The Effectiveness of Using the English Subtitle of Western Friendly Child Movie Media to Enhance Students' English Vocabulary

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Abstract: The purpose of the study is to investigate the impact of using English subtitles from Western child-friendly movies on students' English vocabulary. This research was experimental research and implemented a pre-test post-test group design. The sample of thsi research was the students from 9th grade students of SMP 1 Praya which consisted of 50 students. This research used observation and test as the research instruments. The result of this research showed that the independent sample t-test revealed a significance (2-tailed) value of 0.000. Since this value is less than the standard threshold of 0.05, it indicates that the difference between the mean scores of the control and experimental classes is statistically significant. This finding confirms that the observed variation in scores is unlikely to have occurred by random chance. Therefore, it can be concluded that the intervention applied to the experimental class using English subtitles in Western child-friendly movies had a substantial and measurable impact on improving students' vocabulary proficiency compared to the traditional teaching methods employed in the control class. These findings highlight the effectiveness of using English subtitles in Western child-friendly movies as a teaching tool for improving vocabulary. The experimental class's significant improvement compared to the control class's limited progress underscores the potential of innovative methods over traditional teaching approaches in enhancing students' English vocabulary proficiency.

Keywords: effectiveness, subtitle, movie

INTRODUCTION

In today's linked world, competence in English is an essential ability for pupils, providing prospects for academic and professional success (Le Menestrel & Takanishi, 2017). Language acquisition, particularly vocabulary development, is a cornerstone of language learning, significantly impacting students' ability to comprehend and communicate effectively in English (Ariffin, 2021).

Vocabulary constitutes a fundamental aspect of language, encompassing the words or specific word sets individuals aim to acquire. It can be divided into receptive vocabulary, referring to words understood when encountered, and productive vocabulary, denoting words employed in one's own communication (Yudha & Mandasari, 2021). According to Schmitt and Schmitt (2020), vocabulary represents the lexicon utilized for conveying information, underscoring its critical role in effective communication. Indeed, vocabulary acquisition lies at the core of language learning and usage, forming the essence of linguistic expression. Without a sufficient vocabulary, individuals are unable to convey meaning or engage in meaningful communication within a given language. Mastery of vocabulary is imperative as it enables the construction and articulation of ideas into coherent sentences, facilitating the processing of information (Bangsawan, 2020). Hence, educators must prioritize identifying teaching media and methodologies capable of enhancing students' mastery of vocabulary.

Learning media is an important part of the learning process and should be carefully considered (Amin & Wahyudin, 2022). Consequently, the utilization of media should be an integral aspect of every learning endeavor. It is essential for educators to acquire the necessary skills to discern appropriate learning media that align with the desired learning outcomes effectively. The judicious selection of learning media is paramount for optimizing the learning dan teaching process, thereby facilitating the attainment of learning objectives. This selection process should take into account factors such as the students' characteristics, as well as the local environmental and social contexts, ensuring that the chosen media are not only effective but also tailored to the students' abilities.

It is imperative to adopt engaging and enjoyable learning models that can enhance students' vocabulary acquisition. Utilizing subtitled movies as an alternative learning medium presents an intriguing option to make learning more enjoyable and enrich students' vocabulary (Hashim & Aziz, 2022). Presently, many adolescents exhibit a penchant for watching movies with English subtitles, particularly Hollywood action films. English-subtitled movies not only offer comprehensibility but also entertainment, as they provide captivating visual content in addition to auditory cues, thereby preventing boredom (Mohamed et al., 2023). Moreover, this approach aids students in expanding their vocabulary, as they often encounter new words while indulging in activities they enjoy, such as watching subtitled movies. The visual representation of subtitles alongside the corresponding expressions enhances comprehension, enabling viewers to grasp the intended meanings more effectively.

Western child-friendly movies, with their vibrant visuals, captivating storylines, and relatable characters, provide an excellent platform for language learning (Pratiwi et al., 2023). These movies are not only entertaining but also serve as valuable tools for expanding vocabulary and improving language skills. English subtitles, when used alongside these movies, can further enhance the learning experience by providing visual reinforcement of spoken words and phrases, facilitating better comprehension and retention.

The rationale behind utilizing English subtitles lies in their ability to scaffold language learning. Subtitles offer learners visual cues that aid in understanding spoken dialogue, particularly for students who may struggle with auditory comprehension or pronunciation. By pairing the audiovisual context of movies with written text, students can reinforce their understanding of vocabulary, grammar, and sentence structures in a natural and enjoyable manner.

Moreover, Western movies often feature a diverse range of settings, characters, and dialogue styles, exposing students to various accents, idiomatic expressions, and cultural nuances inherent in the English language (Sudrajat et al., 2020). This exposure helps broaden students' linguistic repertoire, enabling them to navigate real-world communication situations with greater confidence and fluency.

However, despite the potential benefits of using English subtitles in conjunction with Western child-friendly movies for language learning, empirical research on this specific pedagogical approach remains limited. As a result, more extensive research is needed to determine the usefulness of this strategy in improving students' English vocabulary acquisition and overall language competency. This study intends to address this vacuum by investigating the influence of English subtitles in combination with Western child-friendly movies on pupils' vocabulary development. By conducting rigorous research, including pre- and post-assessments, observation, and qualitative analysis, this study seeks to provide empirical evidence supporting the efficacy of this innovative approach to language education.

RESEARCH METHODS

This study employed an experimental design in which an intervention was tested on a study group using a pre-test and post-test group approach as outlined by Sugiyono (2017). Two groups of 9th-grade students from SMP 1 Praya were established, with one class receiving the intervention—viewing a Western child-friendly movie with English subtitles—and the other serving as the control. A pre-test was administered to both groups to gauge baseline vocabulary proficiency, followed by a post-test after the intervention to assess any improvements attributable to the treatment.

Vocabulary assessments were used as the primary data source to measure the impact of the intervention. These tests, conducted before and after the multimedia exposure, aimed to determine whether watching age-appropriate Western movies with English subtitles effectively enhanced students' vocabulary. By comparing the pre-test and post-test results, the study sought to evaluate the educational value of using subtitled movies as a supplementary language learning tool.

The study focused on two main variables: the independent variable, which was the use of English subtitles in the films, and the dependent variable, which was the improvement in the students' English vocabulary. The research investigated whether the natural, engaging context provided by the subtitles could facilitate a significant shift in vocabulary knowledge—from unfamiliar to familiar words—demonstrating the potential of this media-based approach in language acquisition.

The population comprised 50 ninth-grade students from SMP 1 Praya, divided equally into two classes. A total sampling technique, as recommended by Sugiyono (2017), was employed to include all students from both classes, with one class serving as the experimental group and the other as the control group.

Data collection involved several techniques. Systematic observation was conducted to record students' interactions with the subtitles, using a checklist to focus on engagement, vocabulary recognition, and comprehension. In-depth interviews with the headmaster, the English teacher, and selected students were also carried out to gather diverse perspectives on the intervention, following Creswell's (2015) recommendations for qualitative data collection. Additionally, vocabulary tests were administered before and after the intervention to quantitatively assess the students' learning outcomes.

Quantitative data analysis involved comparing the pre-test and post-test results using statistical methods. An independent sample t-test, as explained by Hartono (2016), was applied to compare mean vocabulary scores between the experimental and control groups. This test, interpreted at a two-tailed significance level of less than 0.05 as noted by Abdullah (2016), determined whether the intervention led to a statistically significant improvement in the experimental group. The study also incorporated normality and homogeneity tests using SPSS version 25 on Windows 10 to ensure the data met the necessary distribution criteria, thereby reinforcing the robustness of the findings.

FINDINGS AND DISCUSSION
Research Finding

The findings of this study are in alignment with the research focus outlined in the introduction, which aimed to evaluate the effectiveness of using English subtitles in Western child-friendly movies to enhance students' English vocabulary. To achieve this, the researcher employed a comprehensive data collection approach using three different instruments: observation and tests. Through observation, the researcher was able to monitor and record the students' engagement and participation during the intervention. Finally, the tests, which included both pre- and post-assessments, were crucial in measuring the students' vocabulary improvement. The results of these tests provided concrete evidence of the effectiveness of the intervention, showing whether the use of subtitles contributed to significant gains in students' vocabulary knowledge. By utilizing these three instruments, the study offers a well-rounded perspective on the impact of the intervention, combining both qualitative and quantitative data to present a comprehensive view of the findings.

The Result of Pre-test Score

The pre-test results for both the control and experimental classes provide an essential baseline to assess students' initial vocabulary proficiency before the intervention. In the control class, the scores reflect a varied level of performance, with some students demonstrating satisfactory vocabulary knowledge while others require improvement. Similarly, the experimental class exhibits a comparable range of performance, with a mix of high achievers and students needing additional support. These initial results are critical for comparing the effectiveness of the teaching methods employed, particularly the use of English subtitles in Western child-friendly movies, in improving students' English vocabulary skills.

The Result of Pre-test Score Control Class

Table 1. Pre-test Score in Control Class

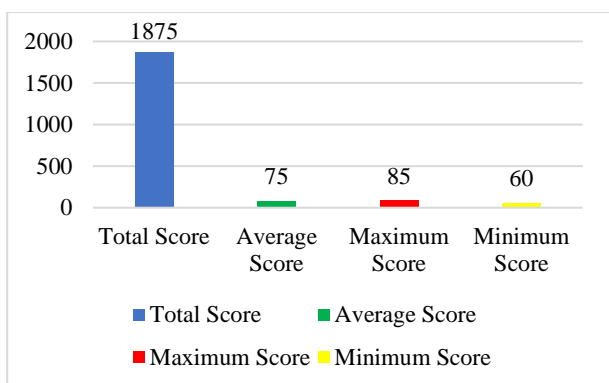| No	Students	Pre-Test
1	S1	75
2	S2	80
3	S3	80
4	S4	75
5	S5	75
6	S6	75
7	S7	75
8	S8	60
9	S9	65
10	S10	70
11	S11	80
12	S12	75
13	S13	75
14	S14	75
15	S15	80
16	S16	85
17	S17	80
18	S18	75
19	S19	75
20	S20	60
21	S21	75
22	S22	75
23	S23	70
24	S24	80
25	S25	85

The Result of Pre-test Score Experimental Class

Table 2. Pre-test Score in Experimental Class

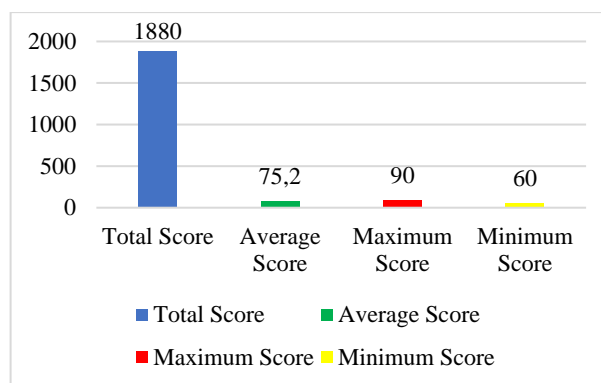| No	Students	Pre-Test
1	S1	75
2	S2	75
3	S3	65
4	S4	75
5	S5	80
6	S6	75
7	S7	80
8	S8	75
9	S9	80
10	S10	75
11	S11	80
12	S12	60
13	S13	85
14	S14	90
15	S15	75
16	S16	70
17	S17	85
18	S18	80
19	S19	70
20	S20	60
21	S21	60
22	S22	75
23	S23	70
24	S24	80
25	S25	85

Figure .1 Pre-test Score in Control Class

Figure 2. Pre-test Score in Experimental Class

Table 1 and Figure 1 present the pre-test scores of the control class, showing a range of performance levels among the 25 students. The total score for the class is 1875, with an average score of 75. The highest score achieved is 85, obtained by two students, Students 16 and Students 25, while the lowest score is 60, achieved by Students 8 and Students 20. Most students scored around 75, indicating a moderate level of vocabulary proficiency at the start of the study. A few students, such as Students 2, Students 3, Students 11, Students 15, Students 17, and Students 24, achieved slightly higher scores of 80, suggesting that they possessed a better grasp of vocabulary compared to others. Overall, the distribution of scores highlights a fairly balanced class, with some students needing improvement and others demonstrating a stronger foundation in English vocabulary. This data serves as a starting point for comparing the impact of the intervention on vocabulary enhancement in both the control and experimental classes.

Table 2 and Figure 2 present the pre-test scores of 25 students in the experimental class, showcasing their initial performance before the intervention. The scores range from a minimum of 60, achieved by three students (Students 12, Students 20, and Students 21), to a maximum of 90, achieved by Students 14. Most students scored 75 or higher, with 75 being the most frequent score (achieved by 9 students) and 80 being the second most frequent (achieved by 6 students). High achievers with scores of 85 and above include Students 13, Students 17, and Students 25. The total score for the class is 1880, resulting in an average score of 75.2, indicating a moderate overall performance. This data highlights the variability in students' vocabulary proficiency and establishes a baseline for further analysis.

The Result of Post-test

After the intercession, the post-test scores for the control course were analyzed to survey any changes in students' lexicon capability. These comes about give experiences into the adequacy of the conventional instructing strategies utilized within the control lesson compared to the

exploratory approach. By examining the post-test scores, it is possible to evaluate whether the control class showed any improvement in their English vocabulary knowledge or whether further strategies are needed. The following section will outline the details of the control class's post-test results and set the stage for comparison with the experimental class, where an alternative teaching method was applied.

The Result of Post-test Score Control Class
Table 3. Post-test Score in Control Class

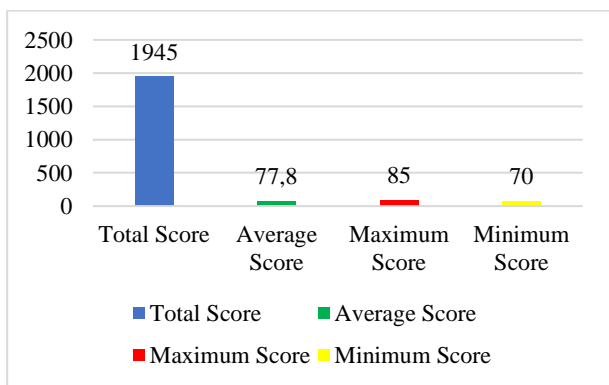| No	Students	Post-Test
1	S1	80
2	S2	80
3	S3	85
4	S4	75
5	S5	85
6	S6	80
7	S7	85
8	S8	70
9	S9	70
10	S10	75
11	S11	70
12	S12	80
13	S13	85
14	S14	75
15	S15	85
16	S16	85
17	S17	75
18	S18	75
19	S19	75
20	S20	70
21	S21	75
22	S22	75
23	S23	70
24	S24	80
25	S25	85

Figure 3. Post-test Score in Control Class

Table 3 and Figure 3 present the post-test scores for the control class, revealing a slight improvement in the students' vocabulary proficiency compared to their pre-test results. The total score for the class is 1945, with an average score of 77.8, indicating a modest increase from the pre-test average of 75. Although there were some students who showed improvements, the highest score achieved remains 85, and the lowest score is 70, which is consistent with the lowest score from the pre-test. Most students scored between 70 and 85, with several students reaching the upper range, such as Students 3, Students 5, and Students 13. While the results reflect some progress, the overall improvement is not as substantial, suggesting that the traditional teaching methods

used in the control class had a limited impact on vocabulary enhancement. These post-test results will be used as a point of comparison with the experimental class, where a different teaching method was applied.

The Result of Post-test Score in Experimental Class
Table 4. Post-test Score in Experimental Class

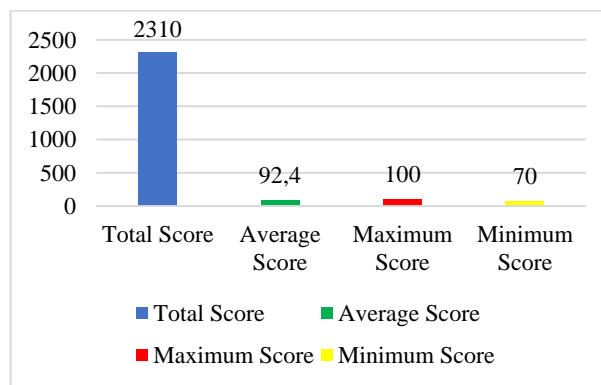| No	Students	Post-Test
1	S1	100
2	S2	90
3	S3	100
4	S4	90
5	S5	90
6	S6	90
7	S7	95
8	S8	100
9	S9	90
10	S10	90
11	S11	100
12	S12	70
13	S13	100
14	S14	100
15	S15	90
16	S16	95
17	S17	95
18	S18	95
19	S19	75
20	S20	90
21	S21	85
22	S22	95
23	S23	90
24	S24	95
25	S25	100

Figure 4. Post-test Score in Experimental Class

Table 4 and Figure 4 present the post-test scores of 25 students in the experimental class, demonstrating their performance after the intervention. The scores range from a minimum of 70, achieved by Students 12, to a maximum of 100, achieved by several students, including Students 1, Students 3, Students 8, Students 11, Students 13, Students 14, and Students 25. The total class score is 2310, with an average score of 92.4, reflecting a notable improvement compared to the pre-test average of 75.2. Most students scored 90 or higher, indicating significant progress in their English vocabulary skills. The data reveals that the intervention was effective, as the majority of students demonstrated improved vocabulary proficiency, with fewer low scores and a larger number achieving perfect scores of 100.

The Result of Pre-requirement Testing

Sometime recently analyzing the impact of utilizing English subtitles in Western child-friendly motion pictures, the analyst conducted a preparatory examination to guarantee the legitimacy of the information. This pre-requirement investigation included two vital tests: the ordinariness test and the homogeneity test. The ordinariness test was carried out to decide whether the information dispersion was typical, which could be a significant condition for conducting advance factual examination. Furthermore, the homogeneity test was performed to check whether the changes between the control and test bunches were break even with. These steps were basic to affirm that the information met the presumptions required for precise and solid examination, guaranteeing the legitimacy of the study's discoveries.

The Result of Normality Test

An ordinariness test was performed to survey whether the information taken after a ordinary conveyance, which may be a key necessity for ensuing factual investigation. The comes about were translated by comparing the calculated esteem with the basic esteem. In the event that the calculated esteem was lower than the basic esteem, it demonstrated that the information was ordinarily conveyed. On the other hand, in case the calculated esteem surpassed the basic esteem, it proposed that the information was not regularly conveyed. This test was significant for affirming that the information met the necessary assumptions for the measurable tests utilized within the ponder.

The Result of Normality Test in Pre-test

	Class	Kolmogorov-Smirnova			Shapiro-Wilk	df	Sig.
		Statistic	df	Sig.	Statistic		
Score	Control Class	.300	25	.070	.858	25	.082
	Experimental Class	.210	25	.006	.927	25	.073
Lilliefors Significance Correction							

The homogeneity test performed on the pre-test was planned to assess whether the changes between the control and exploratory bunches were rise to. Levene's Test for Balance of Changes was utilized for the examination, which given comes about based on a few measurable measures, counting the cruel, middle, and trimmed cruel. The comes about appeared that the noteworthiness values (Sig.) for all measures were more noteworthy than 0.05. Particularly, the noteworthiness esteem for the cruel was 0.203, for the middle was 0.216, for the middle with balanced degrees of flexibility was 0.216, and for the trimmed cruel was 0.220. Since all these importance values were higher than the basic alpha esteem of 0.05, the invalid theory of break even with fluctuations was acknowledged. This affirmed that the fluctuations between the control and exploratory bunches within the pre-test were homogeneous, guaranteeing that the bunches were comparable. With this validation, the researcher proceeded to analyze the performance differences between the groups, assured of the consistency of the data.

The Result of Normality Test in Post-test

	Class	Kolmogorov-Smirnova			Shapiro-Wilk	df	Sig.
		Statistic	df	Sig.	Statistic		
Score	Control Class	.211	25	.055	.859	25	.053
	Experimental Class	.255	25	.060	.812	25	.066
a. Lilliefors Significance Correction							

The ordinariness test comes about are displayed within the table, which appears the factual examination performed utilizing the Kolmogorov-Smirnov and Shapiro-Wilk tests for both the control and exploratory classes. For the control course, the Kolmogorov-Smirnov test delivered a measurement of 0.211 with a centrality esteem (Sig.) of 0.055, whereas the Shapiro-Wilk test gave a measurement of 0.859 with an importance esteem of 0.053. Both importance values were more noteworthy than the basic alpha esteem of 0.05, indicating that the information within the control course were dispersed regularly. Essentially, for the test course, the Kolmogorov-Smirnov test created a measurement of 0.255 with a centrality esteem of 0.060, and the Shapiro-Wilk test yielded a measurement of 0.812 with an importance esteem of 0.066. These noteworthiness values were also over 0.05, affirming that the information within the exploratory lesson were dispersed ordinarily. In conclusion, the comes about of the ordinariness tests for both classes appeared that the information met the presumption of typical dispersion. This permitted the analyst to continue with advance measurable investigations, guaranteeing the legitimacy and unwavering quality of the discoveries.

The Result of Homogeneity Test

Before conducting further statistical analysis, the researcher performed a homogeneity test to determine whether the variances between the control and experimental classes were equal. This test is crucial for ensuring that any differences observed in the study's outcomes are not influenced by variations in the initial characteristics of the groups. By establishing homogeneity, the researcher could confirm that the two groups were comparable, thereby strengthening the validity of the study's findings. The following section presents the results of the homogeneity test, providing a foundation for the subsequent analysis.

The Result of Homogeneity Test in Pre-test

		Levene Statistic	df1	df2	Sig.
Score	Based on Mean	1.663	1	48	.203
	Based on Median	1.575	1	48	.216
	Based on Median and with adjusted df	1.575	1	47.441	.216
	Based on trimmed mean	1.543	1	48	.220

The homogeneity test within the pre-test was conducted to decide whether the fluctuations between the control and exploratory classes were break even with. The examination utilized Levene's Test for Uniformity of Fluctuations, which given comes about based on diverse factual measures, counting the cruel, middle, and trimmed cruel. The comes about appeared that the importance esteem (Sig.) for all measures was more prominent than 0.05. Particularly, the centrality esteem based on the cruel was 0.203, based on the

middle was 0.216, based on the middle with balanced degrees of flexibility was 0.216, and based on the trimmed cruel was 0.220. Since all these centrality values surpassed the basic alpha esteem of 0.05, the invalid speculation of rise to fluctuations was acknowledged. This shown that the fluctuations between the control and test classes within the pre-test were homogeneous, guaranteeing that the bunches were comparable. With this confirmation, the researcher proceeded to analyze the differences in performance between the groups with confidence in the consistency of the data.

The Result of Homogeneity Test in Post-test

		Levene Statistic	df1	df2	Sig.
Score	Based on Mean	.281	1	48	.599
	Based on Median	.185	1	48	.669
	Based on Median and with adjusted df	.185	1	42.474	.670
	Based on trimmed mean	.244	1	48	.624

The homogeneity test for the post-test data was conducted to assess whether the variances between the control and experimental classes were equal. Levene's Test for Equality of Variances was used, and the results were based on various statistical measures, including the mean, median, and trimmed mean. The importance esteem (Sig.) for all measures was more noteworthy than 0.05. Particularly, the noteworthiness esteem based on the cruel was 0.599, based on the middle was 0.669, based on the middle with balanced degrees of flexibility was 0.670, and based on the trimmed cruel was 0.624. Since all these values surpassed the basic alpha esteem of 0.05, the invalid theory of break even with changes was acknowledged. These comes about affirmed that the fluctuations between the control and test classes within the post-test were homogeneous. This homogeneity guaranteed the legitimacy of encourage factual examinations comparing the two bunches, giving a solid premise for deciphering the study's discoveries.

The Result of Independent Sample T-test

To decide whether there was a noteworthy distinction within the execution between the control and exploratory classes, the analyst conducted a free test t-test. This test is basic for comparing the implies of two autonomous bunches and recognizing the adequacy of the intercession connected to the test lesson. By analyzing the t-test results, the researcher could evaluate the impact of using English subtitles in Western-friendly child movies on students' vocabulary improvement. The following section presents the detailed findings of the independent sample t-test, providing critical insights into the study's outcomes.

Table 5. The Result of Independent Sample T-test

	Class	N	Mean	Std. Deviation	Std. Error mean
Score	Control Class	25	77.8000	5.60506	1.12101
	Experiment Class	25	92.4000	7.51665	1.50333

The free test t-test was utilized to compare the cruel scores of the control and exploratory bunches to decide the adequacy of utilizing English subtitles in Western-friendly children's motion pictures for lexicon advancement. The think about begun with Levene's Test for Correspondence of Fluctuations, which yielded an F-value of 0.281 and an importance (Sig.) esteem of 0.599. Since the centrality level was bigger than 0.05, it was decided that the fluctuations were rise to, and the "Break even with fluctuations expected" push of the t-test comes about was utilized for elucidation. The t-test for balance of implies yielded a t-value of -7.786 with 48 degrees of opportunity and a 2-tailed noteworthiness level of 0.000. This importance level was less than 0.05, proposing a measurably critical contrast in cruel scores between the control and exploratory bunches. The normal contrast between the two bunches was -14.60, with a standard mistake of 1.87528. The 95% certainty interim of the contrast changed from -18.37050 to -10.82950, including to the validity of the discoveries. These results demonstrate that the intervention applied to the experimental class significantly impacted students' vocabulary improvement, highlighting the effectiveness of using English subtitles in Western-friendly child movies.

Discussion

Utilizing subtitled movies as an alternative learning medium presents an intriguing option to make learning more enjoyable and enrich students' vocabulary (Hashim & Aziz, 2022). Presently, many adolescents exhibit a penchant for watching movies with English subtitles, particularly Hollywood action films. English-subtitled movies not only offer comprehensibility but also entertainment, as they provide captivating visual content in addition to auditory cues, thereby preventing boredom. Moreover, this approach aids students in expanding their vocabulary, as they often encounter new words while indulging in activities they enjoy, such as watching subtitled movies. The visual representation of subtitles alongside the corresponding expressions enhances comprehension, enabling viewers to grasp the intended meanings more effectively.

Western child-friendly movies, with their vibrant visuals, captivating storylines, and relatable characters, provide an excellent platform for language learning. These movies are not only entertaining but also serve as valuable tools for expanding vocabulary and improving language skills. English subtitles, when used alongside these movies, can further enhance the learning experience by providing visual reinforcement of spoken words and phrases, facilitating better comprehension and retention.

The rationale behind utilizing English subtitles lies in their ability to scaffold language learning. Subtitles offer learners visual cues that aid in understanding spoken dialogue, particularly for students who may struggle with auditory comprehension or pronunciation. By pairing the audiovisual context of movies with written text, students can reinforce their understanding of vocabulary, grammar, and sentence structures in a natural and enjoyable manner.

Moreover, Western movies often feature a diverse range of settings, characters, and dialogue styles, exposing students to various accents, idiomatic expressions, and cultural nuances inherent in the English language (Sudrajat et al., 2020). This exposure helps broaden students' linguistic repertoire, enabling them to navigate real-world communication situations with greater confidence and fluency.

Based on the discoveries of this investigate, the comparison of pre-test and post-test scores between the control and test classes illustrates the noteworthy effect of the educating intercession. Within the control course, the pre-test comes about appeared a add up to score of 1875 with a normal

score of 75, and scores extended from 60 to 85. After the conventional instructing strategies were connected, the post-test scores appeared an unassuming enhancement, with a add up to score of 1945, a normal score of 77.8, and a extend of 70 to 85. This shows a slight increase of 2.8 focuses within the normal score, with negligible changes within the most noteworthy and least scores, proposing restricted viability of the conventional approach.

In differentiate, the test course, which utilized English subtitles in Western child-friendly motion pictures, shown momentous advance. The pre-test comes about uncovered a add up to score of 1880, a normal score of 75.2, and scores extending from 60 to 90. Taking after the mediation, the post-test scores expanded drastically to a add up to of 2310, with a normal score of 92.4 and a extend of 70 to 100. The test course not as it were accomplished a considerable 17.2-point increase within the normal score but moreover saw a noteworthy rise within the number of tall scores, counting different culminate scores of 100, and a lessening in moo scores.

The result of the free test t-test uncovered a centrality (2-tailed) value of 0.000. Since this esteem is less than the standard limit of 0.05, it shows that the distinction between the cruel scores of the control and exploratory classes is factually critical. This finding affirms that the watched variety in scores is improbable to have happened by arbitrary chance. Hence, it can be concluded that the intercession connected to the exploratory class—using English subtitles in Western child-friendly movies had a significant and quantifiable effect on improving students' lexicon capability compared to the conventional instructing strategies utilized within the control lesson. This statistically significant outcome highlights the effectiveness of the intervention and its potential for enhancing language learning outcomes.

These discoveries highlight the viability of utilizing English subtitles in Western child-friendly motion pictures as a educating device for making strides lexicon. The exploratory class's critical change compared to the control class's constrained advance underscores the potential of inventive strategies over conventional educating approaches in improving students' English lexicon capability.

This result was line with Bostancı (2022). The discoveries demonstrated that movies improve lexicon information. Be that as it may, upon comparing the exhibitions of both bunches, it was apparent that the gather seeing movies with subtitles outflanked the gather observing movies without subtitles. In quintessence, seriously seeing of movies with subtitles was found to altogether affect ESL students' lexicon procurement. The investigate from Sembel et al. (2021) moreover appeared that a critical distinction in learning results between understudies who gotten the treatment and those who did not. Hence, it can be concluded that the utilize of English subtitles in motion pictures as a learning medium includes a positive effect on lexicon change among first-grade understudies at SMAN 1 Kakas amid the scholastic year 2021-2022.

CONCLUSION

Based on the result of this research, The result of the independent sample t-test revealed a significance (2-tailed) value of 0.000. Since this value is less than the standard threshold of 0.05, it indicates that the difference between the mean scores of the control and experimental classes is statistically significant. This finding confirms that the

observed variation in scores is unlikely to have occurred by random chance. Therefore, it can be concluded that the intervention applied to the experimental class—using English subtitles in Western child-friendly movies—had a substantial and measurable impact on improving students' vocabulary proficiency compared to the traditional teaching methods employed in the control class. These findings highlight the effectiveness of using English subtitles in Western child-friendly movies as a teaching tool for improving vocabulary. The experimental class's significant improvement compared to the control class's limited progress underscores the potential of innovative methods over traditional teaching approaches in enhancing students' English vocabulary proficiency.

Based on the study's findings, several recommendations are proposed. Teachers should incorporate English subtitles in Western child-friendly movies as an engaging tool to enhance students' vocabulary proficiency. Selecting age-appropriate and linguistically suitable films can provide contextual language exposure, while supplementary activities like discussions, quizzes, and exercises can reinforce learning. Students are encouraged to actively engage with English subtitles to improve vocabulary, pronunciation, and comprehension by observing word usage in real-life contexts. Finally, future researchers should explore the long-term impact of this method on broader language skills, such as speaking, listening, writing, and grammar, to gain a more comprehensive understanding of its effectiveness.

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