

Exploring the Impact of English Subtitled Videos on Vocabulary Achievement: Teacher and Student Perceptions



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ABSTRACT: This quantitative study was aimed at exploring the perceptions of an English teacher and ninth-grade students of IX A at SMP Negeri 1 Ambarawa regarding the utilization of English subtitled videos on YouTube for enriching students' achievement in vocabulary. Employing a close-ended questionnaire as the research instrument, the investigation focused on the feelings, effectiveness, and benefits associated with the implementation of English subtitled videos, building upon prior research by the same researcher. The questionnaire outcomes revealed that the application of this medium was not only enjoyable but also deemed effective and beneficial for both teaching and learning vocabulary. Both the teacher's and students' responses indicated unanimous agreement with the statements, with each item on the student questionnaire surpassing the 70% threshold. Consequently, the findings suggest that English subtitled videos on YouTube serve as an engaging and efficacious tool for enhancing students' vocabulary achievement, affirming the positive impact observed in the study.

KEYWORDS: perception, questionnaire, video, vocabulary

I. INTRODUCTION

It has been widely emphasized that vocabulary is a crucial building block for language learners, emphasizing its role in all language skills (Diamond and Gutlohn, 2006). In addition to this, Richard and Renandya (2002) highlight the need for extensive vocabulary for proficiency. However, Nation (2001) reminds us that mastering the vastness of English vocabulary requires strategic engagement with words as they appear in context.

In fact, many studies consistently highlight the struggle students face with vocabulary learning. Supangesti et al. (2014) reveal that Indonesian students found English texts challenging due to unfamiliar words. Similarly, Yuksel and Tanriverdi (2009) observed limited vocabulary development among Turkish EFL learners. Lestari (2018) further emphasizes the demotivating effect of vocabulary difficulties, citing student boredom, fear of speaking, and general apathy towards English learning.

Addressing the aforementioned challenges, Sherman (2003) proposes video as a captivating tool for vocabulary acquisition. He highlights the potential of video to make learning enjoyable and provide students with numerous advantages. The integration of textual and visual elements significantly will enhance vocabulary knowledge compared to solely relying on word definitions (Akbulut, 2007). This finding underscores the importance of multisensory learning modes in promoting effective vocabulary development. Supporting this notion, Rokni and Ataee (2014) observed that incorporating subtitles with moving images generally enhances language learning. Similarly, Anas and Zakaria (2019) advocate for subtitled videos as a valuable tool for effective vocabulary acquisition. Talavan (2014) further underscores the unique strength of video, emphasizing its ability to combine sound, visuals, and even text (through subtitles). In line with this, Kanellopoulou (2019) notes the positive impact of authentic subtitled videos in EFL classrooms on learner motivation. Moreover, studies suggest that repeated exposure to subtitled videos improves vocabulary recognition (Aloqaili, 2014). This allows learners to not only identify familiar words but also discover new expressions, paving the way for richer vocabulary development. Sadiku (2018) also discovers several advantages of using subtitled movies, one of which can improve vocabulary achievement.

Regarding the mentioned theories, multiple research have shed light on the benefits of incorporating English subtitled videos into EFL classrooms. For example, Angkananon and Wald (2018) work at Thailand's Suratthani Rajabhat University revealed that students using online video and subtitles for vocabulary acquisition outperformed their counterparts who relied solely on traditional face-to-face methods. Similarly, Ridarma's (2017) study in Indonesia demonstrated that subtitled media enhanced the learning experience for second-graders at MAN 3 Rukoh Banda Aceh, boosting their interest, pronunciation, and vocabulary comprehension. This aligns with Gorjian's (2014) observation that watching subtitled material transcends passive consumption and fosters active engagement, as students mentally translate the source language into their target language.

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Research suggests that incorporating YouTube into online English courses can be a powerful tool for boosting student engagement and vocabulary acquisition. Studies from Al-Al-Jarf (2016) have shown that YouTube videos can significantly motivate and improve EFL learners' vocabulary development. This positive impact aligns with Heriyanto's (2015) findings, where participants viewed YouTube integration favorably. However, when designing online learning activities, it's crucial to include synchronous elements that complement the asynchronous video format. As Maulidyah (2021) emphasizes, media plays a vital role in effective online learning, and YouTube can be a valuable asset in this context. The result of the research conducted by Hasanah and Mirza (2016) also showed that students became more active in the learning process and did not feel bored or sleepy when it comes to online courses. Additionally, the use of online platform media such as YouTube will bring positive perception toward students' learning experience. The findings from Hakim (2019) demonstrated the efficacy of YouTube videos in enhancing vocabulary learning among young learners, further bolstered by their positive perceptions towards this approach. The synergistic interplay of visual, auditory, and textual elements within YouTube videos is posited to significantly contribute to vocabulary development. However, Neves (2017) cautions against drawing conclusive inferences solely based on student perceptions. This is supported by Widat (2017) who lends further credence to the potential of multimedia learning, highlighting the positive student reception of authentic videos with subtitles.

In brief, perception is a vital aspect in order to comprehend the way the students behave since each student perceives different understanding. Furthermore, teachers' perception is also important for the process of teaching and learning (Nguyen and Nguyen, 2020). This will assist the teachers to seek if their teaching technique is effective. Concerning the mentioned theories, this research intends to find out the perceptions among teacher and students towards the implementation of English subtitled videos for vocabulary achievement. Further, the mentioned previous studies only conducted for higher level students. Thus, this study focused more for the middle school students.

II. METHOD

This research was aimed at investigating how teacher and students perceive the use of English subtitled video on YouTube in vocabulary learning. The populations of this research were the English teacher and the ninth grade students of SMP Negeri 1 Ambarawa. There are seven classes in the ninth grade of SMP Negeri 1 Ambarawa. Each of which consisted of 30-32 students. From the total populations, an English teacher of IX A class and IX A grade students of SMP Negeri 1 Ambarawa consisting of 30 students were chosen as the sample of this research. Purposive sampling had been applied in this research to choose the sample.

A close-ended questionnaire was used as the instrument in this research and was adapted and modified from Ma'arif and Ashlihah (2017) which involved topics on learning English. This tends to reason that the skill and medium were different. Moreover, in their questionnaire, there were some quite similar statements with each other and rather difficult to understand especially for young learners. The questionnaire consisted of 15 statements which covered the feeling of the teacher and students, the effectiveness, and the benefits of English subtitled video in vocabulary learning. The scale was given based on the Likert Scale.

To address the research question, the following analytical steps were employed: 1) analyzing the result of the questionnaire to find out the percentage 2) calculating score gains and drawing conclusions; 3) organizing the degree of perceptions by adopting the standard from Ratminingsih et al. (2017):

Table 1. Criteria of Perception

Percentage	Criteria
$P_c \geq 85\%$	Very positive
$70 \leq P_c \leq 84$	Positive
$55 \leq P_c \leq 69$	Moderate
$40 \leq P_c \leq 54$	Negative
$P_c \leq 39$	Very negative

III. FINDINGS AND DISCUSSION

This section presents the result of the study with regard to the perceptions from teacher and students of the use of English subtitled video on YouTube in vocabulary learning. The results revealed positive perceptions among teacher and students toward the medium usage and were categorized into three parts as presented below.

A. The Teacher's and Students' Feelings of the Application of English Subtitled Video on YouTube

The aim of the first indicator of the questionnaire is to find out the teacher's and students' feelings such as motivation and excitement during and after the implementation of the medium. The result was presented below.

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Table 2. Students' and Teacher's Feelings of the Application of English Subtitled Video on Youtube

No.	Items of Questionnaire for Students	Percentage of Gained Score	Items of Questionnaire for Teacher	Percentage of Gained Score
1.	<i>Saya merasa senang ketika mempelajari vocabulary (kosakata Bahasa Inggris) dengan menggunakan video ber-subtitle Bahasa Inggris.</i> (I feel happy to learn vocabulary using English subtitled video)	93.33%	<i>Video ber-subtitle Bahasa Inggris adalah medium yang sangat menyenangkan untuk pembelajaran vocabulary (kosakata Bahasa Inggris).</i> (English subtitled video is a fun and interesting medium to learn vocabulary)	100%
2.	<i>Saya menyukai pembelajaran vocabulary (kosakata Bahasa Inggris) dengan menggunakan video ber-subtitle Bahasa Inggris.</i> (I like English subtitled video to use in vocabulary learning process)	85.00%	<i>Penggunaan video ber-subtitle Bahasa Inggris membantu memotivasi siswa untuk belajar vocabulary (kosakata Bahasa Inggris).</i> (English subtitled video motivates students to learn vocabulary)	100%
3.	<i>Penggunaan video ber-subtitle Bahasa Inggris memotivasi saya untuk belajar vocabulary (kosakata Bahasa Inggris).</i> (English subtitled video motivates me to learn vocabulary)	84.16%	<i>Saya menyukai pembelajaran vocabulary (kosakata Bahasa Inggris) dengan menggunakan video ber-subtitle Bahasa Inggris.</i> (I like English subtitled video to use in vocabulary teaching-learning process)	75%

As previously illustrated, most of the students agreed that English subtitled video made the students excited (93.33%), enjoyed (85.00%), and motivated (84.16%) in learning vocabulary. This was indicated from their response in learning activity that they said that the story in the video was funny and interesting to follow. Moreover, the teacher agreed that the medium was a fun way to apply in teaching vocabulary. In line with this, vocabulary from the subtitle presented on the screen was appropriate to their level and the short duration of the video prevented them from being bored.

B. The Teacher's and Students' Perception of the Effectiveness of English Subtitled Video on YouTube in Vocabulary Learning

The second indicator was to investigate if the use of English subtitled video was effective in vocabulary learning with respect to the teacher's and students' point of view. The table below provides a comprehensive overview of the questionnaire results.

Table 3. Students' and Teacher's Perception of the Effectiveness of English Subtitled Video on YouTube in Vocabulary Learning

No.	Items of Questionnaire for Students	Percentage of Gained Score	Items of Questionnaire for Teacher	Percentage of Gained Score
4.	<i>Video ber-subtitle Bahasa Inggris cocok diterapkan dalam pembelajaran vocabulary (kosakata Bahasa Inggris).</i> (English subtitled video is suitable to apply in vocabulary learning)	87.50%	<i>Penggunaan video ber-subtitle Bahasa Inggris sangat efektif untuk membuat siswa memahami konteks dalam belajar vocabulary (kosakata Bahasa Inggris) baru.</i> (English subtitled video is effective to help students understand the word context)	100%

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5.	<i>Pembelajaran vocabulary (kosakata Bahasa Inggris) dengan video ber-subtitle Bahasa Inggris lebih baik dibandingkan dengan menggunakan media lain.</i> (English subtitled video is a better medium to learn vocabulary)	79.10%	<i>Video ber-subtitle Bahasa Inggris cocok diterapkan dalam pembelajaran vocabulary (kosakata Bahasa Inggris).</i> (English subtitled video is suitable to apply in vocabulary learning)	75%
6.	<i>Video ber-subtitle Bahasa Inggris sangat menarik untuk diterapkan dalam pembelajaran vocabulary (kosakata Bahasa Inggris).</i> (English subtitled video is a very interesting medium to use in vocabulary learning)	86.66%	<i>Video ber-subtitle Bahasa Inggris sangat fleksibel untuk digunakan dalam pembelajaran vocabulary di sekolah maupun di luar sekolah.</i> (English subtitled video is flexible to use outside the school)	75%
7.	<i>Saya merasa bahwa video ber-subtitle Bahasa Inggris efektif dalam membantu saya menambah vocabulary (kosakata Bahasa Inggris).</i> (English subtitled video is effective to help me enrich my vocabulary knowledge)	92.50%	<i>Menurut saya, penggunaan video ber-subtitle Bahasa Inggris sangat menarik dan efektif dalam pembelajaran vocabulary (kosakata Bahasa Inggris).</i> (English subtitled video is interesting and effective to apply in teaching vocabulary)	75%

As shown in the table, it showed that the teacher and students agreed that the use of English subtitled video was successful to apply in vocabulary learning (92.50% and 100%). As previously explained that video is one of interesting media to teach especially to young learners. It was proven from the students' response on questionnaire that was above 70% indicating that the medium was engaging and suitable to implement in vocabulary learning (87.50% and 86.66%). However, there were six students disagreed that English subtitled video was better compared to other media (79.10%). It occurred since each student had different way of learning, particularly in vocabulary learning.

C. The Teacher's and Students' Perception of the Benefits of the Use of English Subtitled Video on YouTube in Vocabulary Learning

The third classification of the questionnaire was aim at investigating the benefits which also covered the improvement that the students achieved after the use of English subtitled video on YouTube in vocabulary learning based on the teacher's and students' perspective. The followings are the details.

Table 4. Students' and Teacher's Perception of the Benefits of English Subtitled Video on YouTube in Vocabulary Learning

No.	Items of Questionnaire for Students	Percentage of Gained Score	Items of Questionnaire for Teacher	Percentage of Gained Score
8.	<i>Saya lebih mudah memahami penggunaan vocabulary (kosakata Bahasa Inggris) dengan menggunakan video ber-subtitle Bahasa Inggris.</i> (I easily understand vocabulary usage by using English subtitled video)	83.33%	<i>Siswa lebih mudah memahami penggunaan vocabulary (kosakata Bahasa Inggris) dengan menggunakan video ber-subtitle Bahasa Inggris.</i> (Students easily understand vocabulary usage by using English subtitled video)	100%

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9.	<i>Dengan menggunakan video ber-subtitle Bahasa Inggris, saya dapat mempelajari arti dan makna dari vocabulary (kosakata Bahasa Inggris) dengan lebih baik.</i> (I understand the word meanings better using English subtitled video)	90.00%	<i>Dengan menggunakan video ber-subtitle Bahasa Inggris, siswa dapat mempelajari arti dan makna dari vocabulary (kosakata Bahasa Inggris) dengan lebih baik.</i> (Students understand the word meanings better using English subtitled video)	100%
10.	<i>Video ber-subtitle Bahasa Inggris dapat mengatasi kesulitan saya dalam belajar vocabulary (kosakata Bahasa Inggris).</i> (English subtitled video overcomes my difficulty in learning vocabulary)	82.50%	<i>Video ber-subtitle Bahasa Inggris dapat mengatasi kesulitan siswa dalam meningkatkan pengetahuan vocabulary (kosakata Bahasa Inggris) baru.</i> (English subtitled video helps students overcome their difficulty in achieving new vocabulary)	75%
11.	<i>Saya merasa kepemilikan kosakata (vocabulary) saya menjadi lebih banyak setelah belajar dengan video ber-subtitle Bahasa Inggris.</i> (I achieve more vocabulary after using English subtitled video to learn vocabulary)	81.66%	<i>Menurut saya, kepemilikan kosakata (vocabulary) siswa menjadi lebih banyak setelah menonton dan menyimak video ber-subtitle Bahasa Inggris.</i> (Students achieve more vocabulary after using English subtitled video to learn vocabulary)	100%
12.	<i>Ketika belajar dengan video ber-subtitle Bahasa Inggris, saya jadi lebih mudah mengingat vocabulary baru dan yang telah saya ketahui sebelumnya.</i> (English subtitled video helps me recall the new and previously-learned vocabulary)	85.83%	<i>Pembelajaran dengan video ber-subtitle Bahasa Inggris membantu siswa dalam mengingat vocabulary baru dan vocabulary yang telah diketahui sebelumnya.</i> (English subtitled video helps students recall the new and previously-learned vocabulary)	75%
13.	<i>Saya menjadi lebih mudah mengerjakan tugas vocabulary (kosakata Bahasa Inggris) setelah belajar dengan video ber-subtitle Bahasa Inggris.</i> (English subtitled video helps me do the vocabulary task easily)	80.83%	<i>Video ber-subtitle Bahasa Inggris memudahkan siswa dalam mengerjakan tugas vocabulary (kosakata Bahasa Inggris).</i> (English subtitled video helps students do the vocabulary task easily)	75%
14.	<i>Saya merasa ada peningkatan nilai dalam tugas vocabulary (kosakata Bahasa Inggris) setelah belajar dengan video ber-subtitle Bahasa Inggris.</i>	77.50%	<i>Video ber-subtitle Bahasa Inggris membantu siswa dalam peningkatan nilai dalam tugas vocabulary (kosakata Bahasa Inggris).</i> (Students achieve higher score	75%

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	(I achieve higher score of vocabulary assignment after using English subtitled video in vocabulary learning)		of vocabulary assignment after using English subtitled video in vocabulary learning)	
15.	<i>Video ber-subtitle Bahasa Inggris membantu saya untuk mengembangkan vocabulary (kosakata Bahasa Inggris) menjadi sebuah kalimat.</i> (English subtitled video helps me use the word correctly to create sentences)	85.83%	<i>Video ber-subtitle Bahasa Inggris membantu siswa untuk mengembangkan vocabulary (kosakata Bahasa Inggris) menjadi sebuah kalimat.</i> (English subtitled video helps students use the word correctly to create sentences)	100%

Generally, the result of responses from the teacher and students on the questionnaire above indicated that they agreed that English subtitled video gave positive benefits to them. Particularly, it helped the students to achieve more vocabulary and improve on the meaning and use of the words. The use of the video helped them seeing the context use of the words while the English subtitle showed them the vocabulary mentioned in the video. It was proven from the students' response that they found it easier to do the tasks and achieve higher score.

Table 5. The Result of Each Item of the Questionnaire

No.	Indicator of the Questionnaire	Item Number	Questionnaire for Students			Questionnaire for Teacher		
			Max Score	Gained Score	Percentage	Max Score	Gained Score	Percentage
1.	The Students' Feeling of the Use of English Subtitled Video in Vocabulary Learning	1	120	112	93.33%	4	4	100%
		2	120	102	85.00%	4	4	100%
		3	120	101	84.16%	4	3	75%
2.	The Effectiveness of English Subtitled Video in Vocabulary Learning	4	120	105	87.50%	4	4	100%
		5	120	95	79.10%	4	3	75%
		6	120	104	86.66%	4	3	75%
		7	120	111	92.50%	4	3	75%
3.	The Benefits of the Use of English Subtitled Video on YouTube in Vocabulary Learning	8	120	100	83.33%	4	4	100%
		9	120	108	90.00%	4	4	100%
		10	120	99	82.50%	4	3	75%
		11	120	98	81.66%	4	4	100%
		12	120	103	85.83%	4	3	75%
		13	120	97	80.83%	4	3	75%
		14	120	93	77.50%	4	3	75%
		15	120	103	85.83%	4	4	100%

From the table above, it is obvious that each item showed above 70% of which, according to the level of perception, the teacher and students agreed that English subtitled video on YouTube has given a positive impact for students on vocabulary achievement. Upon examining the tabulated responses from the questionnaire, the final outcome was determined, as shown in the table below

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Table 6. The Gained Score of the Questionnaire

No.	Indicator of the Questionnaire	Questionnaire for Students			Questionnaire for Teacher		
		Max Score	Gained Score	Percentage	Max Score	Gained Score	Percentage
1.	The Students' Feeling on the Implementation of English Subtitled Video in Vocabulary Learning	360	315	86.66%	12	11	91.66%
2.	The Students' Perception on the Effectiveness of English Subtitled Video in Vocabulary Learning	480	431	89.79%	16	13	81.25%
3.	The Students' Perception on the Benefits of the Use of English Subtitled Video on YouTube in Vocabulary Learning	960	801	83.43%	32	28	87.50%
	Total	1800	1547	85.77%	60	52	86.66%

An analysis of the data reveals a resounding endorsement for the use of English subtitled YouTube videos in vocabulary achievement. All indicators within the questionnaire surpassed the 70% threshold, demonstrating a clear preference for this pedagogical approach. The calculated mean scores further solidify this positive sentiment. Students achieved a score of 85.77% on their questionnaire, while teachers scored an impressive 86.66%. These results provide compelling evidence that English subtitled YouTube videos constitute an effective and advantageous tool for enhancing students' vocabulary development.

D. DISCUSSION

The findings of the study highlight the positive perceptions of both teacher and students regarding the use of English subtitled videos on YouTube for vocabulary learning. This study focused on three key aspects: feelings toward the application of English subtitled videos, perceptions of effectiveness, and identification of the benefits associated with their use.

As evidenced in the findings, the majority of students expressed excitement (93.33%), enjoyment (85.00%), and motivation (84.16%) when using English subtitled videos for vocabulary learning. These positive feelings were indicated by the teacher who agreed that the medium was not only enjoyable but also suitable for teaching vocabulary, as indicated by a 100% agreement. This aligns with previous research emphasizing the significance of motivation and engagement in language learning (Diamond and Gutlohn, 2006; Richard and Renandya, 2002). Additionally, the positive feelings expressed by both teacher and students towards the use of English subtitled videos in line with motivational theories in language acquisition. The self-determination theory (Deci and Ryan, 1985) states that students are more motivated when they experience a sense of competence and relatedness. The findings align with this theory, suggesting that the engaging nature of subtitled videos creates a positive emotional connection, contributing to heightened motivation and enjoyment in vocabulary learning.

Further, the results reveal a high agreement among both teachers (100%) and students (92.50%) that the use of English subtitled videos was successful in enhancing vocabulary learning. Despite a minor disagreement from a subset of students (79.10%) who did not consider it superior to other media, the overall consensus was in favor of the effectiveness of this pedagogical approach. This aligns with existing literature emphasizing the importance of effective instructional tools in language learning (Nation, 2001). In the context of this study, the visual and auditory input provided by subtitled videos may reduce cognitive load, allowing students to better comprehend and internalize vocabulary. The teacher' unanimous agreement on the effectiveness further underscores the pedagogical value of incorporating multimedia resources in language instruction. This demonstrates a holistic positive impact on vocabulary acquisition, retention, and application. The reported benefits also emphasize the importance of contextualized learning experiences. The positive impact on vocabulary understanding, meaningful engagement with word meanings, and the ease of applying learned vocabulary in tasks suggest that English subtitled videos facilitate a

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constructivist learning environment. Additionally, the reported increase in vocabulary knowledge indicated that knowledge is actively constructed by the learner. Thus, the result supports the previous research conducted by Widat (2017) focusing on the students' response on authentic subtitled videos in vocabulary learning. The findings of his study showed that 74.84% of university students responded positively upon the use of the media.

Generally, the majority of students and the teacher concurred that the video positively impacted to vocabulary achievement. However, a small minority (1-4 students) disagreed with some statements. Notably, the highest disagreement rate (item 5) pertained to the video being superior to other media for vocabulary learning. This may be due to diverse individual learning preferences, particularly in achieving new vocabulary. Nevertheless, most students agreed with the overall benefit of the video.

CONCLUSIONS

This study revealed a strong approval of English subtitled YouTube videos as a great tool for vocabulary learning, evidenced by the positive perceptions of both the teacher and students. The implementation of this medium demonstrably enhanced student vocabulary achievement, further strengthened by its perceived enjoyment and effectiveness in facilitating effortless vocabulary achievement. Moreover, there are some important implications for teachers and further researchers. Since the result of the questionnaire showed positive perception among teacher and students, it is advisable for teachers to use English subtitled video on YouTube in teaching vocabulary. In relation to this, a close-ended questionnaire had been used as the instrument in this research. Therefore, it is suggested that interview or open-ended questionnaire will be used by further researcher as the instrument to collect the data.

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