English Language Education Students' Perception of the Use of English Subtitled Movies

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ABSTRACT

English is an international language that most people in the world use to communicate. Video or movie is one of the effective media to be used in a language classroom. In the English Language Education Study Program (ELESP) of Sanata Dharma University, movies with English subtitles were used in a class as a learning media. This research aims to know how ELESP students perceive English subtitled movies as learning media. There are two research questions in this research: (1) What is the ELESP students' perception on the use of English subtitled movie? (2) What are the effects of using English subtitled movie for ELESP students? The researcher used a survey as the method in this research. The participants for this research were the students from C class batch 2016. The instruments used by the researcher were questionnaire and interview. The results of this research showed that most of the respondents had a positive perception of the use of English subtitled movies.

Keywords: English subtitled movie, English Language Education, perception

INTRODUCTION

In the educational system, many schools in Indonesia use English as the international language to train the students so that they can deal with the social environment in this millennium era. According to Lowenberg (1991), "English lesson begins in junior high school, with mandatory instruction in English". Nababan (1982) also stated that studying English is important for students from junior high school to get basic knowledge in English (as cited in Lowenberg, 1991).

In English Language Education Study Program (ELESP) at Sanata Dharma University, all classes use English as the main language. A video is one of the effective media to practice a target language in language classrooms. It shows the learners the whole content of the videos and helps them to learn about the grammatical deeper. Furthermore, a video seems to be interesting for the students to study (Gorjian, 2014, para. 3). Ruusunen (2011, as cited in Sari and Sugandi, 2015) stated that the originality, the quality of the movies and some positive effects from the movies on language learning are the reasons to use English movies in EFL classrooms. Students can also improve their motivation because of the existence of foreign language and the entertaining aspects of the movies.

Mostly, the videos or movies given in a class are in English subtitles. According to Gorjian (2014), "subtitled videos showing words and pictures in oral and visual form are more effective to activate both coding systems in the processing than words or pictures alone" (p.1014, para. 5). Vanderplank (1988) declared that by adding English subtitles to the English movies, it may help EFL learners to comprehend authentic video while realizing that they are still in a learning environment to study the target language.

Zanon (2006) argued that although some learners consider subtitles as a distraction from the scene and the speed of the speech, the majority of the learners still use subtitles to help them in understanding the movie and finding new words. Subtitles are also considered disturbing, and it becomes a source of laziness because the learners depend on the text. It may decrease or slow down their listening comprehension skill. However, the subtitles can bring benefits for those who have difficulties in listening because the text helps the learners to monitor the speech (p.42-43).

There is a hesitation whether subtitles help or disturb the learners. Altman, Valenzi, and Hadgetts (1985, as cited in Febryanto, 2011) stated that the way student perceives something, whether it is positive or negative, influences the students' behavioral responses. Therefore, it is necessary to find out the ELESP students' perception of English subtitled movies.

Factors Influencing Perception

According to Silvia (2009), "perception is the process of recognizing (being aware of), organizing (gathering and storing), and interpreting (binding to knowledge) sensory information which deals with the human senses that generate signals from the environment through sight, hearing, touch, smell and taste" (p. 73, chap. 3). Szilagy (2007, as cited in Wahyu Puspitaningtyas, 2018) stated that perception is a process for each individual to receive incoming stimuli, arrange, and translate it into a message that produces an appropriate response. In short, perception is affected by the surroundings.

According to Altman, Valenzi, and Hadgetss (1985), there are four factors infulencing perception (p.86). The first one is selection of stimuli. Each person has different selection of stimuli according to the familiarity, the characteristic, and the experiences. People perceive and select the right thing for them. It means that if the students perceive the English subtitled movies are good for them to learn English, they will choose and select it as their way of learning. The second factor is organization of stimuli. According to Altman et al. (1985), after the data show up, it will be arranged to be meaningful information. It is called organization. The brain carries and commands the data by choosing the specific items and submitting them together based on the experiences from each individual (as cited in Wahyu Puspitaningtyas, 2018). It means that if the students select English subtitled movies to learn English, they will keep using English subtitle to learn English. The third factor is the situation. A person's expectations influence how the person perceives something. If the situation gives a positive atmosphere to the person, the person gives a positive response towards those things. In this case, if the students experience a good perception on the use of English subtitled movies, they will show their positive behaviour to it. The last factor is the person's self concept. The self-concept is important because it determines people's perception. A person self-concept can be explained as their own ideas which are used to decide something. The way how an individual feels and perceives something is known as self-concept (Altman et al., 1985). It means that the students have their own self-concept related to English subtitled movies whether it is an effective or not an effective way to learn English using subtitled movie.

Advantages and Disadvantages of English Subtitled Movies

Wilson and Wallace (2000) stated that subtitles are the text of the dialogue in the movies that can be seen at the lowest part of the screen in long sentences structure (as cited in Roki & Ataee, 2014). According to Zanon (2006), the benefits for using subtitle in video is the help from "image", "sound", and "text" which is related to one another. The students can

learn through picture, sound, and text. Image, sound, and text give support to the students to understand more about the meaning from the video. Sari and Sugandi (2015) also stated that playing English subtitled movies is more effective than playing movies without subtitles because the students can practice their listening skill through the subtitles. Also, by watching the movies in English subtitle, the students can learn the vocabulary implicitly from the subtitle.

In some occasions, subtitles can also disturb and become a source of laziness because the students depend on the text. It may decrease or slow down their listening comprehension skill because they just read the subtitles in the movie (Zanon, 2006). On the other hand, the existence of subtitles can make people difficult to concentrate because they have to focus on both the image and the text. Champoux and Robert (2007) stated that the students might have difficulty in viewing the movie because they need more effort and time to look at the scene and see the subtitle at once (as cited in Sari and Sugandi (2015).

METHOD

This research used a survey research to answer the research questions related to the students' perception of English subtitled movie. According to Tull and Albaum (1973), "a survey research is one of the types of quantitative research which is conducted by using a numerical system in gathering the data. The aim is to understand and predict someone's behavior". This research was conducted at Sanata Dharma University on early March 2020. The participants of this research were 31 students from C class batch 2016 of ELESP. Purposive sampling was used because the researcher chose the typical participants based on the research problems. Ary, Jacobs and Sorensen (2010) stated that the particular or specific sample elements from purposive sampling or judgement sampling are taken from the existed population. A close ended questionnaire and interview activities were used to collect the data.

FINDINGS AND DISCUSSION

The researcher divides this chapter into two parts. The first part is the results of students' perception of English subtitled movies in English Language Education Study Program. The second part is the results and discussion about the effects of using English subtitled movies for ELESP students.

Students' Perception of English Subtitled Movies
There were four statements related to students' perception of English Subtitled Movies in ELESP. The statements would be presented below.

Table 1. Students' Perception of English Subtitled Movies

No	Statements	1 (SD) Strongly Disagree		2 (D) Disagree		3 (A) Agree		4 (SA) Strongly Agree	
		N	%	N	%	N	%	N	%
1.	I like watching a movie with English subtitle.	0	0	5	16.1	13	41.9	13	41.9
2.	I prefer to watch a movie in English subtitle.	2	6.5	6	19.4	13	41.9	10	32.3
3.	English subtitle is difficult to understand.	5	16.1	17	54.7	7	22.6	2	6.5

| 4. | I do not enjoy the movie because of English subtitle. | 12 | 38.7 | 14 | 45.2 | 3 | 9.7 | 2 | 6.5 |

Based on the first statement in Table 1, there were 83.8% of the respondents in total who agreed and strongly agreed that they like watching a movie with English subtitle, 16.1% who disagreed and none of the respondent (0%) who strongly disagreed with this statement. From these percentages, the researcher could conclude that most of the respondents had a positive perception in watching a movie with English subtitle.

The second statement is talking about the students' preference in choosing a movie with English subtitle. The result showed that 41.9% of the respondents chose agree and 32.3% of the respondents chose strongly agree. Meanwhile, the total percentage of disagreement level was 25.9%. It showed that the students preferred to watch a movie in English subtitle. This result is in line with one of the factors of perception stated by Altman, Valenzi, and Hadgetts (1985), which was selection of stimuli. In the selection of stimuli, the respondents selected the right thing for them. They saw that English subtitle was good to learn English, so they preferred to use English subtitled movie.

The third statement asked whether English subtitle is difficult to understand or not. The results revealed that the total percentage of disagreement level was 70.8%. It indicated that the respondents had a positive perception of English subtitle and considered it is easy to understand. This result also confirms one of the factors of perception stated by Altman et al. (1985), which was the situation. If the situation gives a positive atmosphere to the respondents, they give a positive response towards those things. They felt that using English subtitle is good for them, so they gave a positive response. On the other hand, there were 22.6% of the respondents chose agree and only 6.5% of the respondents chose strongly agree.

The last statement in this section talked about a negative statement of using English subtitle. Most of the respondents disagreed with this statement. The difference between the disagreement level and agreement level was apparently significant. It showed that the total percentage of disagreement level was 83.9% while the total percentage of agreement level was 16.2%. It could be concluded that most of the respondents enjoyed the movie even though the movie used English subtitle.

In conclusion, the results from the questionnaire about the students' perception of English subtitled movie showed that the respondents had a positive perception. It was proven by the result of the positive percentage of the questionnaire which dominated the results. Although there were two statements which indicated negative statements about English subtitle, most of the respondents disagreed with those statements and showed their positive attitudes.

There were also five statements related to the students' perception of the implementation of English Subtitled Movies in ELESP. The five statements would be presented below.

Table 2. Students' Perception of the Implementation of English Subtitled Movies

No	Statements	Frequencies of Responses							
		1 (SD) Strongly Disagree		2 (D) Disagree		3 (A) Agree		4 (SA) Strongly Agree	
		N	%	N	%	N	%	N	%
5.	English subtitle is good to learn English in a fun way.	0	0	1	3.2	14	45.2	16	51.6
6.	English subtitle encourages me to learn English.	1	3.2	0	0	14	45.2	16	51.6

7.	I feel tired when reading English subtitles.	6	19.4	13	41.9	7	22.6	5	16.1
8.	I am motivated to learn English using English subtitles.	0	0	6	19.4	11	35.5	14	45.2
9.	I feel comfortable watching English subtitled movies.	0	0	5	16.1	16	51.6	10	32.3

When given the statement that English subtitle is an effective way to learn English, there were 51.6% of the respondents who strongly agreed, 45.2% of the respondents who agreed, 3.2% of the respondents who disagreed and none of the respondents (0%) who strongly disagreed. The results were also supported by the discussion from the interview conducted by the researcher. There were four respondents in the interview. Respondents 1, 2, 3, and 4 said that English subtitled movie is an effective way to learn English because they can get new vocabulary from the subtitle. Respondent 2 also added that the English subtitle could improve the students' listening skills to understand the meaning or context of the movie.

> I believe it is effective because it will help the students who have less ability in listening skills to understand the words by reading the English subtitle. They can also get new vocabulary through the English subtitle. (R2)

The sixth statement stated that English subtitled movie encourages the students in learning English. There were 51.6% of the respondents who chose strongly agree, 45.2% of the respondents who chose agree, 3.2% of the respondents who chose strongly disagree and none of the respondents (0%) who chose disagree. The researcher also conducted an interview related to this statement. Respondents 2 and 3 declared that they felt more encouraged to learn English through English subtitles because they can enjoy the movie while learning at the same time. Furthermore, respondent 1 stated that the subtitle could help him or her in learning new vocabulary.

> Yes, English subtitled movie encourages me in learning English because the subtitle gives me new vocabularies. Also, I could understand the storyline of a movie with the subtitle. (R1)

Based on the results from the fifth and sixth statements, the researcher drew a conclusion that most of the respondents had positive responses toward these statements. Most of them believed that English subtitles could be a fun way to learn English and encourage them to learn English.

The seventh statement addressed the students' fatigue in reading the English subtitle. The results showed that the total percentage of disagreement level reached 61.3% of the respondents and the total percentage of agreement level only reached 38.7% of the respondents. From the results, it was apparent that most of the respondents did not feel tired when reading the English subtitle.

Related to the eighth statement about the students' motivation in learning English using English subtitles, the result showed that the total percentage of agreement level highly reached 80.7% of the respondents. The total percentage of disagreement level for this statement only reached 19.4% of the respondents. Then, the ninth statement talked about a comfortable feeling of watching English subtitled movies. The result also showed that the total percentage of agreement level reached 83.9% of the respondents. Meanwhile, there were only 16.1% of the respondents who chose disagree. The results from the two statements revealed that most of the respondents felt motivated in learning English using English subtitles and felt comfortable in watching English subtitled movies.

In addition, the researcher also conducted an interview to obtain more information about the implementation of English subtitled movies in a class. The interview was about the

students' opinion or suggestion for the lecturers in ELESP regarding the implementation of the English subtitled movies in a class. The respondents said that the lecturers need to give the students English subtitled movies in a class because it is a fun activity to learn English. Respondents 1, 2, and 4 said that the lecturers needed to give the English subtitled movies, especially for the students in the first semester until the third semester. They said that the early semester students still needed more vocabulary items. By watching the English subtitled movies, the students will learn new vocabulary from the subtitle.

> I think it is needed for the students in semester 1-3 because they still need a lot of vocabulary items and their English is still the basic one, so they need help. English subtitle may be their help in class. (R4)

They also added that the lecturers could implement the English subtitled movie in a listening class because it would help them in understanding the movie. But, it would be better if the lecturers give the subtitle at the end of the lesson or in the review section. They said that by giving the subtitle at the end of the lesson, the students could practice their listening skills first. The students also could try to understand the movie first without help from the subtitle. After that, the subtitle was given to check if there were any mistakes that the students made.

> I think the lecturers need to give English subtitled movies for the students in the first until the third semester, especially in listening class. But, it is more effective if the subtitle is given at the end of the lesson or the review section. If the subtitle is given at the beginning of the lesson, I think the students will not practice their listening skills. That's why it's better to give the subtitle at the end so the students will know their mistakes. (R1)

Furthermore, respondent 3 added that the lecturers could implement the English subtitled movie in translation class. The students could study the subtitle itself to get the new vocabulary and understand the context of a movie. They also could find the mistranslation in a movie as they are learning a new vocabulary.

> I think the lecturers need to give the English subtitle to the students, but it depends on the class. For example, the lecturers could implement this in translation class because the students can learn through the subtitle. The students can study the subtitle itself for their learning English. By studying the subtitle, the students will know the mistranslation from the movie while they also learn vocabulary. It may also help the students to understand English. (R3)

To sum up, the results from the questionnaire and interview related to students' perception of the implementation of English subtitled movies in ELESP showed positive perception form the respondents. It could be seen from the positive percentages on each statement in the questionnaire. Most of the respondents acknowledged that they felt motivated, comfortable, and enjoy using English subtitled movies. The results from the interview about the students' opinions on the implementation of English subtitled in a class also showed positive attitudes. Most of the respondents agreed that the lecturers should implement the English subtitled movie in a class, especially for the students in the first until the third semester.

The Effects of Using English Subtitled Movies for English Language Education Study Program Students

There were three effects found from the results of the questionnaire and interview. The first effect is students understand the context of a movie. The results of the questionnaire and interview were in line with the theory from Zanon (2006), which said that the benefits for using a subtitle in a video are the help from "image", "sound", and "text" which is related to one another and could give support to the students to understand more about the meaning from the video. The statement which was stated in the questionnaire was: "English subtitle helps me to understand the context of a movie." The result showed that most of the respondents had more understanding of a movie with the English subtitle. This result was proven by the related

statement which showed the total agreement level percentage (87.1%) which was higher than the total of the disagreement level percentage (12.9%).

In the interview, respondents 1 and 4 stated that they could enjoy the movie better because the English subtitle helped them to understand the context or the storyline of a movie. They revealed that without English subtitle, sometimes they did not understand the movie because they could not hear what the actors said in the movie clearly.

> I could understand the movie better also because when I missed some words from the actors, I could read the English subtitle. By reading the subtitle, I knew what was happening in the movie. (R1)

From their experience in watching English subtitled movie, they also said that the existence of the subtitle is important for them. They could read the subtitle if they missed some words from the actors. These results were in line with the theory from Zanon (2006) which stated that the help from the "sound" and "text" could help the students to understand the meaning of a movie better. By combining the "sound" which means the audio or what the actors said with the "text" which means the subtitle in a movie, the respondents said that they were assisted in understanding a movie. Overall, the results from the questionnaire and interview showed positive perception from the respondents which were in line with the theory from Zanon (2006).

The second effect is students learn new vocabulary. There were two statements from the questionnaire related to this part which would be presented below.

Table 3. The Advantages of English Subtitled Movies

No	Statements	Frequencies of Responses							
		1 (SD) Strongly Disagree		2 (D) Disagree		3 (A) Agree		4 (SA) Strongly Agree	
		N	%	N	%	N	%	N	%
11.	I know new vocabulary from English subtitle.	1	3.2	0	0	12	38.7	18	58.1
12.	English subtitle helps me in learning vocabulary.	1	3.2	0	0	15	48.4	15	48.4

The results from Table 3 showed that the total percentage of agreement level in the eleventh statement reached 96.8%, whereas the total percentage of disagreement level was only 3.2%. It was obvious that most of the respondents showed their positive attitudes towards the statement addressing that they got new vocabulary through English subtitles.

In the interview, respondents 1, 2, and 4 said that they improved their vocabulary because they found many new words in English subtitles. They also revealed that they would write down the new words or vocabulary they got in their notebooks as a mini dictionary.

> I improve my vocabulary through English subtitles because there are many new words that I found in English subtitles. (R4)

In the twelfth statement, the researcher found out that the respondents could learn vocabulary through English subtitles. These results could be seen from Table 3 which showed the total percentages of agreement level highly reached 96.8% while there were only 3.2% for the total percentages of disagreement level. From the results, it was clearly shown that most of the respondents also learn vocabulary through English subtitles.

The interview was also conducted by the researcher to dig out more information from the respondents. The respondents said that they also learnt vocabulary through the subtitle because they obtained new words from it.

> It improves my vocabulary because there are lots of vocabulary items in English subtitles. So, by watching the English subtitled movie, I also learn about new vocabularies. (R2)

These results were in line with the theory of the advantages of using English subtitled movies from Sari and Sugandi (2015) which showed that most of the respondents notified that English subtitles could help them in learning vocabulary.

In addition, respondents 1 and 3 revealed that they could implement the words they got from English subtitles in their daily life. They said that if they used the Indonesian subtitle, they would not get and learn anything new. Besides, if they used English subtitles, they could practice their pronunciation as well.

> It's more like how I implement the English subtitle in my daily life. If I use the Indonesian subtitles, I don't get and learn something new. If I use English subtitles, I can learn the English language itself and I can implement it in my daily activity. (R3)

Based on the results from the questionnaire and interview, most of the respondents felt the advantages based on the theory from Sari and Sugandi (2015). Most of them knew new vocabulary from the English subtitle and most of them felt that English subtitle helps them in learning vocabulary.

The third effect is students are distracted from the scene. There were three statements related to this part which can be seen in the table below.

Table 4. The Disadvantages of English Subtitled Movies

No	Statements	Frequencies of Responses							
		1 (SD) Strongly Disagree		2 (D) Disagree		3 (A) Agree		4 (SA) Strongly Agree	
		N	%	N	%	N	%	N	%
13.	It is hard for me to see the movie and read the English subtitle at the same time.	8	25.8	6	19.4	10	32.3	7	22.6
14.	I need more time to read and understand English subtitles.	3	9.7	7	22.6	16	51.6	5	16.1
15.	I only focus on the scene.	8	25.8	13	41.9	8	25.8	2	6.5

The results showed that most of the respondents had difficulty in watching the movie and reading the subtitle at once. It can be seen from the total percentage of agreement level reached 54.9% whereas the total percentage of disagreement level was 45.2%. In the interview, most of the respondents said that they could not focus on the scene and the subtitle at the same time because they had to follow both of them. Respondents 1 and 3 added that they got confused because they had to follow the scene and the subtitle. They said that sometimes the subtitle did not come up at the right time so they could not match between what the actors said and the subtitle itself.

> Sometimes, the subtitle doesn't come up at the right time. Because of that, I get confused which one should I pay attention to, the scene or the subtitle. (R3)

They also revealed that sometimes the problem did not come from the students themselves. The problem they had could be from an external factor which came from the software system. Sometimes, the software system could not display the subtitle at the right time. It could influence the students' focus because they had to put more effort in watching the movie while reading the subtitle.

> For me, the trouble is the software system. Sometimes, the subtitle does not come up at the exact time. For example, the subtitle comes up 1 or 2 minutes before or after the actor speaks. (R1)

Statement number 14 talked about the time that the students need to read and understand the English subtitle. The results showed that there were 51.6% of the respondents who agree, 16.1% who strongly agree, 22.6% who disagree, and 9.7% who strongly disagree. From the results, the researcher could conclude that most of the respondents agreed with the statement that they need more time to read and understand the English subtitle.

The results from the interview also supported the data from the questionnaire. Respondents 2 and 4 mentioned that they need more time to understand the English subtitle because of unfamiliar words. Besides getting new words or vocabulary from the subtitle, they also said that they had to stop the movie when there were some words that they did not know. They would search the meaning of that word then continued to play the movie. If they did not look for the meaning of the word, they would have difficulty in understanding the movie. They also added that it took more time for them to watch the movie.

> I stop the movie when I find some vocabularies that I don't know yet. Sometimes, it takes more time to watch the movie because I have to look for the meaning of the words. (R4)

The last statement in this part talked about whether the students only focus on the scene or not. The results from the questionnaire showed that the total percentage of disagreement level was 67.7%. Meanwhile, the total percentage of the agreement level was 32.3%. From the results, it was apparent that most of the respondents did not focus on the scene. In the interview, respondents 2 and 4 said that they often missed the scene because they focused on the text or the subtitle. They focused on the subtitle because they wanted to understand the movie. They chose to miss the scene as long as they could understand the storyline of the movie. They also added that they would replay the scene that they missed if they wanted to. If they felt the scene was interesting, they would replay the scene although it took more time.

> Sometimes, I can't focus on the scene and the subtitle at the same time, so I have to replay the scene that I missed. I usually focus on the subtitle so that I can understand the movie. (R2)

To conclude, the results of the three statements from the questionnaire and the results from the interview section were in line with the theory from Sari and Sugandi (2015) about the disadvantages of English subtitled movies. It was clearly stated that most of the respondents could not concentrate on the movie and the subtitle at the same time. They needed more time and more effort to watch the movie and read the subtitle as they found unfamiliar words. Sometimes, they also replayed the scene that they missed because they only focused on the subtitle.

CONCLUSION

English subtitled movies gave a positive perception to the students. It can be seen from the data results, in which the students state that the like watching English subtitled movies, feel motivated and encouraged in learning English through English subtitled movies. They also got more benefits from the English subtitled movies which could help them in learning English. The students suggested the lecturers give more English subtitled movies in a class, especially for the students in the first until the third semester because it could help them in learning new vocabulary. Future researchers are suggested to focus on the use of English subtitled movies to improve the students' vocabulary and other English skills such as listening and speaking.

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