The Use of English Caption to Develop College Students' Vocabulary Size

Maryama Putri Kumala
Univesitas Negeri Surabaya, Indonesia
E-mail : maryama9220@gmail.com

Abstrak

Tujuan dari penelitian ini adalah untuk mendeskripsikan preferensi siswa, dan untuk membandingkan skor ukuran kosa kata antara mahasiswa yang menonton film dengan dan tanpa teks bahasa Inggris, dan untuk mendeskripsikan manfaat menonton film dengan dan tanpa teks bahasa Inggris berdasarkan pilihan dan opini siswa. Penelitian ini menggunakan metode kuantitatif dan kualitatif. Subjek penelitian ini adalah 42 mahasiswa yang kemudian dibagi menjadi yang biasanya menonton film dengan dan tanpa teks bahasa Inggris. Instrumen penelitian dalam penelitian ini adalah angket terbuka dan tes online. Data dari angket terbuka dianalisis secara kualitatif sedangkan data kuantitatif dianalisis dengan uji t-test. Hasil penelitian menunjukkan bahwa sebagian besar peserta biasanya menonton film dengan teks bahasa Inggris. Ada perbedaan skor yang signifikan antara kelompok siswa yang menonton film dengan dan tanpa teks bahasa Inggris karena signifikansi tes 0,042 dan 0,046 lebih rendah dari 0,05. Manfaat menonton film dengan teks bahasa Inggris adalah mendapatkan kosa kata baru, meningkatkan pengucapan, melatih keterampilan mendengarkan, dan lebih mudah memahami film. Manfaat menonton film tanpa teks bahasa Inggris adalah memahami film, semakin mudah dibaca, mengetahui makna langsung kosakata, menikmati film dan mendapatkan kosakata baru.
Kata Kunci: Teks Bahasa Inggris, Mahasiswa, Ukuran Kosakata.

Abstract

The purpose of this study is to describe students' preference, and compare the vocabulary size score between college students who watch movie with and without English caption, and describe the benefit of watching movie with and without English caption based on students' preference and opinion. This research used both quantitative and qualitative methods. The subject of this study were 42 college students which then divided into who usually watch movie with and without English caption. The research instruments in this study were open-ended questionnaire and online test. The data from open-ended questionnaire were analyzed qualitatively while the quantitative data were analyzed using t-test. The results showed that most of the participants usually watch movie with English caption. There was significant score differences between group of students who watch movie with and without English caption because the significant of the test were .042 and .046 lower than .05. Benefits of watching movie with English caption were gaining new vocabulary, improving their pronunciation, training their listening skill, and getting easier to understand the movie. Benefits of watching movie without English caption were understanding the movie, getting easier to read, knowing the direct meaning of vocabulary, enjoying the movie, and gaining new vocabulary.
Keywords: English Caption, College Students, Vocabulary Size.

INTRODUCTION

Vocabulary can be defined as an important part of the language that used to communicate. Lack of vocabulary is one of the factors of someone's inability to speak hence it will be harder to communicate in target language (Khan, Radzuan, Shahbaz, Ibrahim, & Mustafa, 2018).

One of the most important parts to communicate is vocabulary, in this era, we can gain new vocabulary in different ways. Vocabulary is part of language that is used to communicate by delivering meaning of what the speaker wants to say. Vocabulary knowledge is the quality of vocabulary or how well the words are known (Schmitt, 2017). Vocabulary knowledge is related with knowledge of individual aspect such as how they deliver the vocabulary, how they use it, and how they elaborate the vocabulary. It is also related with collocation, forms, meaning and senses, it depends on someone perspective. Baharudin & Ismail (2014) claimed that many researchers only focus on emphasizing on four main skills which were listening, speaking, writing and reading, so study about vocabulary learning has been sidelined

Vocabulary size is the number of words or word families which form and create meaningful sentences (Milton & Treffers-Daller, 2013). The more vocabulary size you know, the easier it will be for you to communicate, but it also depends on how you use the words and link it to other words to create sentences. Vocabulary size can be measure by vocabulary size test, it can measure how many words you know on written form. Usually, vocabulary size test contains a large number of items that were carefully designed and made to make the data more valid. Lately, there are two ways to do vocabulary size which are bilingual or two languages and via online (P. Nation & Coxhead, 2014). Nation (2006) claimed that foreign learner university students should have at least 6000 – 7000 vocabulary words to be able to listen without external help or read without looking at dictionary to find out the meaning. The ideal coverage of vocabulary size is 8000 - 9000 to deal with written text (newspaper, novel, book and etc) and 6000 - 7000 to deal with spoken text (verbal communication with someone). So, they will be able to communicate in written or spoken form easily without any difficulties.

During the last decades, audiovisual input becomes a famous tool to learn English because it is more interesting and more engaging for students. Recently, audiovisual input is more suitable for this era because it provides the material with visual presentation and it can motivate students to be more communicative (Barani, Mazandarani, & Rezaie, 2010).

Webb (2010) analyzed that watching movie regularly over long period of time can make learner learn new vocabulary in a large number of words. Teacher and learned must be aware that movie can help learners to learn language and to learn L2 vocabulary extensively. It also claimed by Sabouri, Zohrabi, & Osbouei, Z. (2015) implementation of watching movie can improve students' learning and vocabulary size. The group of students who watch movie performed better on their vocabulary test achievement and their score increase significantly than control group. It is because cartoon and movie use communicative language extensively by their cultural aspect. Ashcroft, Garner, & Hadingham (2018) claimed that popular movie can be a useful language learning tools. Pitriana & Jufri (2015) claimed that movie can be one of alternative materials to help learners and teachers in gaining vocabulary through movie can be done outside of classroom using any kind of devices, such as laptop, compute, or smartphone, which makes it easier to provide the media. Ulfa (2018) also agreed that movie can help students to master vocabulary in teaching and learning activities. To increase students' motivation, teachers should be more creative and innovative by giving them interesting and unique media, so that students will not feel bored in learning English. Amalia (2017) also agreed that watching movie can significantly improve students' vocabulary mastery.

Kirana & Basthomi (2020) analyzed the vocabulary size and mastery level of English department students at IAIN Ponorogo. The result showed that the students had low vocabulary proficiency; they only knew about 1366-word families, they didn't even master the high-frequency level. It also mentioned by Kurniawan (2017) that first-year college students of UIN Raden Intan English department only had an average

of vocabulary size which was 1400 words. There were also 11 students or 6% from the participants who only had 1000 words vocabulary size. The students who had less than 1000 vocabulary size words said that they had difficulties in understanding both written and spoken text.

Montero Perez, Van, Noortgate, & Desmet (2013) conducted meta-analysis, the finding found out that captioned video had significant effect on students' vocabulary learning. They concluded that captioned videos could contributed in focusing on the form, especially when expressions were used, could encourage attention, and could construct form-meaning and linked them. BavaHarji, Alavi, & Letchumanan (2014) also claimed that viewing captioned videos brought greater vocabulary knowledge. The group who watch movie with caption was consistent with the result.

The previous studies was conducted to only measured students' vocabulary size without concerning what learning media was used, and the participants were not specified based on their preference and came from different semester. Therefore, the researcher wants to know the vocabulary size score differences between eight semester college students' who usually watch movie with and without English caption. While the other studies analyzed the benefit of watching movie with English caption only for students' vocabulary knowledge not based on students' preference and opinion. Therefore, the researcher wants to know the benefit of watching movie with and without English caption based on students preference or habit and opinion.

Therefore, regarding to the background of the study the purpose of this study is to describe students' preference, and compare the vocabulary size score between college students who watch movie with and without English caption, and describe the benefit of watching movie with and without English caption based on students' preference and opinion.

METHODS

This research used mixed method, both qualitative and quantitative method. *Siyoto* (2015) explained that qualitative research is more focused on understanding the data in depth. However, quantitative research is systematic, planned, and structured. Quantitative research arranged data in the form of number, table, diagram, and etc. This study only used one test for the instrument because this study is made to see scores differences between two groups rather than to explain why the differences occur.

The subjects of this study were 42 college students. The students were divided into two groups, the first one was 22 students who usually watch movie with English caption, and the second one was 20 students who usually watch movie without English caption. All participants were senior of English education language study program or in semester eight. In reporting this study the researcher changed the participants' name into pseudonym to keep their privacy.

This research conducted in English education language study program, Universitas Negeri Surabaya because the researcher wanted to know their vocabulary size as well since they already have English skill before. Because of the Covid 19 pandemic, the questionnaire and test were distributed through online open-ended questionnaire and online test by Google form to reduce face to face activities.

The research instrument that was used to collect the data were open-ended questionnaire and online test. The first instrument was open questionnaire, so the participants could answer all questions without doubt and hesitation. The questionnaire was distributed to the participants through Google form. The questionnaire contained four questions related to subjects' preferences in watching movie with and without English caption. The questionnaire adapted from Hung (2011) can be found at British Journal of Educational Technology. Therefore, it was proven that the questionaire is valid and suitable for the first and the third research questions. The second instrument was online test. The type of test is online test with multiple choice that was distributed through Google form. The questions aimed to measured the vocabulary size score for each participant. The test distributed one time because this study is made to see scores differences between two groups rather than to explain why the differences occur. The test contained questions related to vocabulary size. The participants

were asked to choose the closest meaning of the bold words in multiple choice. The test was created by Paul Nation, Victoria University of Wellington, and can be found at http://www.lextutor.ca/. This test is available for free and can be used by teachers and researchers for various purposes. So, it proved that the test is valid and the level of difficulties was suitable for college students.

Before collecting the data, the researcher contacted students in English education language study program. The researcher asked permission to the participant, whether they were willing to become the participants or not and explained the aim of the study. The researcher explained what the participants were going to do and the guidelines. The researcher distributed the link of the open-ended questionaire and online test to the participant throu. The researcher gave times to participants to answer both online test and open-ended questionnaire.

After getting the answer of questionnaire from the participants, the researcher analyzed the data qualitatively. Thus, the stages to answer the second research question were: familiarizing and organizing, the researcher read and reread the questionnaire's answers and then arranged the data into a table to answer the first research question. The researcher did the same for the third research question. Second, Coding and reducing, the researcher categorized the answers into several codes and tried to reduce unimportant data. Third, Interpreting and representing, the researcher interpreted the code and represented the data into diagram with percentage.

After getting the score of the test from the participants, the researcher calculated the data using t-test. Using t-test calculation, the researcher analyzed the data quantitatively. However, several calculations used by the researcher included calculating normality and homogeneity variances of the test before calculating with independent sample t-test.

RESULTS AND DISCUSSIONS

College Students' Preference

The result showed that, out of 42 students, 22 of them usually watch movies with English caption while 20 of them usually watch movies without English caption. It could be concluded that most of the students usually watch movie with English caption rather than without English caption.

Table 1. College Students' Preference

Students' Preference	Descriptive Statistics	
	N	Percentage
With Caption	22	52%
Without Caption	20	48%

The result showed that most students preferred to watch movies with English caption rather than without English caption. 52% of the students prefered to watch movie with English caption and 48% of the students prefered to watch movie without English caption. H. T. Hsu (2018) claimed that, for foreign learners, using captioned videos in classroom activities would gain more attention compared to the traditional one. They conducted research and found out that watching movie with caption significantly improved students' vocabulary learning. It also revealed that watching movie with caption improved students' vocabulary learning in short term and long term condition. Watching movies with caption became innovation to learn English in interesting way.

Vocabulary Size Score Differences

After distribuing the online test, the researcher getting the score from each participants. The researcher found that the total average of College Students' vocabulary size score was 7.700 words. The lowest

vocabulary size score was 4.400 words and the highest vocabulary size score was 10.800 words. After getting the vocabulary size score in total, the researcher separated the participants based on their preferences into a table. It showed that the mean scores of both groups were different. The mean score of 22 students who usually watch movies with English caption was 82.36 while the mean score of 20 students who usually watch movies without English caption was 71.55. The mean score of 22 students who usually watch movie with English caption was higher than 20 students who usually watch movie without English caption. The difference was quite big which was 8.8.

The standard deviation for group who usually watch movie with English caption was 14.572 since it was lower than the mean score, it could be concluded that the sample represent the population. The standard deviation for group who usually watch movie without English caption was 18.763 since it was lower than the mean score, it could be concluded that the sample represent the population.

Table 2. Descriptive Statistics

Group	Descriptive Statistics			
	N	Mean	Std. Deviation	Std. Error Mean
With Caption	22	82,36	14,572	3,107
Without Caption	20	71,55	18,763	4,196

Before calculating the data with independent sample t-test, the researcher made sure that the data were normal and homogenous. If the significant of the test higher than .05 it meant the data was normal, but if the significant of the test lower than .05 it meant the data was not normal. After calculating the normality it was found that the significant of the test was .215 for group of students who usually watch movie with English caption, and .169 for group of students who usually watch movie without English caption. Both of the significant of the test were higher than .05, so it could be concluded that the data was normal.

The data could be considered homogeneous if the significant of the test was higher than .05. after calculating the data, the result showed that the significant of the test was .170. So, it could be concluded that the data was homogenous.

After making sure the data was normal and homogeneous, the researcher started to calculate the independent sample t-test to find out whether there was any significant score differences between both of the group. If the significant of the test was lower than .05 it meant that there was significant score differences between group of students who watch movie with English caption and without English caption. However, if the significant of the test was higher than .05 it meant that there were no significant score differences between the two groups. The result of Independent sample t-test that had been calculated before was reported the t value and effect as follows:

"The Vocabulary size scores of the students who usually watch movie with English Caption"
(M=82.36, SD=14.572, SEM=3.107), t(22)=2.097, p=.042 than
"The Vocabulary size scores of the students who usually watch movie without English Caption"
(M=71.55, SD=18.763, SEM=4.196, t(20)=2.071, p=.046

The result showed that the significant of the test were .042 and .046. It was lower than 0.05, so it could be concluded that there was significant score differences between group of students' who watch movie with English caption and without English caption.

The result showed that there was significant vocabulary size score differences between college students who usually watch movie with English caption and without English caption. The significant 2 tailed of independent sample t-test found .042 and .046 lower than 05.

Peters, Heynen, & Puim (2016) claimed that learners who watch movie with caption indicated potential increase while learning English rather than group of students who watch movie with L1 subtitle. It was because learners gained new vocabulary after listening and watching movies with caption. Using caption while watching movies provided learners with knowledge in visual written form and audio input, so it could help learners to distinguish words from native speakers. It also claimed by (C. K. Hsu, Hwang, Chang, & Chang, 2013) that group of students who watch video with caption performed better in terms of vocabulary acquisition rather than group who doesn't use caption.

The Benefit of Watching Movie With and Without English Caption

After getting the data from online open-ended questionaire, the researcher found several results. Group of students who usually watch movie with caption mostly agreed that watching movie with caption could help them in gaining new vocabulary because 39% of the participants mentioned it. 25% of the participants mentioned that watching movie with English caption could improve their pronunciation because they could listen how the actor pronunced the words. 20% of the participants agreed that watching movie with English caption could training their listening skill. Lastly, 16% of the participants agreed that watching movie with English caption helped the participants in understanding what the movie about. Based on students' opinion, the benefit of watching movie with English caption were gaining new vocabulary, improving their pronunciation, training their listening skill and getting easier to understand what the movie about.

Group of students who watch movie without English caption mostly agreed that it helped them understand the movie well because 36% of the participants mentioned it. 24% of the participants mentioned that watching movie without English caption helped them to know the meaning of the words said by the actors. 18% of the participants agreed that, without English caption, it was easier for them to understand the meaning since they only had to read the Indonesian subtitle without having to translate them. 11% of the participants agreed that watching movie without English caption helped them to enjoy the movie more and to gain new vocabulary. Based on students' opinion, the benefit of watching movie without English caption were understanding the movie better, getting easier to read without having to translate it, knowing the direct meaning of vocabulary, enjoying the movie better and gaining new vocabulary.
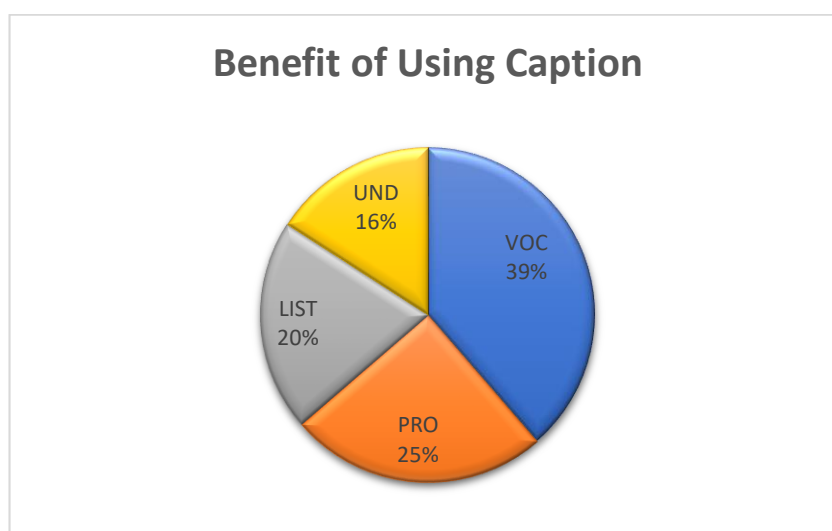

Diagram 1. The Benefit of Watching movie with English Caption

NOTES
UND: understanding more about the story and conversation

LIST: training listening skill
VOC: gaining new vocabulary
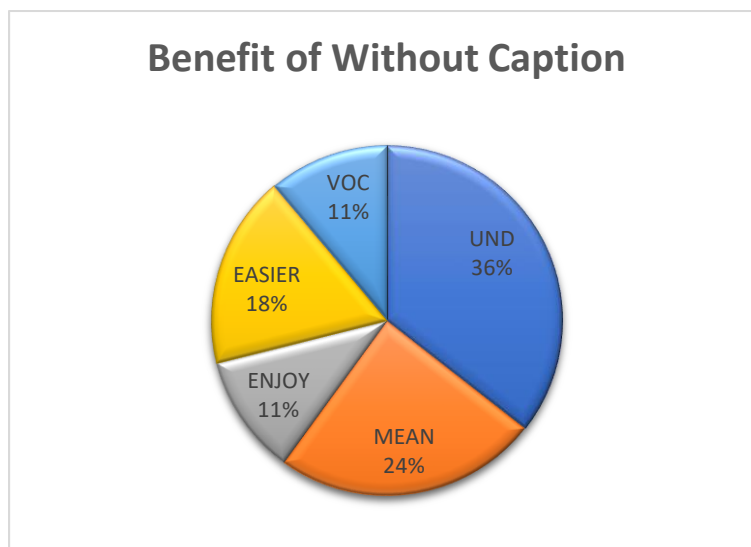PRO: improving their pronunciation

Diagram 2. The Benefit of Watching Movie Without English Caption

NOTES

UND: understanding more about the story and conversation
MEAN: knowing the direct meaning of the words said by the actors
ENJOY: enjoying the movie
EASIER: getting easier to understand the direct meaning
VOC: gaining new vocabulary

The result showed that, based on students' preference, the benefit of watching movies with English caption were gaining new vocabulary, improving their pronunciation, training their listening skill, and getting easier to understand what the movie about. It was also proven by C. K. Hsu, Hwang, & Chang (2014) that the use of caption could improve students' listening comprehension among EFL students. It also helped students to be more focus on new vocabulary that appeared while watching videos. Azizi & Aziz (2019) claimed that captioned video could bring significant improvement on students' vocabulary learning compared to students who didn't use caption. Captioned video give a lot of benefit on English teaching learning process.

The result showed that, based on students' preference, the benefit of watching movies without English caption were understanding the movie better, geting easier to read without having to translate it, knowing the direct meaning of vocabulary, enjoying the movie better and gaining new vocabulary. It was proven by Aydin Yildiz (2017) that subtitle could improve students' vocabulary learning and acquisition for EFL learners. However, several studies didn't support this claim because the significant difference was small and was not as large as the group using caption.

Finally, based on the results and discussions above, the recent study showed that the average vocabulary size score of eight semester's college students in English language education program Universitas Negeri Surabaya was higher than the ideal score. Nation (2006) claimed that the ideal vocabulary size score of foreign students was 6000 – 7000 words. The vocabulary size score of group of students who usually watch movie with English caption were higher than the other group. While, based on students' preference and opinion, there were several benefits of watching movie with English caption and without English caption, not only about vocabulary knowledge as it claimed by the previous studies. The researcher hopes this study help the readers to be able to use apropriate and interesting media to develop their English skill.The limitation of

this research were: first, it conducted only to seeks score differences between group of students who usually watch movie with and without English caption rather than to explained why the difference occured. Second, this research focused on the benefit based on students' preferences, but it didn't explained the reasons behind students' preferences.

CONCLUSION

Based on the result of the study, it could be concluded that most of the students prefer to watch movie with English caption rather than without English Caption. As the descriptive statistic presented before, the group who usually watch movie with English caption gained the higher score than other groups. According to the result of independent t-test, there was significant difference between both of the group. Based on students' opinion, the benefit of watching movie with English caption were gaining new vocabulary, improving their pronunciation, training their listening skill and getting easier to understand what the movie about. However, the benefit of watching movie without English caption were understanding the movie better, getting easier to read without having to translate it, knowing the direct meaning of vocabulary, enjoying the movie better and gaining new vocabulary.

REFERENCES

Amalia, L. (2017). Teaching Vocabulary Through Movie toImprove Vocabulary Mastery of the First Grade Students at SMPN Bandar Lampung. *UNILA Journal of English Teaching (U-JET)*, 1–77. Retrieved from http://digilib.unila.ac.id/

Ashcroft, R. J., Garner, J., & Hadingham, O. (2018). Incidental vocabulary learning through watching movies. *Australian Journal of Applied Linguistics*, *1*(3), 135–147. https://doi.org/10.29140/ajal.v1n3.89

Aydin Yildiz, T. (2017). The Effect of Videos with Subtitles on Vocabulary Learning of EFL Learners. *International Journal of Humanities and Social Science*, *7*(9), 125–130. Retrieved from www.ijhssnet.com

Azizi, S., & Aziz, A. A. (2019). the Effect of Intralingual Caption on Students' Vocabulary Learning. *International Journal of Advanced Research in Education and Society*, *1*(3), 12–22. Retrieved from http://myjms.moe.gov.my/index.php/ijares

Baharudin, H., & Ismail, Z. (2014). Vocabulary learning strategies and arabic vocabulary size among pre-university students in Malaysia. *International Education Studies*, *7*(13), 219–226. https://doi.org/10.5539/ies.v7n13p219

Barani, G., Mazandarani, O., & Rezaie, S. H. S. (2010). The effect of application of picture into picture audio-visual aids on vocabulary learning of young Iranian ELF learners. *Procedia - Social and Behavioral Sciences*, *2*(2), 5362–5369. https://doi.org/10.1016/j.sbspro.2010.03.874

BavaHarji, M., Alavi, Z. K., & Letchumanan, K. (2014). Captioned instructional video: Effects on content comprehension, vocabulary acquisition and language proficiency. *English Language Teaching*, *7*(5), 1–16. https://doi.org/10.5539/elt.v7n5p1

Dr. Sandu Siyoto, SKM., M.Kes. (2015).

Hsu, C. K., Hwang, G. J., & Chang, C. K. (2014). An automatic caption filtering and partial hiding approach to improving the english listening comprehension of EFL students. *Educational Technology and Society*, *17*(2), 270–283.

Hsu, C. K., Hwang, G. J., Chang, Y. T., & Chang, C. K. (2013). Effects of video caption modes on english listening comprehension and vocabulary acquisition using handheld devices. *Educational Technology and Society*, *16*(1), 403–414.

Hsu, H. T. (2018). Incidental professional vocabulary acquisition of EFL business learners: Effect of captioned video with glosses. *JALT CALL Journal*, *14*(2), 119–142. https://doi.org/10.29140/jaltcall.v14n2.227

Hung, S. T. (2011). Pedagogical applications of Vlogs: An investigation into ESP learners perceptions. *British Journal of Educational Technology*, *42*(5), 736–746. https://doi.org/10.1111/j.1467-8535.2010.01086.x

Khan, R., Radzuan, N., Shahbaz, M., Ibrahim, A., & Mustafa, G. (2018). The Role of Vocabulary Knowledge in Speaking Development of Saudi EFL Learners. *Arab World English Journal*, *9*(1), 406–418. https://doi.org/10.24093/awej/vol9no1.28

Kirana, D. P., & Basthomi, Y. (2020). Vocabulary size among different levels of university students. *Universal Journal of Educational Research*, *8*(10), 4357–4364. https://doi.org/10.13189/ujer.2020.081001

Kurniawan, I. (2017). Assessing English Students` Vocabulary Size of Lampung State Islamic University. *Humaniora*, *8*(4), 381. https://doi.org/10.21512/humaniora.v8i4.3909

Milton, J., & Treffers-Daller, J. (2013). Vocabulary size revisited: The link between vocabulary size and academic achievement. *Applied Linguistics Review*, *4*(1), 151–172. https://doi.org/10.1515/applirev-2013-0007

Montero Perez, M., Van, W., Noortgate, D., & Desmet, P. (2013). Captioned video for L2 listening and vocabulary learning: A meta-analysis. *System*, *41*, 720–739. https://doi.org/10.1016/j.system.2013.07.013

Nation, I. S. P. (2006). How large a vocabulary is needed for reading and listening? *Canadian Modern Language Review*, *63*(1), 59–82. https://doi.org/10.3138/cmlr.63.1.59

Nation, P., & Coxhead, A. (2014). Vocabulary size research at Victoria University of Wellington, New Zealand. *Language Teaching*, *47*(3), 398–403. https://doi.org/10.1017/S0261444814000111

Peters, E., Heynen, E., & Puim, E. (2016). Learning vocabulary through audiovisual input: The differential effect of L1 subtitles and captions. *System*, *63*, 134–148. https://doi.org/10.1016/j.system.2016.10.002

Pitriana, D., & Jufri. (2015). the Use of Cartoon Movie As a Media in Teaching Vocabulary To Young Learners. *Statewide Agricultural Land Use Baseline 2015*, *1*(September), 106–113.

Sabouri, H., Zohrabi, M., & Osbouei, Z., K. (2015). The impact of watching English subtitled movies in vocabulary learning in different genders of Iranian EFL learners. *International Journal on Studies in English Language and Literature*, *3*(2), 110–125.

Schmitt, N. (2017). Size and Depth of Vocabulary Knowledge Size and Depth of Vocabulary Knowledge: What the Research Shows Norbert Schmitt University of Nottingham. *Running Head*, 1–55. Retrieved from http://eprints.nottingham.ac.uk/32299/1/Schmitt_final_version_LL.pdf

Ulfa, F. (2018). Teaching Vocabulary Using Cartoon Movie. *Journal of Languages and Language Teaching*, *5*(1), 23. https://doi.org/10.33394/jollt.v5i1.330

Webb, S. (2010). A corpus driven study of the potential for vocabulary learning through watching movies. *International Journal of Corpus Linguistics*, *15*(4), 497–519. https://doi.org/10.1075/ijcl.15.4.03web