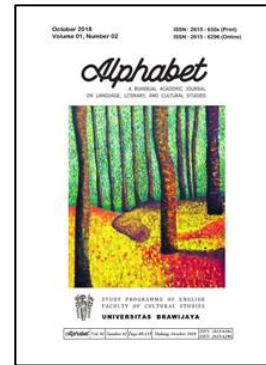


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Implicit Instruction, Subtitles, Vocabulary and Listening Comprehension

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Abstract

This current study is focusing on the impact of English movies with English subtitles and *Bahasa Indonesia* subtitles on content comprehension of English movies through the students' listening comprehension. Fifty-six (56) students of English subject at the *Politeknik Elektronika Negeri Surabaya* were selected randomly. Using the quasi-experimental study, a movie entitled *Transcendence* was selected based on the ESP content and language level difficulty. With two intact groups, they were group A and group B presented the same movie, class A watched it with English subtitle and class B with Bahasa Indonesia subtitle. After watching the movie, the participants answered the relevant multiple-choice vocabulary by listening session questions and content comprehension questions, they answer the questions on the paper. The data gathered were subjected to the statistical procedure of paired sample t-test. The results showed that English subtitle has an impact better than *Bahasa Indonesia* subtitle. However, this statistical data failed to show that they get greater development on their vocabulary comprehension. Those findings showed that the students' listening comprehension does not have any impact on their vocabulary comprehension.

Keywords: Implicit instruction, English film subtitle, *Bahasa Indonesia* subtitle, Vocabulary Comprehension, Listening.

The characteristics of ESP (Dudley Evans and St.John; 1998) have described that (1) ESP is defined to meet specific needs of the learners, (2) ESP makes use of underlying methodology and activities of discipline it serves, (3) ESP is centred on the language appropriate to these activities in terms of grammar, lexis, register, study skill, discourse and genre. At the conceptual level (Hutchinson & Waters; 1987) noted that ESP is divided into two main types and differentiated according to whether the learner requires English for Academic Study (EAP: English for academic purposes) or work (EOP/EVP/ VES: English for Occupational Purposes/ Vocational English as a Second Language).

To fulfill the need for instructional management and teaching materials of ESP in class, the teachers should find the appropriate teaching way to present the English material. Considering this situation, some teachers choose films as their best choice to accommodate the specific genre, theme or situational movies. Finding the appropriate film to be in line with their field is the other way to complete the students' need to understand words, moreover to develop their vocabulary comprehension. Wilkin (1972) emphasizes the importance of word knowledge by saying "you can communicate in a language without grammar, but you cannot communicate without a word knowledge". Related to the condition, using films to teach a foreign language

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can help motivate students and remove some of the anxiety of not knowing the language. Movies not only allow teachers to introduce various realities into the classroom, but also guide them into the term of discussions based on movie content. Also, movies allow students to bring their background knowledge and experiences into the main topic which has relation to their field. Furthermore, almost everyone has the same opinion that study language by watching a movie is pleasurable.

Some researchers' publications on instructional management have the same opinion that listening comprehension can be developed with the addition of images to enlarge the learners' prior knowledge of their vocabulary (Birules-Muntane, Faraco, 2016; Etemadi, 2011; Guichon & McLorman, 2008). In line with this situation, enriching the teaching material with bimodality have a positive impact on improving learners' reading to improve their vocabulary (Sirmandi, Sardareh, 2016). Moreover, Thammineni (2016) in his study said that watching movies in English classroom helps in many ways, especially for L2. In his studies, he said that (1) **Listening Skills:** The learners English being used in a very natural way. Some parts may be speaking too fast for the learners to understand but it will be a perfect way for the learner to get used to hearing native speakers talk to each other. We will also hear informal English and slang words and phrases that we often do not find in books or dictionaries. (2) **Speaking Skills:** Hearing natives speak it will also help learners speaking skills, especially fluency. We hear how to link words together and where to put information on certain words and sentences. Watching films with peer group and speak about them afterward or the learners could even find movie scripts online and act out scenes with their friends in language classroom shall yield good results in giving the opportunity to develop speaking skills. (3) **Pronunciation:** We all know that English pronunciation is extremely difficult and when we read words it is hard to know how they should be said. Hearing native English speakers' talk to each other will help to hear how words are

pronounced. If we are using English subtitles, we will also be able to see how the words are written. (4) **Vocabulary:** By watching English movies, we hear many new words and phrases, especially idioms and colloquial expressions. Writing down any new words or phrases those are heard while watching a movie or remembering them for ready use of them in our conversations is a worthy experience. If we do not understand a few new words, it also gives us an opportunity to refer to the dictionary for the meaning of them (5) **Putting Knowledge into Practice:** In English classes, we learn a lot of vocabulary and grammar but the learners may not know how to use it in real life. Watching English films will help them understand how to use all the learned knowledge in everyday situations. Other opinion to support this theory into the learner development in listening that the subtitles in the original language can be used to retune the link of speech-sound that is the sound with perspective categories, therefore the advanced level of the English learners could adapt to English sounds in a more efficient fashion (Birules-Muntane, Soto-Faraco: 2016).

This study tried to find the gap among those studies. The use of subtitle in teaching English for L2 can be further improved by using the right way and selection of teaching materials. Caption and subtitles as a form of scaffolding for audio-visual materials have gained much attention in a second or foreign language (L2) learning in recent years and various studies report their positive effects on learners' listening comprehension (Hosogoshi: 2016). This medium provides not only rich aural input, but also can expose learners to visual input as well. This atmosphere might offer a new path to language learning that the use of subtitled movie is more effective at improving overall comprehension. About the effectiveness of subtitles, this study tried to use the film subtitles as the medium to develop the students' listening through their vocabulary comprehension. Some studies believe that the L2 vocabulary would increase through listening, and get some advantages by using

Table 1. The Qualitative Features between Two Classes.

No	Features	With English Subtitle Group (Group A)	With <i>Bahasa Indonesia</i> subtitle Group (Group B)
1	Number of students	27	29
2	Mean scores for English Subject	50.07	50.55
3	The schedule of English subject	Monday 3-4	Monday 7-8

both audio and visual channel. It is to examine that listening has a direct impact on the development of vocabulary comprehension that this research is carried out.

In supporting the instructional research management, this study used the implicit in-struction as the bridge to facilitate the teaching strategy. It is a sequence of supports that involve a process, which takes place naturally, simply, and without conscious operations. Nagy (1997) believes that teaching vocabulary directly is wasting time through some research strategy studies. This major argument is that there are large numbers of words in English and therefore a large amount of time is needed to deliberately and explicitly present vocabulary. In his study, he said that direct teaching could only account for a very small proportion of native speakers' vocabulary growth.

The use of implicit instruction becomes the current variable in this study because the learners need long-term and time to memorize and understand the vocabulary deeply. That is the reason that the instruction is needed as what in the implicit instructions suggested because the main purpose of vocabulary instruction is to help students to improve their comprehension. The extent of vocabulary instruction is motivated by the relationship between vocabulary and reading comprehension.

In this study, the use of subtitles is the most important to appropriate the students' need. Another challenge for the ESP teachers is finding the appropriate film in the field of ESP, especially in the field of Engineering. Teachers should find the best attracting film to get the students' attention and curiosity about their field, such as Hollywood film with

the famous and popular actors. The box office film is the best choice to deliver this aim. Using English language movies to develop their vocabulary comprehension in the main goal of the study as English language movies possess the benefit of authentic input. It motivates students and provides more opportunities to develop their vocabulary and their comprehension.

METHODS

This study was quasi-experimental with pre-test and post-test design. Implicit instructions with implicit method were used in both classes. The subjects were the 3rd semesters of two classes from the Informatics Department of *Politeknik Elektronika Negeri Surabaya*. They were chosen because they had the same characteristics and level of English proficiency.

Before the experiment, both classes were ensured to be equal in all aspects by observing both classrooms, interviewing the English teacher taught in both classes and examining the English scores in the previous semester. Those were carried out as the efforts to reduce the threat towards internal validity, in this case, is a selection (Ary, Jacobs & Sorensen. 2006: 298). The data of students of the two classes are shown in Table 1.

Taking the qualitative features in those two classes, it concluded that they were not significant regarding students' number in the portion of mean scores for English subject. It can assume that both classes were homogenous which play an important role before the experimental research. It should ensure that the

subjects of the study in both groups were equal to avoiding bias result.

Then, the students' English scores of both classes will be compared to determine the effect of the treatment on both groups according to their proficiency. Before the treatments, assisted by the English teacher, we collected the students' English data from their previous se-

mester. The data was conducted on both experimental classes to get the condition of the classroom and to ensure that both classes were equal in term of language achievement.

Next was the experimentation, one class had implicit instruction given in the class, and the other experimental class had natural instruction. Both classes had listening sessions with audio-visual aid to support the students' comprehension of the topic discussed. After four meetings have given, the post-test was conducted. Due to the post-test, we, assisted by the teacher, prepared the movie to present to the class. After watching the movie, the students would get the paper-based listening test.

In the process of teaching and learning, a teaching schedule alternation between the teacher and the researcher was applied in order that to minimize the possible threats, particularly in this case is that the teacher plays a role on the students' motivation. By alternating the schedule of teaching between the teacher and the researcher, the teaching and learning atmosphere was conditioned like the usual classes so that the students would not be suspicious that they were under the research. The discussion on the detailed lesson plan, including teacher strategy, media/ materials, and assessment was carried out to the process

of experiments. So that to ensure that the teacher could apply the lesson plan with the implicit instruction given. The details explanations on the lesson plan were given to the teacher before the starting class. The detailed teaching schedule alternation between the researcher and the English teacher are shown in Table 2.

This swap was based on the consideration that every change happening in the post-test for experimental groups did not have any relationship with the teacher in the group.

Before the treatment applies, the English teacher and the researcher discussed all the planning, the threats, and some solutions when another plan should be applied as the problem solver. Some short movies or clips with English subtitle and with *Bahasa Indonesia* are used in the classes, to familiarize the students with the movie in the class.

The researcher took the students' data from the previous semester to take it as the pre-test data. It was conducted from both experimental classes to draw the condition of the classroom and to ensure that both classes were equal in term of language learning achievement.

The final stage of the data collection was administering the post-test. After administering the post-test, the scoring test was carried out. The form of the scoring was that each correct item was counted as one point meanwhile the wrong one was counted as zero points. Then, the number of correct items was divided by a total number of the items and multiplied by 100 as the maximum score. The score of each student, then, was tabulated in the computer for further analysis. The quiz is

Table 2. Teaching Schedule

Meeting	1 st Experimental Group	2 nd Experimental Group
1	The English teacher	The researcher
2	The researcher	The English teacher
3	The English teacher	The researcher
4	The researcher	The English teacher

given at the end of the post-test session to develop the study.

PROCEDURES

Data collections

Completing the purpose of this study, the same film was chosen, and used in listening class for both groups. This movie was chosen because it is required on the syllabus, one of the syllabi discusses Artificial Intelligence and Nano Satellite for future technology.

In group A, the movie trailer introduced the core theme. Students were also given true/False questions as a brainstorming activity. All through the movie class, students viewed the segments of the video material. The same procedures were applied in the B group.

After watching the movie, both groups received questionnaires which aim was to elicit students' feedback regarding the use of movies in the classroom and to investigate the relationship between movie viewing and students' performance.

The students of both groups were then given paper-based quiz with vocabulary and listening activities. The vocabulary and reading consisted of comprehension questions in objective test, true/false questions.

Pre-Test

To investigate the effects of subtitled clips on listening and vocabulary comprehension, SPSS 19 was run. The result obtained from the pre-test of all the groups are presented that the mean score of group A is 50.0741, and the mean score of group B is 50.5517.

The result showed that all groups are almost the same regarding their vocabulary knowledge, and there is no significant difference between them. To analyzed this result, SPSS 19 was used.

Post-Test.

After analyzing the pre-test result, at the end of the treatment, the result obtained from the post-test was analyzed. The descriptive

statistics of the participants' performance in different groups shows that the mean score of group A is 51.4815, and the mean score of group B is 38.4828.

The mean score of each group and comparison with the mean obtained from pre-test reveal that all groups have performed better on post-test and the mean of all groups significantly increased. As shown by group A with the mean score 51.4815, the group with English subtitle significantly outperformed the other groups and had the highest mean score. The experiment with Bahasa Indonesia subtitle group has a lower score than the group with English subtitle.

DISCUSSION

Listening Comprehension

After the process of treatment, the post-test was given to group A, the movie with English subtitle, which lasted for 30 minutes for the movie and questioners.

Then the T-test with independent sample testing is used to find out the answer to the research problem whether there was any difference or not between the two groups. Based on the result of the post-test in a group of the movie with English subtitle and the group of the movie with Bahasa Indonesia subtitle, it was shown that the mean score of the groups were 51.4815 and 38.4828 respectively.

The result of this study reported that many students like to watch a movie with English subtitles, and they assumed that subtitles had a positive effect on their listening session. They easily retell the film story on their questionnaire paper

Teaching strategy

Based on the post-test of the group of students with English subtitle movie and the group with *Bahasa Indonesia* subtitle movie, which used T-test with independent sample testing to find out the answer of the research problem, the mean scores of the group with English subtitle movie is 46.6667 and the

group with *Bahasa Indonesia* subtitle movie is 34.0690 respectively.

This investigative study provides the fact that to support the instructional research management in listening, the teacher giving implicit instruction is better in class A, which is the class using English subtitles.

Vocabulary comprehension

Based on the post-test analysis of the group with English subtitle movie and the group with *Bahasa Indonesia* subtitle movie, which used T-test with independent sample testing, it was revealed that the mean score for the group with English subtitle is 5.0370 and the group with *Bahasa Indonesia* subtitle is 4.3448. It is revealed that there is no significant difference, and it means that they do not have any difference. The statistical data showed that there is no significant development on the students' vocabulary comprehension to show that they can fulfill the purpose of this study.

CONCLUSION

Based on the statistics, there were two groups of students, the group of students with English subtitle and the group of students with *Bahasa Indonesia* subtitle. They were under the same treatment with two different media of ESP vocabulary and comprehension (with English subtitle, and the other one with *Bahasa Indonesia* subtitles movie).

Overall, in this research, both group members showed enthusiasm about the movie in their listening class session. Many students believe that movies of a foreign language can make some compensation through the audio and visual channel, they can develop their vocabulary comprehension through listening activity. However, this statistical data failed to show that they get a greater impact on vocabulary comprehension.

They seemingly enjoy the movie and the class interactions during the listening session. Some obstacles are thought to be the cause of this study, there are; (1) The movie was played

only once in the session. Perhaps, presenting the movie more than once would give more vocabulary comprehension better. (2) Some of them did not activate their prior knowledge to develop their vocabulary comprehension questions, because they only understand the film story through the subtitles once., (3) They failed to enhance their vocabulary because of the limit of their vocabulary comprehension. They failed to explore the new vocabulary terminology. Since the written forms of the dialogues were presented to them, the participant's vocabulary prior knowledge is limited to relate and enhance their vocabulary comprehension deeper. Those findings showed that the students' listening does not have any impact on their vocabulary comprehension. Through this experiment, the purpose of this study failed to be fulfilled.

In line with the pedagogy of ESP, moreover to enrich the Listening materials for the vocational program, it is expected that the future researchers develop more over through this research. May some other variables engage to gain some aspects and possibilities in ESP areas, and some aspects perhaps become the future variables considerations.

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