AUTHENTIC VIDEO AND SUBTITLES
ON ENGLISH VOCABULARY ENHANCEMENT
(A Quasi-Experimental Study in One Private College in Bandung)

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ABSTRACT

Video is commonly used in instructional settings. The mixture of sound, image, and text -in the form of subtitles- has valued the video. It considers video as an understandable media for teaching vocabulary to foreign language students. This study is aimed at finding the effectiveness of using authentic video and subtitles in EFL teaching learning. This study is conducted at one of private colleges in Bandung. It is an experimental study. It compares the result of pre-test and post-test given to the students. The result of the t-test is the score in the t-test table (2.03 and 2.75) is smaller than the score obtain in this study (13.52), so the alternative hypothesis is accepted and the null hypothesis is rejected. It means that using authentic video and subtitles in teaching English vocabulary is effective.

Keywords: Authentic Video, Vocabulary, Subtitles

A. Introduction

The main applications of video have been categorized in two types (Talavan, 2007). First, instructional video, purposely formed to teach foreign languages, and second, authentic video materials, such as films, TV series, commercials, etc., originally created for native speakers of the language. Even if it can sometimes be more complex to hold, it is in fact very useful to use authentic video in the foreign language class, since students can expand more proficiently takings from this kind of input. It considers given what learners really need in real life, such as its arrangement of actual (not manipulated) and entire communicative situations. It commonly applied in sitcoms, series, films, TV commercials, or documentaries.

Considering the video used and the outcome of the lesson, subtitles have a possible rate in helping learners in the process of learning (Vanderplank, 1988). Moreover he adds, that text in the form of subtitles assists learners in screening a speech that would probably be lost. Besides, it offers immediate response and a positive reinforcement that builds a feeling of learners' confidence. It can help them ready and motivated to watch foreign video, films, etc., with or without the support of subtitles in the near future.

A subtitled video clip presents a triple link between image, sound and text, sound and text being connected by translation (Danan, 1992) when typical subtitles are applied. This fact is considered relevant to the significance of visual links in memory for vocabulary learning. Then, the existence of sound and text together; when this text emerge in the form of translation, the connection in memory are improved.

Moreover, some researchers have already confirmed the efficiency of video in teaching unknown vocabulary items (Al-Seghayer, 2001). This is since the video is able to develop a curiosity that guides to deep focus. In addition, Carter and McCarthy (1988) propose "the more opportunities that can be found for formal transfer between foreign and mother-tongue words, the better the chances for retention". For this reason, the prospective value of authentic subtitled video in vocabulary learning is not supposed to be negated. The same notion also stated by Canning-Wilson (2000). She suggests that images contextualized in video can help to support language learning and provide the learner to see direct meaning in terms of vocabulary identification.

It is fair to say that vocabulary is one important aspect in learning a foreign language. With an adequate amount of vocabulary, a student is able to avoid the troubles of speaking, reading, listening, and writing (Nation, 2001). Hence, it can be said that the acquisition of vocabulary would help the students in obtaining, comprehending, and enhancing the process a better understanding.

Therefore, this present study was conducted to know the effectiveness of using authentic video and subtitles video in teaching English vocabulary at one private college in Bandung by testing the following hypothesis:

Null Hypothesis (Ho): There is no difference in students' mastery of vocabulary after using authentic video and subtitles.

Alternative Hypothesis (Ha): There is a significant difference in students' mastery of vocabulary between students who are given authentic video and subtitles and who are given conventional audio tape.

B. Research Methodology

As mentioned before that the purpose of this study is to find out the difference between two groups. Thus, in order to find the result, the writer did field study, especially experimental research. The field study is done in the form of experiment by applying two different techniques for two different groups of students (Burns, 2000). This experiment was held in two classes, namely experiment class and control class. Before the experiment done, the writer gives pre-test and post-test to all of the students in experiment and control class with the same instrument to know the students knowledge of the materials that would be taught.

In collecting the data, the writer gives the students the pre-test and post-test used to test the two groups of student. Pre-test and post-test are the same in form as well as its content but the time and aim are different.

Firstly, both the experiment class and controlled class were given the pre-test before the lesson is begun to know the students knowledge of the material that will be taught. Secondly, both the experiment class and control class were given the same materials but with the different techniques of vocabulary learning. The experiment class was given the authentic video and subtitles, and the control class with the conventional audio tapes. This study is talking about clips because the video sequences need to be short (Stempleski, 1990), to have time to exploit all their contents in class. The last step in the experiment is giving the post-test to the two classes, class A and class B. post-test giving after the lesson is finished, to know students taught.

During the conduct of this research, the authentic video and subtitles, was shown to 20 students of one private college in Bandung. The pre-test was done on March 3rd, 2015. It was aimed to figure out the students' achievement in vocabulary mastery before giving the teaching program. Meanwhile, the post-test was done on April 30th, 2015. It was aimed to figure out the result of the given implementation of authentic video and subtitles.

C. Results and Discussions

To know the result of test (pre-test and post-test) the writer makes the table of the students' scores of each group. The writer does not mention the student's names but their scores are as follow:

Table 1
The Score of the Individual Students of the Experiment Class
or by Using authentic video and subtitles.

N	Pre-test	Post-test	Gained scored
1.	34	79	45
2.	50	88	54
3.	25	80	55
4.	25	85	60
5.	55	95	40
6.	45	90	45
7.	40	90	50
8.	35	85	50
9.	38	88	50
10.	39	90	51
11.	24	78	54
12.	38	90	52
13.	25	90	65
14.	39	89	50
15.	40	90	50
16.	50	95	45
17.	50	95	45
18.	55	95	40
19.	45	90	45
20.	30	95	65

Table 2
The Score of the Individual Student of the Control Class
or using conventional audio tape.

N	Pre-test	Post-test	Gained scored
1.	40	70	30
2.	30	70	40
3.	50	65	15
4.	35	40	5
5.	40	70	30
6.	55	70	15
7.	60	75	15
8.	55	75	20
9.	55	75	20
10.	35	60	25
11.	45	65	20
12.	40	70	30
13.	40	70	30
14.	50	75	25
15.	55	70	15
16.	50	75	25
17.	45	55	10
18.	40	70	30
19.	40	70	30
20.	55	75	20

As mentioned before, that in analyzing the data from the result of pre-test andmpost-test, the writer uses statistic calculation of the t-test formula with degree of significance 5% and 1% as follows:

$$t = \frac{M1 - M2}{\sqrt{\dfrac{\left(\sum X_1^2 + \sum X_2^2\right)\left(N_1 + N_2\right)}{\left(N_1 + N_2 - 2\right)\left(N_1 + N_2\right)}}}$$

Table 3
The Comparison of Scores of Each Student of the Experimental Class
and the Control Class

N	X_1	X_2	F_1	F_2	X_1^2	X_2^2
1	45	30	-5,5	7,5	30,25	56,25
2	54	40	3,5	17,5	12,25	306,25
3	55	15	4,5	-7,5	20,25	56,25
4	60	5	9,5	-17,5	90,25	306,25
5	40	30	-10,5	7,5	110,25	56,25
6	45	15	-5,5	-7,5	30,25	56,25
7	50	15	-0,5	-7,5	0,25	56,25
8	50	20	-0,5	-2,5	0,25	6,25
9	50	20	-0,5	-2,5	0,25	6,25
10	51	25	0,5	2,5	0,25	6,25
11	54	20	3,5	-2,5	12,25	6,25
12	52	30	1,5	7,5	2,25	56,25
13	65	30	14,5	7,5	210,25	56,25
14	50	25	-0,5	2,5	0,25	6,25
15	50	15	-0,5	-7,5	0,25	56,25
16	45	25	-5,5	2,5	30,25	6,25
17	45	10	-5,5	-12,5	30,25	156,25
18	40	30	-10,5	7,5	110,25	56,25
19	45	30	-5,5	7,5	30,25	56,25
20	65	20	14,5	-2,5	210,25	56,25
	$\sum X_1 =$ 1010	$\sum X_2 =$ 450	$\sum F_1 =$ 0	$\sum F_2 =$ 0	$\sum X_1^2 =$ 240,5	$\sum X_1^2 =$ 1405,5

$$M_1 = \frac{1010}{20} = 50$$

$$M_2 = \frac{450}{20} = 22,5$$

$$t_o = \frac{50,5 - 22,5}{\sqrt{\frac{240,5+1405,5}{20+20-2}\left(\frac{20+20}{20.20}\right)}}$$

$$= \frac{28}{\sqrt{\frac{(1646)}{38} \cdot \frac{(40)}{(400)}}}$$

$$= \frac{28}{\sqrt{(43) \cdot (0,1)}}$$

$$= \frac{28}{\sqrt{4,3}}$$

$$= \frac{28}{2,07}$$

$$= 13,52$$

$$df = 20+20-2$$
$$= 38$$

$$5\% = t_0 : t_t = 13,52 > 2,03$$
$$1\% = t_0 : t_t = 13,52 > 2,72$$

To test the hypothesis, the data obtained from both classes are analyzed and calculated by using the t-test formula.

From result of the calculation, it is obtained the value of the t_0 is 13,52. The degree of freedom (df) is 38 (obtained from $(N_1+N_2) = (20+20-2)$). In this study, the writer uses the degree of significance of 5% and 1%. In the table of significance, it can be seen that on the df 38 and on the degree of significance of 5% and 1 %, the value of the degree of significance is 2,03 and 2,75. Comparing the t_0 with each value of the degrees of significance, the result is $2,03 < 13,52 > 2,75$. Since t_0 score in the table is smaller than t_t score obtained from the result of calculation the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected.

D. Conclusion

From the explanation about the analysis of the result on the table 3 above, we can see that the using of authentic video and subtitles in enhancing students' vocabulary is adequate success. It can be seen on the table above that the students who accept the authentic video and subtitles get higher

scores than the students who use conventional audio tapes. It means that using authentic video and subtitles is much better than using conventional audio tapes.

Foreign language words are learned better when directly associated with appropriate nonverbal referents (objects, events, emotions, context, etc.); this efficient association can only be found in real life or in authentic video. Therefore, it is suggested that vocabulary teaching and learning should not be divorced from the classroom setting of the use of authentic video and subtitles.

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