

STUDENT'S PERCEPTION ON THE USE OF ENGLISH-SUBTITLED MOVIES TOWARD LEARNER'S SPOKEN GRAMMAR UNDERSTANDING

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ABSTRACT

Grammar is a problematic issue regarding English comprehension for the students, both spoken and written. Several studies showed that English- subtitled movies are effective to develop students' skills in English. Thus, students' behavior in watching English-subtitled movies can be interlinked with their understanding of spoken Grammar. This study aims to find students' perception of using English subtitled movies toward students' Spoken Grammar Understanding. Ten participants who enrolled in spoken grammar course participated in this study. An online closed-ended questionnaire is employed to determine students' perception of using English subtitled movies to their Spoken Grammar Understanding. An online semi-structured interview was then used to clarify and elaborate the students' view on using English subtitled movies to their Spoken Grammar Understanding further. From the result, the subtitled movies are perceived to impact the students' spoken grammar understanding significantly. This study implies the use of subtitled movies in English teaching and learning grammar.

Keywords: *Grammar Understanding, English- Subtitled Movie, Spoken Grammar.*

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INTRODUCTION

Currently, communication skills are essential, especially communication skills in the international language, namely English. However, there are still many students who have not mastered this even when they have entered college. Moreover, English Grammar is considered a difficult concept to understand, and it takes a lot of effort for teachers to teach spoken English grammar. Djahimo (2018) stated that one of the obstacles to speaking English in Indonesia is that students lack adequate knowledge of the spoken Grammar needed to convey their ideas in English, and their performance in oral Grammar is relatively low. Thus, new media is needed that can assist teachers in teaching spoken Grammar to students today.

In Indonesia, of course, Students are familiar with English-language films, whether using subtitles or not, ranging from children to adults and from various

genders. In many studies, it has been proven that movies can be used as learning media in education as Markham (Markham 1999) explains that subtitles incredibly leads to understanding listening to ESL students. Martadi (Martadi et al., 2017) also demonstrated that film text positively affects reading comprehension. Using films with subtitles to teach foreign languages can facilitate student motivation, solve ambiguities and take away some of the anxiety of non-native learners. The National Center for Technology Innovative and the Center for Implementing Technology in Education (Means, 2010) emphasized that subtitled films can have several potential benefits for students learning English (or another language). Using captions or subtitles to facilitate understanding video material is considered normal by many teachers and researchers. According to identity theory, it explains that identity has a significant influence on learning English. Because one's identity determines the acceptance of something. For example, when students get the same learning, their approval is different according to their identity. According to Savickienė, I., & Kalėdaitė, (2007) one of the identities that influence education acceptance is gender identity. In this case, learning English in spoken Grammar can be affected by the gender identity of the students.

Sabouri and Zohrabi (Sabouri and Zohrabi, 2015) explained that the statistical results show that first, regardless of the genre of subtitled films, the scores of men and women are not significantly different from each other. Second, with the application of subtitled films, participants in the experimental group performed significantly better than control group participants in both sexes. Finally, it can be concluded that subtitled films can increase student involvement in learning and taking new lexical items. However, further research needs to be done to maximize film material in English Language Learning classes.

Sabouri and Zohrabi (2015) conducted similar research about how English-subtitled movies impacted students' vocabulary competence. He pointed out that English subtitled movies in many ways influence student's vocabulary. Sabouri also took the data by equally divided the participants into various gender to see any different results. Different from Sabouri, this study emphasizes Spoken Grammar Understanding, so that this study will focus on students' opinion of the use of English-subtitled movies toward Spoken Grammar Understanding. Instead of applying Quantitative method as Sabouri do, this study will also use qualitative method to get the data about student's perception on the use of English subtitled movies toward students' Spoken Grammar Understanding.

LITERATURE REVIEW

Gerot and Wignel (1994) define Grammar as a language theory that shows the language process occurs. Roberts (1962) stated Grammar is a set of rules to create sentences. Francis (1970) states that grammar is a way of explanation, which is sometimes called the rule of law, which uses word order patterns into sentences. According to another expert argue that Grammar is a mental system that relates sounds and meaning to the mind; it is the vital component in the human mind that allows us to use language for any purposes that we like (Cook, 1990). Also, Grammar is a way to organize sentences and create good language (Hirai, 2010).

Spoken Grammar is the Grammar used in daily interactions that is informal and natural. Spoken Grammar has flexibility in word order. The hundred most common words in written Grammar are prepositions, pronouns, and articles - small words that give sentences the correct grammatical structure. In spoken English, many of the top 100 words are verbs. The characteristics of spoken Grammar are ellipsis, head, tails, filler, backchannels, and phrasal chunks (Albert P 'Rayan, 2020).

Chai, Judy, and Erlam, Rosemary (2008) reported that the benefits of using video and text to develop a general understanding of reading and listening have been well documented. However, what is lacking is research exploring what contribution they might make to learning beyond comprehension. They describe their paper as presenting a study intended to address this gap by investigating how video plus text impacts the learning of second language words and phrases. Twenty Chinese language students participated in this research. Participants are divided into two groups; one group watches a short video sequence with subtitles, and the other group watches the same line without subtitles. All pretest before treatment and completion of posttest and posttest were delayed. Participants also complete interviews. The results support a positive correspondence between text and learning unknown words and phrases, suggesting that text use does enhance micro-level learning. In the interview, participants responded positively to the use of videotext in the context of language learning. The majority of the text group stated that they prioritized reading the text in watching the video; some reported that they could not simultaneously pay attention to sound and image.

Sabouri and Zohrabi (2015) researched on how English-subtitled movies impacted students' vocabulary competence. He pointed out that English subtitled movies in many ways influence student's vocabulary. Sabouri also took the data by equally divided the participants into various gender to see any different results. Khairunnisa (2018) also stated some differences in grammar mastery for male and female students. In this study, both female and male participants were treated with the same treatment, but this resulted in different opinions from both groups.

RESEARCH METHOD

The research was conducted using descriptive qualitative research with a case study research method or approach. This research is non-empirical and uses the concept of data collection and conducting research based on virtual or online. Creswell (Creswell 2014) describes qualitative research as an approach to exploring and understanding the meaning of individuals from groups that are thought to come from social or human problems. Hanurawan (Hanurawan, 2011) also explained that qualitative research methods aim to explore the subjective meaning in the subject to be studied to describe the results in narrative or non-numerical form. There are four forms of qualitative research, according to Sauro (Sauro, 2015), including Ethnographic, Narrative, Phenomenological, Grounded Theory, Case Study. Furthermore, Cresswell (Cresswell 2014) explains that qualitative case studies are a form of the analysis found in many fields, especially evaluation. Researchers develop an in-depth analysis of a case, usually a program, event, activity, process, or process of one or more individuals.

In the Pre-Research, a survey of respondents will be carried out, making a questionnaire and making interview items. Furthermore, the Research

Implementation will be carried out whose activities include distributing research questionnaires and interviews with respondents. As a final procedure in research, it will be conveyed through Research Reporting, which contains data analysis, interview data processing, questionnaire data processing, progress reports, and final research reports.

This research will involve ten students (5 male and female) enrolled in the Grammar course in Spoken Discourse. The type of instrument used in this research is an online closed-ended questionnaire. This study adapts questionnaire design from Ebrahimi (2016) and this questionnaire (closed-ended questionnaire) has provided several answers to the research being carried out (Batubara, 2016: 43). The same thing was conveyed by Reja et al. (Reja et al., 2003) that a close-ended questionnaire limits respondents' answers to the alternatives available in the questionnaire; they also state that this type of questionnaire provides two choices, namely one possible solution and several possible explanations.

In addition to an online close-ended questionnaire this research will use an online semi-structured interview adapted from Ebrahimi (2016). In a semi-structured interview, the scope of the topics to be asked can be narrowed down (Rabionet, 2009). Furthermore, semi-structured interviews use an application with a conversation-like method so that respondents can provide honest answers in their own words (Longhurst, 2010).

FINDINGS AND DISCUSSION

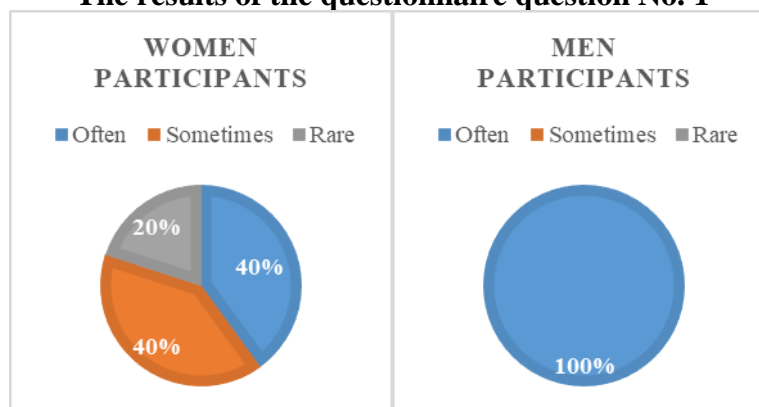
Findings

Learners' frequency of watching English subtitled movies

1. How often do you watch English subtitled movies?

Chart 1

The results of the questionnaire question No. 1



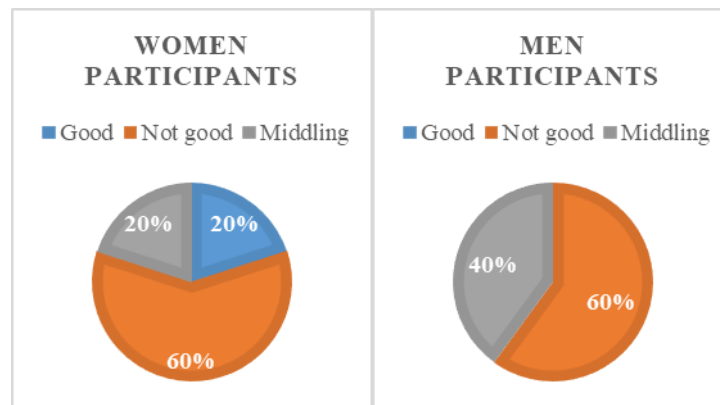
Based on the chart above, it can be concluded that all male participants often watched English-subtitled movies. Meanwhile, female participants tend to be doubtful about their frequencies in watching English-subtitled movies. Therefore, it can be concluded that, in terms of frequencies, male participants tend to watch English-subtitled movies more than female participants do.

Learners' spoken grammar skills

2. In your opinion, is your spoken grammar skill good enough? Explain why this is so?

Chart 2

The results of the questionnaire question No. 2



Women participants think their spoken grammar skills are not very good; they have several reasons. First, they are just learning spoken Grammar, sometimes forget and are confused in choosing the right words, and still have many shortcomings. The women participants, who decided "not bad," explained that although they thought their spoken Grammar was quite good, there were still difficulties in pronouncing the words they just heard. Then, the female participants who chose "middling" explained that their spoken grammar skills became good because of their frequent reading practice.

Some of the reasons expressed by male participants who chose that the ability to be spoken Grammar were not good, namely because it was challenging to learn it, rarely paid attention to in everyday conversation and were not used to or were still stiff in answering questions. On the other hand, the men participants' spoken grammar ability was quite good, arguing that they were only nervous about speaking in front of a large crowd.

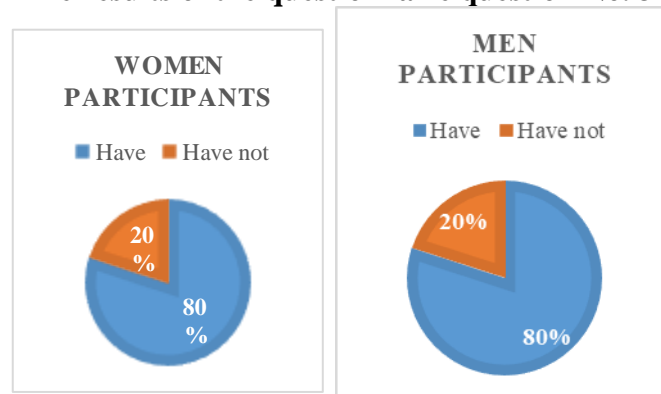
From this study, it can be concluded that the men participants' understanding in spoken Grammar is not better than that of women participants. In the chart above, it can be seen that some women participants have good spoken grammar skills. Meanwhile, none of the men participants had good spoken grammar skills. However, the number of women and men who have insufficient spoken grammar skills is the same.

Learners' experiences in learning grammar through subtitled movies

3. Have you ever tried to learn spoken grammar with or from an English subtitled movie?

Chart 3

The results of the questionnaire question No. 3



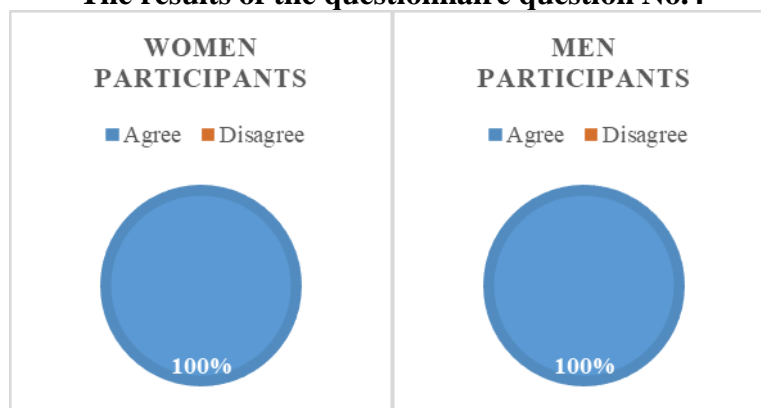
It can be seen that the results between women and men participants in the experience of learning spoken Grammar through English subtitled movies have the same comparison. It can also be seen that more women and men participants have tried learning through English subtitled movies.

The impact of English subtitled movies toward learners' spoken grammar

4. Then do you think that English subtitled movie affects your spoken grammar? Explain why this is so?

Chart 4

The results of the questionnaire question No.4



In the chart above, all women and men participants agreed that English subtitled movies affect their spoken Grammar. Therefore, it can also be concluded that for all participants English subtitled movies have a significant impact on spoken Grammar. The women participants agreed because it can help get used to good and correct sentence structure in spoken Grammar, affect pronunciation, and watch English subtitled movies. After all, they like it and, without coercion, make it easier to understand.

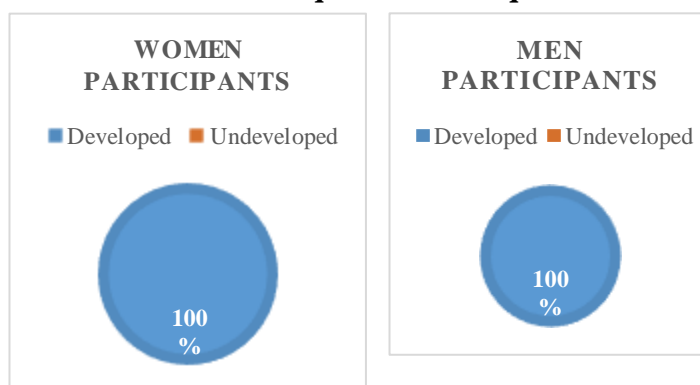
Men participants agreed with this opinion because they can imitate what they see and hear; it also helps add their vocabulary, influences their pronunciation, helps in structuring excellent and correct sentences in spoken Grammar, helps in practicing it. Moreover, they watch English subtitled movies because they like it and without compulsion, making it easier to understand.

Learners' spoken grammar

5. Are there any improvements in your spoken grammar after watching English subtitled movies several times?

Chart 5

The results of the questionnaire question No. 5

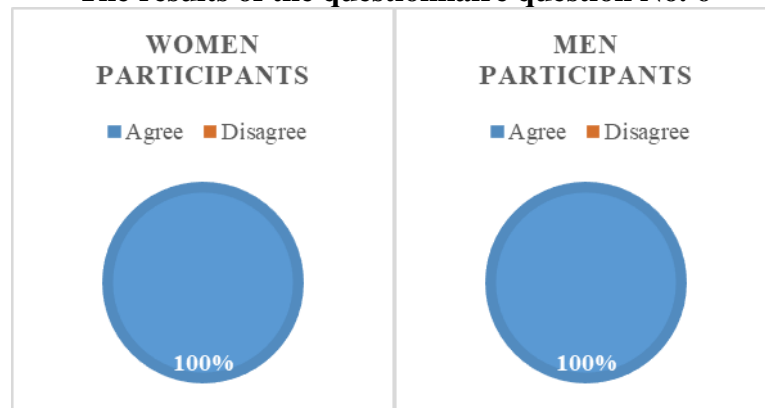


Both men and women participants answered a development in spoken Grammar after watching English subtitled movies several times, although the effect was not too significant.

Learning spoken grammar with English-subtitled movie

6. Do you think we can learn spoken grammar with or from an English subtitled movie?

Chart 6
The results of the questionnaire question No. 6

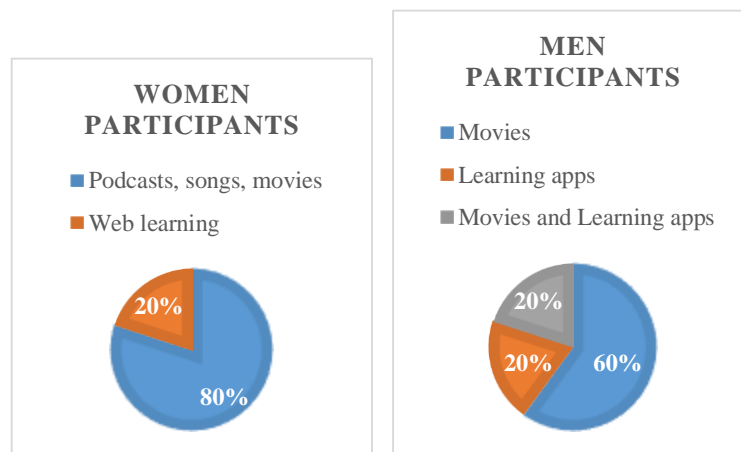


Both men and women participants agreed that the English subtitled movie could be used as a medium for learning spoken Grammar. Some argue that English subtitled movies can be a medium of learning for spoken Grammar because it is easier to learn and understand, especially if it is done because it likes it or without coercion, and can be widely explored by various groups.

Media in learning spoken grammar

7. In your opinion, what media will you use to learn spoken grammar?

Chart 7
The results of the questionnaire question No. 7



It can be concluded that the media that will be used in studying spoken Grammar which ranks first, is movies. The chart shows that more women participants choose movies than men participants. However, if Students pay attention again, the number who decide movies as a medium for learning spoken Grammar between women and men participants is the same. Because some men participants choose two media at once, namely, movies and learning apps, it can

be concluded that both tend to prefer movies as a medium for learning spoken Grammar.

Discussion

From the findings above, there are some differences in Learners' frequency of watching English subtitled movies. Men watch English subtitled movies more often than women. Although there are also differences in learners' spoken grammar skills, female participants have better understandings than men. Furthermore, all participants felt that there are some impacts on Learners' experiences in learning grammar through subtitled movies, English subtitled movies toward learners' spoken Grammar, Learners' spoken Grammar, and Learning spoken Grammar with English-subtitled movies. All participants perceived that English movies is a suitable medium for learning spoken Grammar, but some men participants prefer to choose movies and learning apps simultaneously. ARAB Sabrina, D. A. (2016) Stated that English subtitled movies play an important role in acquiring foreign grammar competence. Combining subtitles with audio-visual materials is an effective instructional method to enhance the comprehension of second language learners. The same things go with the student's opinion; to them, the subtitled movies are helpful media to improve their understanding of Spoken Grammar.

From the results of this study, all participants agreed that English subtitled movies impacted their Spoken Grammar Understanding. Just as the study conducted by Khairunnisa (2018), Even though a different group of students were treated with the same technique or were exposed to the same media, it didn't necessarily mean to have different results. In this study, although the other groups are used to access the same media, English-subtitled movies, there is no significant difference in their understanding of Spoken Grammar, all of the participants agreed that the subtitled movie impacted their understanding of English Spoken Grammar.

It's just that there is a significant difference in the frequency of watching English subtitled movies between men and women. Compared to women, men watch English subtitled movies more often. From the results of the answers above, both men and women are not very good at spoken Grammar. However, most of them have tried to learn through English subtitled movies, and they say that it affects their spoken Grammar Understanding. Therefore, there is a development in their spoken grammar ability, although it is not that significant after watching English subtitled movies several times.

All men and women participants said that spoken Grammar could be learned with or from English subtitled movies. What's more, most of them prefer movies as the medium they will use to learn spoken Grammar. At the end of the conclusion, students' perception showed that English subtitled movies are influential and can improve the understanding of spoken Grammar, especially if it is done several times or as often as possible and without any pressure, as well as an effort to learn spoken Grammar. Hayati, A., & Mohmedi, F. (2011) stated that Students that were exposed with English subtitle in a movie, were tend to have higher competence in English rather than those who watch a movie with their mother tongue subtitle. It can be concluded that students habit in accessing English – subtitled movie, helped students to improves their competence in

English. In this study, both participants, male and female stated that the English – subtitled movies improved their Spoken Grammar understanding, and also many elements in English Skills.

CONCLUSION AND SUGGESTION

In conclusion, all participants agreed that English-subtitled movies can be an effective medium in mediating spoken grammar learning. Most of the time, all participants agreed on specific topics concerning the influence of English-subtitled movies toward their Spoken Grammar Understanding. Although there are some different results concerning watching English-subtitled movies between male and female respondents, male students watched English movies more often than female students. In addition, female respondents are more confident about their spoken Grammar; they thought that their spoken Grammar is good, while male respondents tend to be more insecure about their spoken Grammar and felt that they didn't do well enough. Overall, all participants stated the importance of English-subtitled movies to their Spoken Grammar Understanding and how it helped them to improve and understand their spoken Grammar better. All of the respondents also suggested that the English-subtitled movies can be used as an alternative to learn spoken Grammar for the students. This result is in line with previous study of Hayati, A., & Mohmedi, F. (2011), where they found out that all participants in their research felt that students that are exposed to English subtitled movies have better understanding in Grammar and other elements in English.

In relation to students' positive perception toward the integration of English-subtitled movie in Spoken grammar, there is a recommendation for helping EFL Students in their spoken Grammar is to integrate technology devices and expected behavior in their learning environment. This can be done through watching English movies to familiarize with the culture and those new slangs and idioms that daily come to the English language so that the students can improve their spoken Grammar based on the English- subtitled movies. English teachers also can consider English-subtitled film to be integrated into their lesson to support spoken grammar learning.

English language teachers in Indonesia need to consider providing EFL learners with watching English films in their spare time and a healthy atmosphere to achieve more language skills and vocabulary identification during watching movies. In addition, other researchers might develop further research investigating the perception of students in implementing English-subtitled movies on other language components, such as listening comprehension, reading, writing, and pronunciation.

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