




Using Animated Videos with Subtitles to Help Improve Vocational Students' English Vocabulary

Ida Nyoman Tri Darma Putra ^{1)*}, I Gede Widya Suputra ²⁾

¹ Universitas Nusa Cendana, Lecturer, Mataram, Indonesia

² Sekolah Tinggi Pariwisata Mataram, Lecturer, Mataram, Indonesia

Email First Author* : ida.nyoman.putra@gmail.com

ARTICLE INFO	ABSTRACT
Article history	The objective of this study is to investigate the utilization of animated video subtitles as a means to enhance their English vocabulary. The present study employed a quantitative experimental approach, utilizing individuals from Hospitality and Tourism students of STP Mataram. The individuals included in this study consisted of 50 students as respondents. The data collection process consists of three distinct stages: pre-test, treatment, and post-test. The data obtained from this study will be analyzed in order to determine if there are significant differences in outcomes between the experimental and control groups. The experimental group was provided with animated videos accompanied by subtitles, while the control group did not receive this treatment. The analysis of the data showed that the utilization of animated video media accompanied by subtitles displayed a significant impact on the enhancement of English vocabulary among students. Based on the analysis of the collected data, it can be concluded that the use of animated video media accompanied by subtitles leads to a significant enhancement in the vocabulary acquisition.
Received : March, 25 th 2023	
Revised : May, 19 th 2023	
Accepted : June, 12 th 2023	
	
Keywords:	<i>Animated, Videos, Vocabulary</i>

1. Introduction

The acquisition of English as a global language is vital for effective communication and maintaining a competitive edge in the current globalized society. Insufficient mastery of vocabulary might hinder students' ability to effectively express their ideas and comprehend information and subject matter in the English language. Vocabulary may be defined as the collection of words in a certain language (Sayekti, 2015). The proficiency of an individual's vocabulary can have an influence on their communication skills. Individuals with a high level of vocabulary mastery tend to find it easier to construct coherent sentences compared to those with limited vocabulary proficiency. The acquisition of vocabulary in a second language becomes increasingly challenging in the absence of proficiency in communication

skills. This suggests that in the process of studying English as a foreign or second language, it is important for the learner to possess an extensive vocabulary in order to facilitate and enhance the learning experience, hence enabling students to effectively communicate their language proficiency (Rohmatillah, 2014). Vocabulary refers to the smallest unit of speech that is processed by individuals to convey meanings and facilitate communication with others (Astiyandha, 2019). It may be inferred that vocabulary refers to a collection of terms specific to a certain language, which are utilized by individual speakers of this language. Furthermore, the acquisition of vocabulary plays a crucial role in language development and serves as a fundamental component for students to enhance their proficiency in the four language skills.

In the language development, students or learner necessitate stimulation derived from their proximate environment. According to a study conducted by Astuti and Aziez (2021), it has been shown that vocabulary constitutes a crucial element of language acquisition, playing a vital role in the process of language learning. The acquisition of English vocabulary should be facilitated through appropriate and engaging instructional strategies, with the aim of motivating learners to engage in the process of language acquisition. The term "medium" originates from the Latin word "medius," which conveys the notions of being in the middle, intermediate, or beginning (Wahid, 2018). The term "learning media" refers to a comprehensive learning element including many components such as messages, individuals, resources, tools, techniques, and the learning environment, all of which have an impact on the academic achievements of students (Cahya Firdaus, 2017). In accordance with the findings of Widiyanto (2017), learning media serves as a valuable instrument to support teachers in their instructional endeavors. The media serves as a channel via which knowledge is conveyed to students, enhancing the comprehensibility and engagement of the learning process. According to Miftah (2013), the utilization of media represents an optimal approach in harnessing the full potential of system components and learning resources to effectively achieve specified learning objectives. In order to comprehend the subject matter, it is crucial to grasp the underlying concept. It might be argued that the utilization of media or instructional tools is necessary to effectively convey concepts to students in a manner that facilitates their comprehension. The utilization of media is essential for students to effectively assimilate, recall, and maintain the knowledge imparted to them. The utilization of technology in every situation requires the education sector to enhance its flexibility in

creating diverse learning aids and media using information technology. This is essential for optimizing the efficiency of the entire learning process.

Different forms of media have the potential to enhance students' creativity and innovation, therefore making the learning experience more meaningful. Additionally, these media platforms have the ability to captivate students' interest and attention, thereby facilitating their engagement in the learning process. Numerous scholars have put forth compelling data indicating that media has a beneficial impact on language acquisition due to its provision of abundant and genuine input that is readily comprehensible (Goijian, 2014). Various forms of media, including games (Petrus, 2016), animation videos (Mubarok et al., 2017), and flashcards (Widiastuti, 2014), have been investigated and utilized for educational purposes. The use of visually dynamic elements, such as moving images or objects, into educational media has been found to captivate students' attention and enhance their engagement in activities including question responding and vocabulary retention. Numerous scholars have undertaken investigations about the utilization of animated video media in English language instruction. According to Marlianingsih's (2016) study, the utilization of audiovisual media or animated films has been found to enhance children's proclivity towards learning and improve their understanding of English language.

In order to enhance the efficacy of English vocabulary learning, employing audio-visual media, namely animated films, has proven to be an approach that captivates the interest of youngsters. Animation is a visual representation that imbues a character with vitality, so creating a semblance of realism. As stated by Mayer and Moreno (2002). Animated video is a form of visual presentation characterized by its aesthetic appeal and incorporation of dynamic imagery to depict an object or subject matter. This form of media is seen more appealing for capturing the attention of youngsters because to its utilization of both auditory and visual elements. Additionally, accompanying audio, such as speech or ambient music, enhances the visual depiction. The use of animation in educational activities has several benefits, including the enhancement of students' critical thinking abilities. This may be attributed to the multi-sensory nature of animation, as it engages students visually, auditorily, and verbally. Enables pupils to engage in tangible actions or envision a scenario or procedure. Animation may serve as a means to engage students in the learning process and can be a valuable tool for assessing their understanding and analytical abilities in specific subject areas. According to Hayati and Rahimia's (2021) research findings, video media

plays a crucial role in the acquisition of English language skills. Video media is a highly successful tool for the introduction of the English language.

Research has indicated that animated movies possess a heightened impact on students, as seen by their ability to enhance vocabulary acquisition and increase academic performance. Several studies have been undertaken to examine the utilization of animated video media for enhancing language proficiency. The advantages of enhancing one's vocabulary through the utilization of media are rather substantial. Animated movies have the potential to facilitate absorption, enhance the enjoyment of learning, support vocabulary development, and increase the productivity of English language acquisition (Ridha et al., 2022).

The accessibility of language learning has significantly increased as a result of the integration of multimedia, which incorporates spoken information and comprehensive visual context, including subtitles. For instance, the utilization of subtitles in animated films, which combine textual and visual elements to convey spoken content, is more inclined to stimulate the cognitive processes associated with both linguistic and visual coding systems, as compared to relying just on auditory or visual stimuli. Interestingly, the utilization of animated videos accompanied by subtitles has been found to potentially enhance students' language recognition skills. By engaging with subtitle animation films, students have the opportunity to cultivate several linguistic attributes. In addition to comprehending word meanings, individuals may acquire knowledge regarding the contextual circumstances in which these words are appropriately employed. The acquisition of vocabulary can be facilitated by the utilization of animated films in conjunction with subtitles, so enabling students to familiarize themselves with a limited number of terms. Video is classified as a form of audio-visual media (Laaser & Toloza, 2017), and it has the potential to aid students in acquiring pronunciation skills, as well as expanding their vocabulary and understanding of idiomatic expressions. The utilization of visual media accompanied by English subtitles has the potential to enhance students' listening comprehension skills in the English language. The utilization of animation accompanied by English subtitles can serve as an effective means for individuals to develop their listening skills in the English language, often without conscious awareness. This suggests that, in addition to visually processing the subtitles, individuals also engage in auditory processing by attending to the native speaker's pronunciation as it is presented in the movie.

The incorporation of films into educational settings, particularly the utilization of subtitled animated movies in the English language, has been found to provide substantial positive outcomes in terms of student enthusiasm. There is a growing body of data suggesting that the exposure to media can have a positive impact on language learning. This is attributed to the media's capacity to offer learners with authentic and substantial content that can be readily understood (Hsu et al., 2013). There exist several methodologies via which audio-visual resources, when supplemented with text or subtitles, might serve as efficacious educational tools. For example, one benefit of using visual aids in language learning is that it facilitates the comprehension of auditory input, hence enhancing students' ability to acquire a new language (Danan, 2004). Additionally, the incorporation of visual elements in language instruction not only enhances students' linguistic comprehension but also provides them with other cognitive benefits. Numerous studies have been undertaken in various countries exploring the use of multimedia, particularly subtitles, and their impact on enhancing students' foreign language acquisition.

In addition to the significance of language acquisition in enhancing students' comprehension of English, several research endeavors have sought to investigate the utilization of subtitled animated movies as a pedagogical tool inside the classroom setting. Previous studies have predominantly focused on examining singular language components. However, there is a limited number of studies that have explored the same subject matter in vocational students, particularly those that examine many aspects of language. The primary aim of this study was to examine the potential impact of including subtitled animated movies on the enhancement of vocabulary of students at STP Mataram. The primary objective of this study is to address the utilization of subtitled animated video media to enhance vocabulary acquisition for hospitality and tourism students at STP Mataram.

2. Research Method

This study employed quantitative methodologies via the implementation of an experimental design. The present study was carried out in STP Mataram over a duration of three months of tourism and hospitality vocational students. This research involved 50 students as respondents. The researcher selected two groups for the study: the experimental class, which utilized subtitled animated video media, and the control class, which did not integrate subtitled animation movies.

The method of determining the sample involves the utilization of the simple random sampling approach. The outcome indicates that group or class A has been designated as the control group, whilst Class B has been assigned as the experimental group. Both groups are comprised of 25 students. This study utilized a pre-test, treatment, and post-test model as a means of data collecting in this study. The pre-test activity was administered before to the implementation of the treatment in order to assess the participants' foundational vocabulary abilities. Subsequently, the experimental group had a treatment consisting of five sessions wherein subtitled animated video media was employed. Subsequently, the students are required to undergo a post-test in order to assess the extent to which their vocabulary skills have improved.

3. Research Findings and Discussion

Research Findings

One of the objectives of this study is to ascertain the potential impact of animated films with subtitles on the language acquisition of English. The comparative findings are shown in Tables 1, which are organized into three phases, each phase comprising two substages, in order to effectively achieve the stated purpose. The initial study assessed the outcomes of the pre-test and post-test pertaining to vocabulary and reading abilities within the experimental group. Subsequently, the second study examined these outcomes within the control group. Lastly, the third study evaluated the post-test results for vocabulary and reading skills across both groups. Prior to proceeding with the T-test, it is necessary to first do the normality test. It is required for the data to have a normal distribution. The table below displays the results of the normality test conducted using SPSS 27.

The findings from the data analysis relating to vocabulary in both the experimental and control group are presented.

Table 1 Test of Normality

	Kolmogorov-Smirnov			Shapiro-Wilk		
	statistic	df	sig	statistic	df	sig
Pre-test Experimental Group	.194	25	.175	.850	25	.134
Post-test Experimental Group	.201	25	.187	.851	25	.181
Pre-test Control Group	.205	25	.210	.889	25	.115
Post-test Control Group	.199	25	.125	.910	25	.132

The results of the analysis suggest that both the control group and the experimental group have a collective data vocabulary test. The experimental class had an average Shapiro-Wilk score of 0.134 on the pre-test, which increased to 0.181 on the post-test. The pre-test control group exhibited a value of 0.055, however the post-test control group had a value of 0.57. it can be inferred that the dataset has a normal distribution, as shown by a significance level greater than 0.05.

A prominent difference exists in the mean score results seen before and after to the implementation of the treatment using animated videos method. Based on the provided data, it is obvious that the average vocabulary score for the students in the experimental class before to the treatment using animated videos method had a mean value of 66.35. Conversely, the post-test assessment revealed a higher mean score of 78.55. The significance value is already determined. The p-value for the two-tailed test is 0.000, which is less than the significance level of 0.05. It may be inferred that there exists a significance effect in vocabulary score when employing subtitle animation video media as a means of learning method, as evidenced by the students' performance on the post-test. The findings of the study conducted on the vocabulary in the control class. The comparative findings are displayed in Tables 2. Based on the provided data, it is evident that the control class students' pre-test results display a mean vocabulary score of 63.75, but the post-test yields a mean score of 62.25.

Table 2 Pre-test and Post-test Score

	Mean	N	Std. Deviation	Std. Error Mean
Pre-test Experimental Group	66.35	25	21.321	5.342
Post-test Experimental Group	78.55	25	16.521	4.276
Pre-test Control Group	63.75	25	15.205	4.235
Post-test Control Group	62.25	25	14.065	4.021

Based on the obtained significance value of 0.353, which above the predetermined threshold of 0.05, it may be concluded that both groups show homogeneity as shown by Levene's test for equality of variance. The significance level (2-tailed) of Sig is 0.000, which is less than the predetermined threshold of 0.05. Therefore, it can be concluded that there is a statistically significant difference in the impact of subtitled animated video media treatment on vocabulary learning among vocational students, indicating an increase in learning outcomes. The findings from the data analysis of the independent samples T-test indicate a comparison between the post-test scores of the experimental class and the control class.

Table 3 Independent Sample Test

Levene's Test for Equality of Variances		t-test for Equality of Means				95% Confidence Interval of the Difference				
		F	Sig.	t	df	Sig. (2 Tailed)	Mean differences	Std. Error Difference	Lower	Upper
Vocabulary Test	Equal variances assumed	.932	.353	5.42	48	.000	22.560	5.743	-33.235	-10.263
	Equal variances not assumed					.000	22.560	5.743	-33.193	-10.201

The objective of this study was to investigate the effects of utilizing subtitled animated video media on enhancing vocabulary acquisition. The study had noteworthy results, as indicated by the observed improvement in vocabulary scores in the experimental group, which exhibited a higher average compared to the control group. Consequently, the utilization of animated video media accompanied by subtitles has proven to be a very successful and engaging approach to enhance students' motivation and enthusiasm towards learning, particularly in the domains of vocabulary.

When students are exposed to animated video media, they are compelled to focus on responding to questions, retaining vocabulary, and enhancing their reading comprehension. This is due to the presence of interesting characters, appealing backdrops, as well as visual elements such as images or moving things. As a result, the assessment of students' understanding of the conveyed knowledge is facilitated for the instructor. Additionally, this approach has been seen to inspire instructors to adopt innovative teaching methods. The responsibility of the educator encompasses addressing instances whereby students exhibit disinterest and boredom towards participating in educational activities. In the context of pedagogy, it is important for educators to foster and motivate students to enhance their reading comprehension abilities and expand their vocabulary acquisition. One potential strategy for fostering a conducive teaching and learning environment is the utilization of diverse instructional resources. The level of interest that learners exhibit towards the subject matter significantly influences their cognitive reception of the supplied information.

This discovery aligns with the findings reported by Hwang et al. (2012). The assertion posits that animated videos serve as an interactive medium due to their ability to present flexible media that supports educational activities conducted by teachers. These videos effectively elucidate concepts pertaining to mechanisms or processes, and can be replayed or paused to accommodate the specific needs of students. (Yusuf et al., 2017) also discovered a similar finding, indicating that the utilization of animated media in educational settings has greater appeal for students when compared to alternative forms of animated media. The findings of this study indicate that the implementation of animated video subtitles can have a positive impact on the vocabulary. This outcome is consistent with the research undertaken by Etemadi (2012). The study finding in question has been reported by Canning-Wilson and Wallace (2000). Additionally, the use of visual cues in the movie might facilitate comprehension of the imparted material for students. The findings of this investigation

indicate a notable enhancement in students' English vocabulary subsequent to their utilization of animated video learning medium accompanied by subtitles.

Discussion

Based on the findings, this study provides recommendations relating to this inquiry that valuable for English instructors, students, academic institutions, and future researchers. It is important for English tutor, lecturer or teachers to identify strategies that facilitate active engagement of students in the process of learning and instruction. Therefore, foreign language instructors should wisely select certain educational resources, such as animated movie accompanied with video subtitles, in order to foster a favorable atmosphere that facilitates effective teaching and learning. Consequently, the researcher has optimistic anticipations regarding the potential use of this study for other researchers, enabling them to explore the comprehensive scope of the matter by using diverse skill sets. There is a higher probability that students who are actively involved in the study of media will develop a propensity for becoming engaged readers and will demonstrate improved vocabulary retention when employing animated video subtitles.

Animated movie can provide students with a deeper understanding of facial expressions, gestures, body postures, and contextual cues, even if their cognitive abilities are limited. Videos are widely recognized for their capacity to efficiently convey information and enhance the acquisition of English language skills in an engaging manner. In a study conducted by Kabooaha and Elyas (2018), it was shown that students exhibit greater levels of interest in the learning process when exposed to video-based instructional materials. This heightened interest for the instructor on the dual nature of videos, which both entertain and teach learners. The students were motivated to absorb the novel vocabulary and expressions that were introduced in the movie. Furthermore, the visual and mental stimuli elicited by these films may aid students in the encoding of new language into their long-term memory. According to a study conducted by Yulistianing in 2018, it was demonstrated that students have the potential to enhance their English vocabulary at a rapid pace via the utilization of animated movies.

4. Conclusion

The findings of the study indicate that students as the respondents had improvements in both their vocabulary after engaging with animated movies accompanied by subtitles. The findings of this study indicate that the animated movies accompanied by subtitles has the

potential to enhance students' vocabulary acquisition. The results of a study examining the effects of viewing subtitled animated video media on students' English vocabulary suggest a noticeable enhancement in both domains. This observation becomes evident upon examination of the mean scores of the respective classes, wherein the experimental class exhibits a significantly higher score in comparison to the control class. The use of subtitled animated movies has been demonstrated to positively impact and hold promise for augmenting the vocabulary acquisition of STP Mataram. In general, the utilization of subtitled animated video media with the aim of enhancing vocabulary has a significant influence on an individual's educational aptitude and personal growth. Furthermore, the outcomes of this study might potentially support as a valuable resource for future researchers.

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