clips on new vocabulary development. The pretest results for all groups show that group A's mean score is 50.0341 and group B's mean score is 50.1179. The results showed that all groups' vocabulary knowledge is nearly same, with no significant variation between them. SPSS 19 was used to examine this result.

After assessing the pretest results, the posttest results were assessed after the end of the treatment. The descriptive statistics of the participants' performance in separate groups show that group A's mean score is 53.5145 and group B's mean score is 50.4828. The mean score of each group and comparison with the pretest mean show that all groups fared better on the posttest and that the mean of all groups significantly increased. As seen by group A's mean score of 53.5145, the group with subtitle outperformed the other groups and earned the highest mean score. The experimental group without subtitles outperforms the group with subtitles.



The graph above depicted the students' vocabulary growth. The graph also indicated that after the students viewed the movie, their mean test score increased. As a result, subtitled movies can be claimed to have assisted students in learning new language. The second post-test's mean findings were higher than the first post-test's

results. The students watched the movie with bimodal subtitling in the first post-test, and the movie was played with L2 audio and L1 subtitles. The film was then shown again with conventional subtitling in the second post-test. The kids appeared to understand the terminology better after watching the movie a second time and using the normal subtitling.

The test findings revealed that the group that watched the English movie without subtitles scored lower than the group that watched the English movie with subtitles. The t-test findings showed a significant difference between the two groups. This means that seeing a movie with subtitles improves cadets' vocabulary performance better than watching a movie without subtitles. It was discovered that watching English movies with subtitles improved cadets' vocabulary.

The findings show that when movies were used as a pedagogical method to teach vocabulary, both groups' vocabulary knowledge improved considerably. The use of movies appears to improve ESL students' English language ability (Rao, 2019). The findings are consistent with the findings of Sadiku (2018)'s research on the impact of subtitling on vocabulary development. The findings of this research suggest that Interlingua subtitles aid improved vocabulary acquisition for both short and long term memory, particularly when displayed to cadets in deliberate learning situations, i.e. with teacher support and instructions. These findings extended prior research by investigating many elements that may influence language acquisition while viewing movies.

Furthermore, according to the results of the interviews, many cadets believe that watching movies with English subtitles improves their language knowledge. When opposed to watching movies without subtitles, the majority of cadets favored watching movies with subtitles. This is consistent with Rao (2019), Muntane (2016), and Zulfami (2020) findings. However, one student (cadet A) claimed that 'subtitles hurt my eyes' and that watching movies without subtitles is better for one's health, thus she chose to watch movies without subtitles. It appears that Cadet 5 was concerned about the consequences of subtitles on her eyes in terms of health, rather than the fact that it was in English, making it difficult to read, grasp, and follow at the same time.

Cadets who were glad to see movies with subtitles claimed that subtitles improved their comprehension of the film. Several of them also indicated that films are easier to understand. According to Cadet 23, "movies with subtitles make you understand the entire movie" and "you don't miss anything." When cadets were asked the same question about vocabulary knowledge, they all agreed that subtitles facilitate

vocabulary learning, particularly in terms of mechanical accuracy, i.e. spelling. This was obvious in Cadet 23's and Cadet 1's words: 'it is easier to learn the spelling of the word' (cadet 23), and 'seeing the word teaches the word' (cadet 1).

On the other hand, one of the participants mentioned that she had spelling problems, which subtitles solve. 'I cannot recall how words are written when I hear, the word sounds different and when you write it, it is spelled differently in English,' she added, adding that 'learning vocabulary like this helps with learning the language' (cadet 11).

This research discovered the effect of seeing a movie with English subtitles on vocabulary understanding in their speaking ability. After watching the movie with subtitles, the research participants learnt and acquired a lot of new language. Watching movies with English subtitles not only entertains the cadets, but also helps them understand the language they speak in a variety of ways and accents (Ebrahimi, Bazaee, 2016)

CONCLUSION

Based on the findings of the analysis and discussion, which show significant differences between pre-test and post-test, the conclusion that can be drawn from this research is that e-learning can boost the ability of marine English vocabulary from the ETO Shipping department. Based on the statistics data, two groups of pupils were established: one with movie subtitles and one without. They were subjected to the same therapy with two distinct ESP vocabulary and comprehension media (movies with and without subtitles).

Overall, both groups were delighted about the movie as their media for vocabulary understanding in this research. Both groups have made substantial progress in terms of movie vocabulary. However, it did not follow with the comprehension; statistical calculations proved that the students' comprehension did not develop like the other variable. The students' comprehension is limited to the film; they fail to develop themselves in order to gain and connect with the relatives of other subjects.

This research on watching a movie with subtitles found that movies can help learners understand the language they speak in a variety of ways, including many accents (Ebrahimi, Bazaee; 2016). However, this research demonstrated that subtitles had no effect on students' vocabulary because the film was only shown once. Perhaps, at the moment, more than once would be more beneficial to the L2's vocabulary development.

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