



**ANALYZING SELF-STUDY WITH ENGLISH
SUBTITLED MOVIES TO SUPPORT VOCABULARY
LEARNING FOR STUDENTS**



LAELY DHOFIROH
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A THESIS

Submitted in Partial Fulfillment of the Requirements for the Degree
of *Sarjana Pendidikan* in English Education



By:

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**ENGLISH EDUCATION DEPARTMENT
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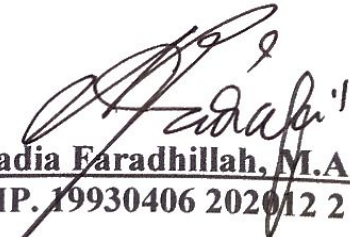
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Dengan ini saya mohon agar skripsi saudara tersebut dapat segera dimunaqosahkan. Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatian bapak/Ibu, saya sampaikan terima kasih.

Wassalamu'alaikum Wr.Wb.

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MOTTO

“Learning not just to know, but to grow.”



ABSTRAK

Penelitian ini mengkaji bagaimana film berbahasa Inggris yang dilengkapi subtitle dapat mendukung pembelajaran kosakata secara mandiri oleh siswa. Menyadari bahwa kosakata merupakan unsur penting dalam kompetensi berbahasa, penelitian ini mengeksplorasi strategi dan pengalaman siswa ketika secara mandiri menonton film berbahasa Inggris dengan subtitle. Menggunakan desain penelitian kualitatif studi kasus, data dikumpulkan melalui wawancara semi-terstruktur dengan dua siswa sekolah menengah atas di Pekalongan, Jawa Tengah, yang telah menerapkan metode belajar ini. Temuan menunjukkan bahwa film berbahasa Inggris dengan subtitle efektif meningkatkan penguasaan kosakata melalui paparan bahasa otentik dan kontekstual. Partisipan melaporkan menerapkan strategi seperti mencatat kosakata baru, menghentikan dan memutar ulang adegan untuk memperkuat pembelajaran. Meskipun memberikan manfaat seperti peningkatan keterampilan mendengar, pengucapan, dan pemahaman idiom, siswa juga menghadapi tantangan seperti kesulitan mengikuti dialog yang cepat, membedakan bahasa formal dan informal, serta memahami referensi budaya. Tantangan tersebut mendorong siswa untuk mengembangkan strategi adaptif, yang mencerminkan kesadaran metakognitif dan kemandirian belajar. Secara keseluruhan, penelitian ini menyoroti potensi praktis penggunaan film berbahasa Inggris dengan subtitle sebagai bagian dari pembelajaran mandiri untuk melengkapi pembelajaran formal dan mendorong peningkatan penguasaan kosakata secara mandiri.

Kata kunci: kosakata, belajar mandiri, film berbahasa Inggris dengan subtitle

ABSTRACT

This study investigates how English subtitled movies can support students' self-study in learning vocabulary. Recognizing vocabulary as a crucial element for language competence, the research explores students' independent strategies and experiences while watching English movies with subtitles. Using a qualitative case study design, data were collected through semi-structured interviews with two senior high school students in Pekalongan, Central Java, who have adopted this learning method. The findings reveal that English subtitled movies effectively enhance vocabulary acquisition by providing contextualized, authentic language exposure. Participants reported adopting strategies such as note-taking, pausing, and replaying scenes to reinforce learning. Despite benefits like improved listening, pronunciation, and idiomatic understanding, challenges included difficulty following fast-paced dialogues, distinguishing formal from informal language, and comprehending cultural references. These challenges prompted students to develop adaptive strategies, reflecting metacognitive awareness and learner autonomy. Overall, the study highlights the practical potential of integrating English subtitled movies into self-study routines to complement formal instruction and encourage independent vocabulary learning.

Keyword: vocabulary, self-study, English subtitled movies

PREFACE

All praise and gratitude belongs to Allah SWT, who has granted His blessings and guidances so that I can through the process of completing the thesis entitled **“ANALYZING SELF-STUDY WITH ENGLISH SUBTITLED MOVIES TO SUPPORT VOCABULARY LEARNING FOR STUDENTS”** strongly and patiently. With all his favors, it is grateful to be born as the people of our beloved prophet Muhammad *SAW* who is the greatest person that has guided us to the right and beautiful path. Definitely, there was found many difficulties in writing this thesis. However, it could still be finished because of the number of people around me that have helped and supported me in ideas, solutions, mental support, and more.

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CHAPTER I

INTRODUCTION

1.1 Background of Study

Vocabulary is a very important part of learning a foreign language. Vocabulary is the master key to deciphering sentences in foreign languages. Gaining a large vocabulary makes it simpler to comprehend what is being read, follow a discussion, respond, and communicate in a foreign language. Students are unable to communicate and comprehend what is being said if they lack a proper vocabulary. One aspect of the English language that is crucial to reading comprehension and effectively communicating ideas in writing or speech is vocabulary. Due to a lack of vocabulary, students of all skill levels regularly find themselves in circumstances where they can only grasp a section of a written text or sentence (Santos, 2012).

Vocabulary is a part of the English language that plays an important role in reading comprehension and expressing thoughts in writing or speaking. Students of various skill levels frequently find themselves in situations where they understand only a portion of a written text or sentence due to a lack of vocabulary (Santos, 2012). Vocabulary is the most important element to learn in order to use it properly. This means that vocabulary is a big component that helps people understand a part of the written text because they don't know the meaning of all the words. Vocabulary is the most important thing for someone who wants to learn any language. Without good vocabulary mastery, it is impossible to become fluent in that language. Vocabulary is the collection of words that a person or other entity knows or that are part of a particular language. Vocabulary is the total number of words (and the rules for combining them) that make up a language. Vocabulary is all the words in a language that a person knows.

Vocabulary learning strategies are a conscious effort by learners to control their vocabulary learning. The language learning

strategy, which is a subset of the general learning strategy, includes vocabulary learning strategies. According to (Ngalawi & Zainal, 2020), Students should understand and feel at ease using vocabulary acquisition techniques that will help them along the way. Getting students to actively consider the meaning of words and how we might use them in various contexts should be the aim of vocabulary instruction. Understanding is likely to be influenced by such thorough and rich instruction (Fehr, 2012). Determination, social, memory, and metacognitive cognitive are some of the various methods for vocabulary acquisition (Permatasari, and 2021). People use different vocabulary learning tactics to accomplish tasks during the learning process. Self-learning is possible from anywhere at any time, including official settings like campuses and schools as well as more casual ones like homes, where one can study alone or with others.

In the learning process, people have their own vocabulary learning strategies for completing tasks. Self-study can be done at any time and from any location, including formal institutions such as schools and campuses as well as informal ones such as at home, alone or in groups. Humans, as different individuals, find and have their own way of learning that indirectly determines an individual's success in the learning process. However, two people who engage in the same type of learning may not achieve the same learning outcomes.

Self-study is a method of learning in which students manage their own education outside of the classroom and without direct supervision from a teacher. Since it allows users to choose what and how they learn, self-study can be a very helpful learning technique for many people. Another method of learning for equity education that is employed outside of in-person classes or tutorials is self-study, either individually or in groups. In order to contribute to the body of knowledge in teacher education, self-study aims to raise the bar for practice and make it accessible to the academic community (Vanassche & Kelchtermans, 2015).

Self-study provides many advantages to students who want to learn, including the ability to customize their learning to fit their goals, expectations, and motivations. Students can explore important topics better, which will improve the learning process. Students are able to design and evaluate their own learning objectives. In order to produce deeper learning, students will be more engaged in their studies. In order for pupils to acquire critical thinking skills, they are urged to think now rather than just memorize what they have learned. Enhance students sense of ownership over the learning process and provide them the ability to assess their learning progress. The earlier someone develops the capacity for autonomous study, the easier it is for students to carry out their learning. Curiosity, critical thinking abilities, decision-making, originality, and self-assurance can all be improved by self-study.

In the process of education and teaching in schools, media are tools, methods, and tactics that are used to improve communication and interaction between teachers and students. The media serves as a vehicle for communications and can stimulate students' interests and abilities to support their learning process (Gustami, 2020). Generally speaking, students pick up language faster when they are given visual aids like pictures or real objects. The teacher frequently uses loose terms without providing context when teaching English to children, especially when it comes to spoken language.

The use of subtitles in movies is one of efficient technique to help students better understand the sentences and vocabulary presented in movies. The message or content of videos that use other languages is often difficult for certain people to understand. As a result, teaching foreign languages using movie subtitles may help students cope with uncertainty, maintain motivation, and reduce some of their anxiety (Sabouri et al., 2015). We unintentionally learn the specific target language used in the movie when we watch it with subtitles. Learning new vocabulary is a difficult task for the majority of language learners, yet it is essential to language acquisition, particularly for improving communication abilities (Hestiana & Anita, 2022).

This study specifically focuses on exploring how English subtitled movies can serve as a medium for self-study to enhance students' vocabulary acquisition. It examines the ways students independently use English subtitled movies to discover, understand, and remember new vocabulary items outside the formal classroom setting. The research also seeks to identify the challenges students encounter when relying on this strategy and the techniques they develop to overcome these obstacles, such as note-taking, replaying scenes, or using additional online resources. By centering on students' real experiences and strategies, this study aims to highlight the effectiveness and practicality of integrating subtitled movies as an autonomous vocabulary learning tool, complementing traditional instruction and encouraging learner autonomy.

1.2 Formulation of The Problem

In this study, a research questions are addressed. The researcher investigates:

1. How do English subtitled movies support students self-study in vocabulary learning?
2. What are the challenges learning vocabulary through English subtitled movies?

1.3 Operational Definition

To avoid misinterpretation of this research, here are the operational definitions of each keyword:

1. Vocabulary

The body of words that are important in language. By translating or repeating the words, the participant here picks up the words they don't yet understand or have only heard from the subtitles.

2. Self-Study

The independent and often unguided process of learning a subject without the direct instruction of a teacher or tutor, typically done at home or in a personal setting.

3. English Subtitled Movies

Movies that include subtitles that are shown at the bottom to help audiences comprehend what is being spoken.

1.4 Significances of the Research

a. Empirical

This study provided empirical insights into the knowledge and experience of the researchers on vocabulary acquisition through the use of English subtitled movies.

b. Theoretical

The purpose of this study is to inform future researchers on students' experiences acquiring vocabulary through English subtitled movies. Moreover, these findings can motivate them to enhance their vocabulary mastery and learn vocabulary using the English subtitled movie. The study's findings can inform the lecturer about the students' perception of using English subtitles on a movie to promote the learners' self-study in enhancing their vocabulary mastery. Also as practically for the students, this research would give some information that English subtitled movies could be suitable media to promote self-study and enhance vocabulary mastery. For a future researcher, this research would be as a reference for them because this present study might give additional information to the future researcher who has a similar topic

c. Practical

This research holds several practical significances for students, teachers, and future researchers:

1. For Students

This study provides a practical example of how students can integrate English subtitled movies into their self-study routines to enhance vocabulary mastery. It encourages students to adopt a more active and reflective approach to learning by using accessible media that aligns with their interests and daily habits. By applying strategies such as pausing, note-taking, and reviewing new words in context, students can improve their vocabulary acquisition outside formal classroom hours.

2. For Future Researchers

The study offers a model and reference point for conducting further research on media-assisted language learning, particularly on the role of subtitles in self-study. Future research can build on these findings by exploring different genres, subtitle types (e.g., bilingual, intralingual), or larger sample groups to deepen understanding of vocabulary learning through audiovisual media.

Through these practical contributions, the study aims to encourage more creative, flexible, and learner-driven strategies to improve vocabulary learning and overall language competence.



CHAPTER V

CONCLUSION

5.4 Summary of the Findings

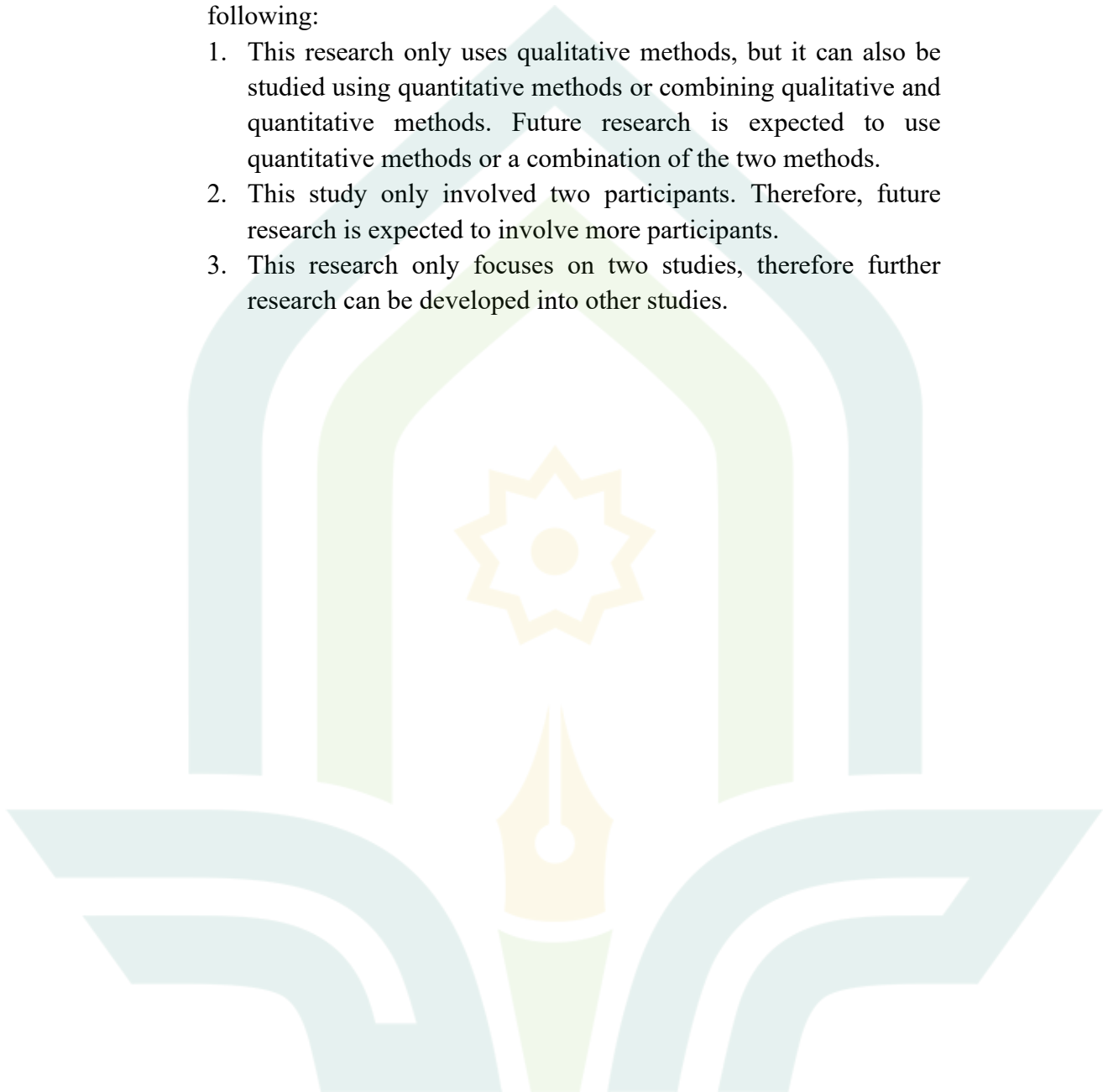
Based on the data findings and discussion in chapter IV, the researchers concluded the effectiveness of English subtitled movies as a valuable tool for students' self-study in vocabulary learning. Students reported improved word recognition, contextual understanding, and retention of new vocabulary through repeated exposure to authentic language use in films. The integration of subtitles allowed learners to connect spoken and written forms of words, enhancing both listening and reading skills. Moreover, learners expressed increased motivation and engagement when using movies as a learning medium, making the self-study process more enjoyable and sustainable. However, the effectiveness varied depending on students' language proficiency, consistency of exposure, and ability to use learning strategies such as note-taking and contextual inference. Overall, English subtitled movies serve as an accessible and impactful resource in supporting autonomous vocabulary acquisition, complementing formal language instruction and encouraging lifelong learning habits.

While English subtitled movies offer many benefits for vocabulary acquisition, students also face several notable challenges in this learning approach. One of the most common difficulties is understanding unfamiliar accents, fast speech, or slang, which can hinder comprehension and reduce the effectiveness of vocabulary learning. Additionally, many students struggle with information overload, as the fast pace of dialogue can make it hard to focus on both reading subtitles and understanding meaning simultaneously. Limited prior vocabulary knowledge also restricts the ability to infer meanings from context.

5.2 Suggestions

Researchers provide several recommendations, including the following:

1. This research only uses qualitative methods, but it can also be studied using quantitative methods or combining qualitative and quantitative methods. Future research is expected to use quantitative methods or a combination of the two methods.
2. This study only involved two participants. Therefore, future research is expected to involve more participants.
3. This research only focuses on two studies, therefore further research can be developed into other studies.



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