

Watch and Learn: EFL Students' Perceptions of Video Clip Subtitles for Vocabulary Instruction

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ABSTRACT

Implementing the online learning process requires qualified EFL teachers as agents of change to get hold of effective learning resources to help students achieve learning goals. This pilot study explores EFL students' perceptions from two private Islamic senior high schools in urban areas in Aceh Province, Indonesia, towards using video clips with subtitles (bimodal of English-Indonesian) while learning English in the classroom. The study applied the mixed-methods design by disseminating a questionnaire to 78 participants and conducting a semi-structured interview with ten selected participants. Findings revealed that most students positively perceived using subtitled video clips in learning English vocabulary. However, some encountered setbacks in learning English words due to the poor use of the elements in the video clip subtitles. Therefore, the subtitling procedures still need revisiting to assist students better in digesting subtitled movies in a more well-organized manner.

Keywords: EFL students, English vocabulary, prototype media, subtitles, video clips

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INTRODUCTION

The COVID-19 pandemic has caused changes in all aspects of life, including the education sector. Among these is the change in learning from face-to-face to distance learning or online learning (Bashir et al., 2021) using the latest Instructional Computer and Technology (ICT). Wang and Woo (2007) asserted that ICT is principally

apparatuses of hardware (i.e., digital camera, video recorder, projector, computer, among others) and software (i.e., video, film, Microsoft of presentation, among others). Liu (2009) further stated that technology has “a greater role during class and home study, as computer-assisted instruction and interactive media technologies supplement the traditional use of chalk and the blackboard.” Thus, digital technology is expected to enhance effective English language instruction in a face-to-face or virtual learning setting and facilitate better learning outcomes.

The research by Mulyani and Chaira (2021) showed that from the nonparametric statistical (using SPSS Statistics 22) tests with the Wilcoxon Test, taken by 30 eleventh-grade students in a private senior high school in Aceh, Indonesia. There was a significant difference between the pre-test and post-test using video clips with subtitles (bimodal) of English-Indonesia (the prototype of learning media product) in English vocabulary instruction. Therefore, the sequence of vocabulary learning activities using the prototype bimodal

English-Indonesia video clips applied in the study was designed in five-part clips to learn English vocabulary. Thus, there were five steps of activities to conduct in the teaching instruction: (1) watched video clips with the original English audio without subtitles taken from one or two films/movies for 10 minutes, (2) watched the video clips with audio and subtitles in English for 10 minutes, (3) watched the video clips with audio and subtitles in English and Indonesian (bimodal) for 10 minutes, (4) writing down the words, phrases or idioms they obtained from the video clips and the students were asked to construct sentences from the words or phrases individually, and finally, (5) watched the video clips again with the original English audio without subtitles for 10 minutes to test the student’s vocabulary acquisition. The video clip prototype was developed from the existing and popular film downloaded and modified into five-part by cutting and choosing an interesting segment from the original film. The following illustrates the five-part prototype video clips with subtitles developed.

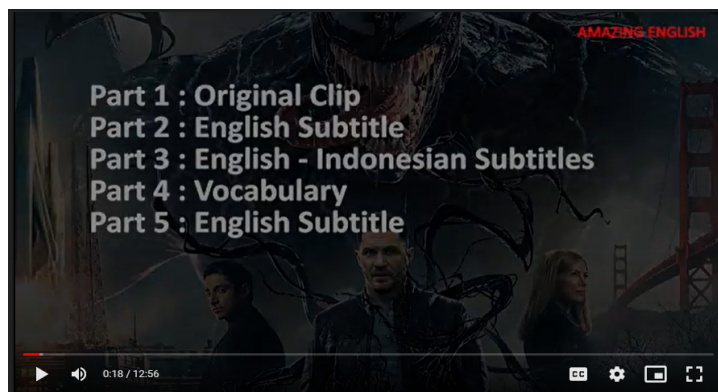


Figure 1. An illustration of five parts prototype video clip with subtitles

Previous research related to the use of video clip subtitles for English vocabulary instruction has been conducted by numerous researchers. To illustrate, in Indonesia, Putra (2014) employed mixed-mode (quantitative and qualitative) research to study the correlation between variables in the use of video clips with subtitles to improve students' vocabulary. The result of this study indicated that English films influenced the understanding of vocabulary when it was watched more than once and further assisted the students in recognizing new vocabulary and learning new expressions in English. This study has verified that watching films or video clips using subtitles improved the students' ability to read, listen, speak, or pronounce English utterances.

Another study by Oladunjoye (2017) also investigated using films and videos to develop students' vocabulary. This quantitative study showed that the participants in the experimental group obtained better results in vocabulary improvement compared to the control group. Gomathi et al. (2017) studied film clip media to improve students' vocabulary mastery for English vocabulary instruction. The result of their study revealed a significant improvement in learning vocabulary based on the pre-test and post-test results as well as semi-structured interviews. These studies have proven that using film clip subtitles offers fun learning and motivates students of different competencies in language learning. Additionally, Krashen's (1985) Input Hypothesis explains how language is acquired. This hypothesis emphasizes

acquisition. According to this theory, L2 learners will improve when they receive intelligible input one step beyond their skill level ($i+1$). For example, if learners' proficiency is I , their intelligible input should be $I + 1$. Krashen (1985) said learners' input should not be too hard or too easy. For example, new and familiar lexical items will enter the students' minds more simply, provided the motivating and all-encompassing environment offered by this realistic audio-visual atmosphere, making any learning task utilizing captions in video clips (like the one presented above) conducive to deeper comprehension and acquisition of new vocabulary. The translation component makes it possible for low-level pupils, who often do not take advantage of most contextual clues when viewing the video, to experience an easier recollection of lexical knowledge when the five parts (as indicated in Figure 1) or related activities are created using normal subtitles. Also, the translation feature might aid advanced students in picking up new and unusual words that go unnoticed. Therefore, in this study, the video clip subtitles are valuable input for students to learn new vocabulary.

The conventional method of teaching vocabulary relies on the instructor as the primary source of information, presents each word and its meaning and collocation in isolation from the rest of the article, and expects pupils to retain this information mechanically. To address these issues, Constructivists promote a student-centered approach that places the onus of knowledge

construction squarely on the shoulders of the learners. One can look at constructivism from either the “schema” or the “context” perspective. According to Verschueren (1999), “without linguistic context, a word would be only a fragment without any meaning,” hence it is clear that every word has its unique meaning in its unique context. For ‘schema,’ meanwhile, this model is premised on the reflective schema and cognitive framework concept given by constructivist psychology (Gao, 2021). This mode can stimulate the knowledge and experience already stored in the brain and effectively guides learners to organize a comprehensive vocabulary network when learning new words.

Although previous studies have revealed numerous benefits of using video clip subtitles in learning English vocabulary, the use of two subtitles of English-Indonesian at once in one film, film clip, or video consisting of several parts is still not quite often created and utilized by the teachers in the sub-urban areas of EFL classroom context in Indonesia. For instance, Waluyo and Apridayani (2021) revealed that teachers’ beliefs about the use of video in ELT were positive but inconsistent with their practices due to their teaching philosophy, knowledge and skill, facility, and reading of the literature. Moreover, it also applies to the Acehnese in the Indonesian context (i.e., Aceh is one of the provinces in Indonesia). Therefore, there is an urgent need to conduct relevant research to determine why this is so. Accordingly, the current study is critical to see the

EFL Indonesian students’ perspectives, their attitudes, and the background of students’ proficiency, particularly in the Acehnese classroom context, particularly in suburban areas using the five-parts-prototype of English vocabulary learning of a combination media of video clips with subtitles (bimodal of English-Indonesia) (Mulyani & Chaira, 2021). This study is a continuation of Mulyani and Chaira’s (2021) results (i.e., experimental study) on this issue, where this current study focuses more on the EFL students’ responses to using the prototype video clips with subtitles in learning vocabulary. Additionally, the results of this study could become a valuable input to the English teachers in Acehnese classrooms by exposing the EFL students to the target language using video clips with subtitles and an English version. Consequently, this study intends to answer the following research question:

- What are the EFL students’ responses to using the prototype bimodal English-Indonesia video clips with subtitles?

LITERATURE REVIEW

Digital Media

Regarding the importance of ICT, Goodwin et al. (2015) maintained that “the perceived importance of ICT is the extent to which teachers believe that the integration of ICT for teaching-learning is important.” Similarly, as confirmed by Mulyani et al. (2021), digital media nowadays have become a central component as the backup apparatuses for effective teaching-learning processes. Therefore, implementing the

online learning process requires the English teachers as facilitators to find learning resources to help EFL (English as a foreign language) students achieve learning goals effectively and efficiently understand the teaching and learning materials. Additionally, online learning is expected to better facilitate the awareness and activeness of EFL students in their language learning instruction either in synchronous (i.e., the use of an online platform like Zoom, Google Meet, among others) or asynchronous (i.e., discussion forum via Learning Management System (LMS), group chat, among others) mode (Amin & Sundari, 2020).

One of the virtual learning media in English that is deemed effective is video learning, such as creating educational videos through YouTube that supports students to learn online independently (Silviyanti, 2014; Simbolon & Febrianti, 2020). Despite being delivered in a one-way communication style, the YouTube learning videos enable EFL students to directly see and hear explanations of the learning materials. Nevertheless, not all EFL teachers have the initiatives and skills to develop learning materials through videos. Be that as it may, many good English learning video clips are available on YouTube that teachers can choose as learning resources for their students. In line with this, Silviyanti (2014) found that the usage of YouTube media is stimulating and advantageous for EFL students. They excite students to watch movie videos and assist in practicing and pronouncing English words/phrases. These learning videos are available with or without

subtitles to viewers. Likewise, Akbulut (2007) ascertained that combining text with visuals is more effective in facilitating vocabulary learning than just providing word definitions. Similarly, Çakir (2006) has noticed that foreign language learners rely on visual signs or media to support and enhance their language understanding.

Video Subtitle for EFL Instruction

In Indonesia's educational curriculum, EFL students of higher education should master all English skills that comprise listening, reading, speaking, and writing. To do so, mastering English is essential because a robust vocabulary improves all areas of communication that unquestionably include these four skills. Studies in vocabulary acquisition revealed that acquiring words requires several interactions with words in different forms (Nation, 1990; Schmidt, 2001). Furthermore, Frantzen (2003) specified that beginner vocabulary learners derive meaning from context.

As revealed by Katemba (2019), Indonesian students frequently struggle with vocabulary when studying English since it differs from the Indonesian language in structure, pronunciation, and vocabulary. Based on the result of the pre-research conducted by Sariakin et al. (2021), in the Acehese classroom context, especially in suburban areas, the student's command of the English language was poor. It transpired because the students had difficulty acquiring vocabularies, such as difficulty recognizing and remembering the meaning of the words, employing the vocabulary in discourse or

sentences, and spelling and pronunciation. For many Indonesian students, English remains a complex subject. As a result, a range of learning approaches must be used to maximize their chances of learning new words. The method is to expose children to a large amount of L2 input, which will aid in vocabulary development (Damanik & Katemba, 2021).

Accordingly, there are ways to enhance EFL students' vocabulary, and among them is the use of media such as realia, pictures, games, videos, and online media, among others. For example, YouTube provides many English video clips for students to learn vocabulary. Moreover, films and videos are practical ways to motivate and assist students in understanding language (Baltova, 1999; Ismail, 2017; Zanón, 2007). Similarly, Donaghy (2014) asserted that learning through films/videos is encouraging and fun. Thus, learning vocabulary through digital media may enhance and accelerate students' ability to master English vocabulary.

Concerning its effectiveness, Harmer (2007) stated that "just like the video, filmed extracts can be used as the main focus of a lesson sequence or parts of other longer sequences either to watch a whole film or a short two-or three-minute sequence." Watching English films or video clips, which are cut based on the need from a complete film, must be conducted repeatedly by the EFL students to ease vocabulary retention. As stated by Etemadi (2012), students who watch films with subtitles twice or more can progress in vocabulary learning, including

better recognition of words, expressions, and idioms. In order to create an effective English language learning of vocabulary using films, film clips, or film extracts, language teachers are required to confidently provide them with an efficient, precise, and specific time. Good content of the video clips is to be learned since nowadays, they have complete access to watch any video clips on the internet through sites like YouTube and others.

Moreover, related to its advantages, through films or videos, students may study contextually in which they may acquire the English vocabulary efficiently and effectively as films provide many daily life phrases and dialogues based on the context, such as friendship, life challenges, love, history, and war, among others. More specifically, Harmer (2013) asserted that there are several benefits to encouraging students to watch while they listen, such as they may see whole paralinguistic behaviors (i.e., matching of intonation with facial expressions, gestures with specific phrases or expressions and picking up many of cross-culture signs, among others). Likewise, as confirmed by Seferoğlu (2008), films support the process of language learning because films present conversations that provide contextual vocabulary. Hence, through watching films, apart from acquiring new vocabulary, students may learn certain English vocabulary of real-life situations based on the context displayed.

Regarding the use of subtitles in movies, it is usually displayed as written text in the form of translation or original dialogue on

the bottom of a movie screen. Ruling out the notion that subtitles are a distraction and that reading subtitles is due to laziness, Díaz-Cintas (2003) noted otherwise. He believed that the human eye needs time and effort to read the captions without missing visual information (Zanón, 2006). Furthermore, the subtitling techniques used by professionals have a series of rules as regards the rapport between the time each subtitle remains on the screen and the number of characters it can contain (Díaz-Cintas, 2003). Consequently, viewers can read and understand what the actors talked about contextually. Therefore, using video clips with subtitles from YouTube videos, English vocabulary learning is very helpful in implementing integrated skill-based learning. Subtitles could contextually enhance students' understanding of English expressions and assist them in acquiring new English words and idioms (Halimah et al., 2021; Kanellopoulou, 2019; King, 2002; Negi & Mitra, 2022; Reynolds et al., 2022; Taka, 2021). Likewise, Zanón (2006) asserted that the text assists most students in monitoring the words or sentences from the dialogue that might disappear. In addition, using video clips with subtitles from the YouTube in vocabulary online learning has many advantages. Among them is clearer and more interesting learning; the learning process is more efficient and effective because the students can repeat the words as often as needed. It may improve the quality of learning outcomes and overcome the limitations of space and time between the teachers and the students.

MATERIALS AND METHODS

Participants

The participants of this present study are 78 female EFL students studying at private Islamic senior high schools in Aceh Province, Indonesia. The samples were selected purposively based on these criteria: the schools are Islamic-based boarding schools situated in suburban areas. These schools require the students to speak two languages, English and Arabic. It is a good background for the student's English vocabulary learning habits. In addition, these schools still implement conventional teaching methods for English instruction. The schools also have technology-integrated learning facilities such as multimedia and language laboratory. The samples are homogenous in that they are all female students, as we do not focus on gender differences. Further, ten participants took part in the interview in this study. They were chosen based on voluntary sampling, as they offered their consent and availability to be interviewed.

Instruments

This study utilized a questionnaire and a semi-structured interview guide to obtain the EFL students' responses on using prototype bimodal English-Indonesia video clips with subtitles in learning vocabulary. The questionnaire was written in Bahasa Indonesia to facilitate the student's understanding of the items inquired. The questionnaire consisted of ten statements on a 4-point Likert Scale, on a scale of 1

(Strongly Disagree/SD), 2 (Disagree/D), 3 (Agree/A), to 4 (Strongly Agree/SA). The questionnaire used here was modified from a survey designed by Katemba and Ning (2018) to fit the research question posed in the present study. The questionnaire contained a set of questions on four aspects: (1) student's opinions on vocabulary learning difficulty (item 1), (2) their interests in the use of video clips with subtitles (items 2–3), (3) their opinions on learning activities using video clips with subtitles (item 5), and (5) their opinions on benefits of the use of video clips with subtitles (item 4, 6, 7, 8, 9, 10) (see Appendix 1 for the original questionnaire in Indonesian). These aspects used to be the themes to guide the results of this study.

The questionnaire statements were initially checked for face validation by two subject matter experts who are lecturers and researchers in English language teaching from two universities in Banda Aceh. The subject matter experts made suggestions and corrections to the questionnaire before it was distributed to the participants, who had been taught English vocabulary using video clips and subtitles in a study by Mulyani and Chaira (2021). The questionnaire was then tested for its internal consistency reliability, obtaining an acceptable degree of reliability (Cronbach's $\alpha = .770$).

The interview guide consisted of some probing questions that further explored the participants' responses to the questionnaire concerning the use of video clips with subtitles. The purpose of the interview was to support, validate, and triangulate the data (Creswell, 2012) from the questionnaire.

Procedures

Before conducting the study, approval was obtained from the respective schools and informed consent from the participants. The participants were all females as they studied in Islamic boarding schools. However, as shown in their report cards, they had varied English competencies and pursued different majors (i.e., social sciences and natural sciences). This present study was also a continuation of the study conducted by Mulyani and Chaira (2021). Thus, the participants had the treatment of having English vocabulary instruction using video clips with English-Indonesian subtitles. The study was conducted in Islamic private schools in Aceh using a quasi-experiment. The study was conducted in two days: in the first week and second week of August 2020. The students were given a pre-test and first treatment on the first day, while the second treatment and post-test were on the next schedule of the English subject (i.e., the following week). The pre-test and post-test were arranged in an online written version for students.

Similarly, the research treatment consisting of two sessions was conducted virtually using Google Meet due to COVID-19 restrictions. In the first treatment, after a brief explanation of the vocabulary learning instruction given by the researchers, the students were directed to watch prototype video clips with subtitles (i.e., movie clips of *Venom*). In contrast, in the second treatment, they were directed to watch other prototype video clips (i.e., movie clips of *Maleficent*). Both treatments

applied five steps of activities to conduct the vocabulary learning instruction (see the Introduction section). The test assessment included meaning, synonym, antonym, and phrase in multiple-choice, matching items, finding scramble words, and filling in the gaps. The administration of the tests (i.e., students' works) was uploaded through Google Classroom, arranged by the assigned teacher, which then permitted the researcher to access and manage it independently for the need of the study.

In this study, the questionnaire was distributed online using Google Forms as we could not meet the participants in person due to COVID-19 restrictions. The Google link was sent to the school teachers before being forwarded to the participants. In the questionnaire, the participants were first given instructions on how to rate the level of agreement on the statements exhibited in the questionnaire on a scale of 1 (SD) to 4 (SA).

In addition, the interview was also carried out online with ten participants through WhatsApp. Each participant had an approximately 15 minutes interview conducted in Bahasa Indonesia to ease the participant in comprehending and responding to the questions properly. The interview responses were recorded and then transcribed for analysis.

Data Analysis

This study employed the SPSS software to process the descriptive statistics of the quantitative data. The results were then tabulated based on the aspects of the statements in the questionnaire. As for the

qualitative data, thematic analysis was used (Braun & Clarke, 2006; Miles et al., 2014). First, the interview data were transcribed and translated from Bahasa Indonesia to English. Afterward, the data were coded and classified into specific categories based on the common emerging themes from the interview responses (Corbin & Strauss, 2015; Saldaña, 2016). For example, participants for the interview were labeled P1–P10 (Participant 1–Participant 10).

RESULTS

The following section presents the questionnaire results, as shown in Table 1. Further, the interview results are also reported to support the findings in the questionnaire. Finally, the results are discussed in five themes according to the emerging themes obtained. They are students' opinions on vocabulary learning difficulty, students' interests in using video clips with subtitles, students' opinions on learning activities using video clips with subtitles, students' opinions on the advantages of using video clips with subtitles, and students' opinions on its setbacks.

Students' Opinions on Vocabulary Learning Difficulty

As seen in Table 1, the participants generally encountered difficulty acquiring new English vocabulary (Mean = 2.59; SD = .653). However, this finding suggests that although some students had difficulties acquiring new English words, others shared a different view. Nevertheless, as revealed by Katemba (2019), Indonesian students frequently

Table 1

Students' responses to the application of video clips with subtitles for English vocabulary instruction

No	Statement	Responses (%)				Mean	Std. Deviation
		SA	A	D	SD		
1	I experience difficulties in acquiring new English vocabulary	5.1	48.7	43.6	2.6	2.59	.653
2	I am interested in learning English using the prototype of video clips with subtitles	64.1	33.3	1.3	1.3	3.56	.594
3	I am attentive to learning English through the media (prototype) of video clips with subtitles because it is interesting and not monotonous, which motivates me to improve my new vocabulary	52.6	42.3	3.8	1.3	3.46	.638
4	Another benefit that I get in learning English vocabulary through video clips is that I can directly imitate the vocabulary of native speakers and gain new experiences in learning	61.5	37.2	1.3	0	3.56	.524
5	The activities in the English instruction through movie clips with subtitles are highly enjoyable and interesting	52.6	47.8	0	0	3.58	.497
6	I can easily understand the English vocabulary that is taught through the video clips because the appeared text is available in two subtitles	65.4	33.3	1.3	0	3.68	.497
7	Watching video clips repeatedly can assist me in memorizing English vocabulary faster	67.9	30.8	0	1.3	3.63	.584
8	Learning vocabulary through the video clips helped me understand English vocabulary precisely and correctly based on its context	48.7	48.7	2.6	0	3.45	.573
9	Video clips are one of the best and most effective media for improving students' English vocabulary acquisition	50	48.7	1.3	0	3.45	.550

Table 1 (Continue)

No	Statement	Responses (%)				Mean	Std. Deviation
		SA	A	D	SD		
10	I can feel my development is better than before in mastering English vocabulary through the (prototype) video clip	47.4	50	1.3	1.3	3.37	.605

struggle with vocabulary when studying English since it differs from the Indonesian language in structure, pronunciation, and vocabulary. Furthermore, several excerpts from the interviews also showed similar results to the questionnaire, as shown below:

(P3): “No, I don’t have difficulty.»

(P5): “Yes, ah, I have difficulty in adding new vocabulary.”

The findings also concur with previous studies, which found that EFL students faced many setbacks in learning new English vocabulary (Afzal, 2019; Rohmatillah, 2014; Salam & Nurnisa, 2021).

Student’s Interests in the Use of Video Clips with Subtitles

Table 1 shows that most participants had positive attitudes toward the use of video clips, as seen in item 2, which stated, “I am really interested in learning English using the prototype video clips with subtitles” (Mean = 3.56; SD = .594), and on item 3 “I am attentive in learning English through the prototype video clips with subtitles because it is interesting and not monotonous, which motivates me in improving my new vocabulary” (Mean = 3.46; SD = .638).

(P1): “Oh, definitely. I’m really interested in it.”

(P5): “Yes, I’m interested in it. The reason I’m interested because there [through the media] we understand fast, what is... the vocabulary is mentioned [pronounced] clearly, [so] we do not incorrectly pronounce the vocabulary.”

(P6): “Here, we rarely use media in learning, so when there are media used [in teaching], we will focus on it, and we’ll be triggered to memorize the vocabulary.”

(P9): “Yes, I’m very interested in it because it’s much easier, easier to memorize the vocabulary.”

Such findings denote that the students were highly interested in learning English using the prototype of video clips with subtitles, perhaps due to the novelty this media brought them (Mulyani & Chaira, 2021). The findings also confirm with Donaghy (2014) that learning through films is encouraging and fun because it is not monotonous.

Students' Opinions on Learning Activity Using Video Clips with Subtitles

All participants provided positive responses on learning English vocabulary with subtitled videos, as shown in item 5 "The activities in the English instruction through movie clips with subtitles are highly enjoyable and interesting" (Mean = 3.58; SD = .497).

(P4): "Yes, if we can understand more by using steps. First, it has text [subtitles], then it doesn't provide text [subtitles], etc."

(P7): "Yes, because it is prepared step-by-step."

The results of this study corroborate those in other studies that learning languages through films are encouraging and fun (Donaghy, 2014; Koolstra & Beentjes, 1999; Zanón, 2006). Moreover, the steps made in the vocabulary learning activities using prototype bimodal English-Indonesia video clips by Mulyani and Chaira (2021) enabled them time to watch, focus, note down the vocabulary, and remember and recall the words while learning.

Students' Opinions on the Advantages of Using Video Clips with Subtitles

In terms of the advantages, the participants generally agreed that learning English words through video clips with subtitles helped them to imitate and pronounce the words directly (item 4; Mean = 3.56; SD = .524), understand the words easily (item 6; Mean = 3.68; SD = .497), memorize the words

quickly (item 7; Mean = 3.63; SD = .584), understand the words precisely and correctly (item 8; Mean = 3.45; SD = .573), improve the acquisition of the words effectively (item 9; Mean = 3.45; SD = .550), and develop the mastery of new words properly (item 10; Mean = 3.37; SD = .605).

The study also revealed why the participants believed that subtitled video clips are beneficial in English vocabulary learning, including influences of facial expressions and gestures, correct pronunciation, the context of the words, and repeated scenes in the video clips. Some responses are provided in the following.

(P3): "Yes, because besides we listen to the actors, we can also see what they said and understand through their faces and gestures. We can listen to it while seeing the text (subtitles) below the screen."

(P6): "When we directly watch the video/film while we're listening to the words, its pronunciation, consequently, it eases us to master the English language."

(P7): "The languages (i.e., vocabulary) we rarely use are available in the video clips, so that it will be very helpful."

(P10): "If we watch repeatedly, we will understand it fast. For example, the vocabulary will be memorized more easily."

These findings are in line with Harmer (2013), who pointed out several benefits that can encourage students to watch

while they listen because by doing so, they can match intonation with facial expressions, gestures with certain phrases or expressions, and pick up cross-culture signs while viewing the videos. Likewise, Silviyanti's (2014) research also found that watching videos (i.e., through YouTube) was stimulating and advantageous for EFL students as it supported them in practicing and pronouncing words/phrases as uttered by native English speakers. On the other hand, a recent study by Zheng et al. (2022) showed that subtitles enabled comprehension while videos only did not. Additionally, they found that the ability of the participants to comprehend audio lectures with videos was determined by their cognitive capacities and eye movement patterns.

Students' Opinions on Hindrances of Using Video Clips with Subtitles

In hindrances to learning English vocabulary through subtitled video clips, this study found that a small proportion of the participants believed this learning method was not interesting enough (item 3; 3.8% disagreed; 1.3% strongly disagreed). Moreover, some could not imitate the words spoken by native speakers nor gain novel experiences in learning through subtitled videos (item 4; 1.3% disagreed), and also could not fully understand the appearing subtitles in the videos (item 6, 1.3% disagreed). Therefore, the participants were further probed in the interview to examine the underlying factors that caused the obstacles.

Several issues emerged during English vocabulary learning using subtitled

videos. First, the study revealed that the participants had trouble with poor use of the elements of the subtitles, such as color, font size, and duration. Further, despite some beneficial aspects gained by having subtitles in videos for learning English, the participants admitted that being too focused on reading the subtitles distracted them from trying to understand the contextual uses of the vocabulary. It is an aspect of 'toxic positivity' of using subtitles when students learn English vocabulary. Having subtitles in videos can help English learners to acquire English words properly. However, at the same time, learners will be too reliant on the subtitles and less attentive to the content and authentic use of the English language.

Nevertheless, the fast duration of the subtitles will not necessarily affect learners' comprehension even for the type of interlingual subtitling (i.e., English-to-Indonesian). However, it may cause an issue, particularly for those with a lower level of English competence (Szarkowska et al., 2016). In addition, the choice of color and font size is also a factor that may hinder English learners from appropriately reading what is written in the videos if subtitles' colors and font sizes are too small or too bright, eventually diverting the learners' focus.

Below are some excerpts from the interview.

(P2): *"In my opinion, the duration of subtitles is a little bit fast, sometimes I have to read it quickly; so, I don't know [the meaning]."*

(P5): “...*the color of the subtitles is clear, but it’s yellow. It makes my eyes difficult to see.*”

(P9): “...*the font of subtitles is a little bit small; so, I need to sit in the front to see them clearly. ... the drawback [of the subtitled videos] is the audience will be too focused on the subtitles and will have no initiative to understand the characters’ speaking....*»

Regarding the visual-textual information, the complexity of the video, and the language use, Van der Zee et al. (2017) described that the complexity of the video and students’ language proficiency considerably impact students’ learning outcomes. Therefore, customizing the font, color, size, placement, and style of the subtitles to suit the student’s needs would be effective if teachers decided to use this mode of learning in the classroom, as these features greatly assist students in learning through video clips (Davis, 2021).

DISCUSSION

The study results indicate that providing video subtitles contributes to the ease of learning English vocabulary. Studies, such as by Akbulut (2007), Gomathi et al. (2017), and Zanón (2006), also underpinned the verity that combining text with visuals is more effective in facilitating vocabulary learning than merely providing word definitions. Consequently, the text subtitles, or the captions, assist learners in remembering and recalling expressions or words. Images, whether contextualized in videos or on

their own, can aid in reinforcing language learning (Crosthwaite et al., 2021; Zanón, 2006). As such, language learners can see immediate meaning in terms of vocabulary recognition because one of the best ways to ensure this immediacy of meaning is through subtitles (Canning-Wilson, 2000; Kanellopoulou, 2019). Using video clips with subtitles to teach vocabulary, students learn through visualization (Sunubi & Rustam, 2020; Teng, 2022). Thus, subtitled media is believed to be more effective than conventional methods like providing written definitions on a blackboard or in a book (Canning-Wilson, 2000; Halimah et al., 2021; Negi & Mitra, 2022; Taka, 2021). In Indonesian classrooms, vocabulary instruction mostly uses conventional methods, such as providing word meanings directly, and the media/techniques are not interesting (Wahyuni & Yulaida, 2014).

In addition, the findings of this study also support the notion that students who learn a language by repeatedly (but not excessively) watching the same film with subtitles can boost their ability to understand new vocabulary and further recognize and learn new expressions in the language being learned (Chen et al., 2022; Koolstra & Beentjes, 1999; Tsai, 2022; Etemadi, 2012;). Films also support language learning by presenting conversations that provide contextual vocabulary (Lin & Chen, 2007). Apart from these statements, this study conforms to King’s (2002) study that subtitles could contextually enhance students’ understanding of English expressions and assist them in acquiring new

English words and idioms. It exposes that vocabulary learning through the media of video clips with subtitles supports students in understanding the English vocabulary according to different contexts in which the words are utilized. Language learning following the context can accommodate students to obtain appropriate vocabulary/phrases. In other words, students can better identify and comprehend how certain phrases and vocabulary are used in certain contexts. Additionally, to facilitate students' achievement in online learning, Van der Zee et al. (2017) also confirmed that when it comes to open online education, the availability and accessibility of courses should be structured to reduce the negative consequences of a language barrier, for example, by offering subtitles. In improving language comprehension in online learning, students are likely to be affected by videos without subtitles; hence, the unfavorable effects could be decreased by providing subtitles.

The study by Putra (2014), Gomathi et al. (2017), Oladunjoye (2017), and Reynolds et al. (2022) also found that the ability of students improved after watching films with subtitles. To conclude, the EFL students felt the development of their ability to master English vocabulary through the prototype video clips with subtitles better than before. In addition, the questionnaire and the interview results also indicated that most students thought positively about using video clips with subtitles in English vocabulary instruction. It is evidenced by the high proportions of 'strongly

agree' and 'agree' responses in all item statements regarding students' opinions, interests, learning activities, and benefits. Furthermore, from the interview results, the students showed highly positive attitudes toward learning English vocabulary through video clips with subtitles.

Nevertheless, apart from advantages, the findings from the interview also shared a few setbacks in terms of the speed of the subtitles being shown on screen, which the students deemed to be fast. Additionally, some students responded that they have problems with color, font, and size in subtitles. For example, the colors of the subtitles (i.e., yellow and red) were considered unclear as they blurred the students' eyesight. Additionally, the font size selection for the subtitles was not readable enough, which made the video's visual-textual information complexity and the subtitles' language use a bit difficult to understand. Therefore, modifying the font, color, size, placement, and style of the subtitles to meet the demands of the students would be useful if teachers decided to employ this way of learning in the classroom because these aspects considerably benefit students in the learning process through video clips (Davis, 2021).

Hence, the study by Szarkowska and Gerber-Morón (2018) and Kruger et al. (2022) revealed opposing findings that most viewers of their participants could also read the subtitles and follow images. They did so even when the subtitle rates were fast. They further asserted that slow subtitles, especially in English video clips, caused

greater aggravation and less enjoyment because they required re-reading. Again, these differences may be due to the different proficiency levels between the study respondents compared to this current one. Their study had Polish and Spanish viewers aged 19–42. In contrast, this current study involved senior high school EFL learners aged 17 in Indonesia. It is believed that the difference in age makes a significant impact in terms of recollective experience in learning and proficiency.

Therefore, for ELF learners, teachers must consider the size, color, font, and speed of the subtitles shown on screen to avoid students having problems reading them. If customizing the subtitles' font, color, size, placement, and style is deemed necessary (Davis, 2021). Therefore, teachers should make a move to produce a rich video experience and obtain an effective learning outcome. Szarkowska and Gerber-Morón (2018) likewise noted that data transmission speed does not remain consistent across countries or even within corporations; it varies greatly. Regarding the colors of the subtitles, it is recommended that bright font colors with dark backgrounds and white or yellow colors be used in video subtitles, as legibility is the most important factor to consider when choosing a font for subtitles. Hence, a combination of bright colors and dark backgrounds is ideal. In terms of the font selection for subtitles, viewers will have no trouble reading the text if the subtitle font is chosen correctly.

This study also shares the implication of these findings for EFL teachers, where

they should use digital media applications in EFL classrooms. It will be helpful to utilize the media as the exclusive learning resource in improving any other skills of English, i.e., speaking, listening, writing, and reading, in an integrated approach. It is also recommended to implement video clips with subtitles of English-Indonesia and English versions in the virtual or blended learning settings, especially since the COVID-19 pandemic still occurs.

CONCLUSIONS

The results of this study revealed that most students gave positive responses and approximately one-fourth of students shared negative responses towards using prototype bimodal English-Indonesia video clips with subtitles in the English vocabulary instruction. It was indicated by the high percentages, mainly in students' interest, learning activity, and the benefits of using this prototype media. Meanwhile, the percentage is also moderately high in a few aspects, particularly the speed, colors, selection of font and its size and video complexity, and language use. Therefore, using digital media in learning English has been highly recommended by EFL language teachers in Indonesia or other developing countries to support either virtual learning or the blended learning system with the Learning Management System (LMS). These systems are now widely conducted in many educational institutions in other parts of the world because of the COVID-19 pandemic. Furthermore, the government and educational institutions are directed

to widely facilitate the EFL teachers in related webinars and workshops regarding their awareness and proficiency of learning resources and materials to enable them to master the digital media application, either software or hardware. By doing so, it is expected that the EFL students' achievement and progress in their learning are developed and boosted effectively by the virtuous and precise assistance and guidance of their EFL teachers. Thus, in this study, the findings provide empirical reasoning for reconsidering present subtitling procedures to assist students in digesting subtitled movies in a more well-organized manner.

Although this pilot study has answered the research question, it has three limitations. First, a limited number of participants in online setting classes might cause biased perceptions. Therefore, further studies are highly recommended in face-to-face learning or blended learning to cope with the pandemic situation and to employ Research and Development (R&D) design using any possible and precise models related to a learning prototype media. Second, this study had participants from an all-girls school, so the findings cannot be generated for a more comprehensive range of students. Consequently, the use of heterogender samples and a broader range of participants from urban, suburban, and remote areas are highly recommended to be involved in future research. Third, the study was not supported by other research instruments, such as observation sheets, that may enhance the reliability of English vocabulary instruction studies using the

prototype bimodal English-Indonesia video clip with subtitles in the virtual setting. Hence, it is hoped that future research may employ other possible research instruments to support and enhance the findings related to this study.

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Appendix 1

Isilah kuesioner ini dengan sebenar-benarnya. Terima kasih banyak atas bantuannya.

Nama:

Kelas:

No	Statement	Respon			
1.	Selama ini saya mengalami kesulitan dalam menambah vocabulary (kosa kata) baru dalam bahasa Ingg	Sangat setuju	Setuju	Tidak setuju	Sangat tidak setuju
2.	Saya sangat tertarik belajar bahasa Inggris menggunakan media video klip film.	Sangat setuju	Setuju	Tidak setuju	Sangat tidak setuju
3.	Saya tertarik belajar bahasa Inggris melalui media video klip film (prototype) karena medianya menarik dan tidak monoton sehingga memotivasi saya dalam meningkatkan kosa kata baru saya.	Sangat setuju	Setuju	Tidak setuju	Sangat tidak setuju
4.	Manfaat lain yang saya peroleh dalam pembelajaran kosa kata bahasa Inggris melalui media video klip film adalah dapat meniru langsung pengucapan kosa kata bahasa penutur aslinya dan memperoleh pengalaman baru dalam belajar.	Sangat setuju	Setuju	Tidak setuju	Sangat tidak setuju
5.	Aktifitas-aktifitas dalam pembelajaran bahasa Inggris melalui media video klip film sangat menyenangkan dan menarik.	Sangat setuju	Setuju	Tidak setuju	Sangat tidak setuju

No	Statement	Respon			
6.	Saya dapat memahami dengan mudah kosakata dalam bahasa Inggris melalui media video klip film karena tersedia dalam 2 subtitle bahasa; Inggris & Indonesia.	Sangat setuju	Setuju	Tidak setuju	Sangat tidak setuju
7.	Menonton video klip film secara berulang-ulang dapat membantu saya dalam mengingat kosa kata bahasa Inggris dengan lebih cepat.	Sangat setuju	Setuju	Tidak setuju	Sangat tidak setuju
8.	Pembelajaran vocabulary melalui media video klip film sangat membantu saya dalam memahami kosa kata bahasa Inggris sesuai dengan konteksnya secara tepat dan benar.	Sangat setuju	Setuju	Tidak setuju	Sangat tidak setuju
9.	Media video klip film adalah salah satu media yang sangat bagus dan efektif untuk meningkatkan kosa kata bahasa Inggris saya.	Sangat setuju	Setuju	Tidak setuju	Sangat tidak setuju
10.	Saya merasakan perkembangan kemampuan saya dalam penguasaan kosa kata bahasa Inggris melalui media video klip film lebih baik dari sebelumnya.	Sangat setuju	Setuju	Tidak setuju	Sangat tidak setuju

