

**THE RELATIONSHIP BETWEEN THE HABIT OF
WATCHING VIDEO WITH ENGLISH SUBTITLES AND
STUDENTS' VOCABULARY MASTERY**

THESIS

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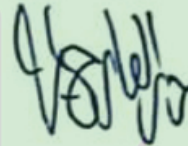
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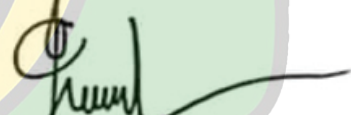
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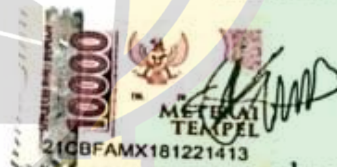
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**The Relationship Between The Habit Of Watching Video With English Subtitles
And Students' Vocabulary Mastery**

adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 24 April 2025



Muhammad asyraf ramli

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ABSTRACT

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Thesis Title : The Relationship Between the Habit of Watching Video
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Watching English videos with English subtitles can be used as one of the strategies to enhance vocabulary mastery. This study investigates how watching videos with English subtitles relates to students' vocabulary mastery. The participants were 30 second-semester English language education students at UIN Ar-Raniry (2024 batch). Using a quantitative correlational design, the study used a Likert-scale questionnaire and document (students final vocabulary and pronunciation scores) as data collection. The findings show that the average of students' vocabulary scores was very good ($M = 86.00$; $SD = 10.52$), and for the questionnaire scores they had moderate-high subtitle viewing ($M = 51.20$, $SD = 11.43$). However, Pearson's correlation found a weak, non-significant link between viewing habits and vocabulary ($r = .201$, $p = .286$). While learners value subtitles for pronunciation and motivation, passive viewing alone did not boost vocabulary. Integrating active-learning strategies with subtitled videos and investigating factors like motivation or proficiency in experimental or longitudinal studies is recommended.

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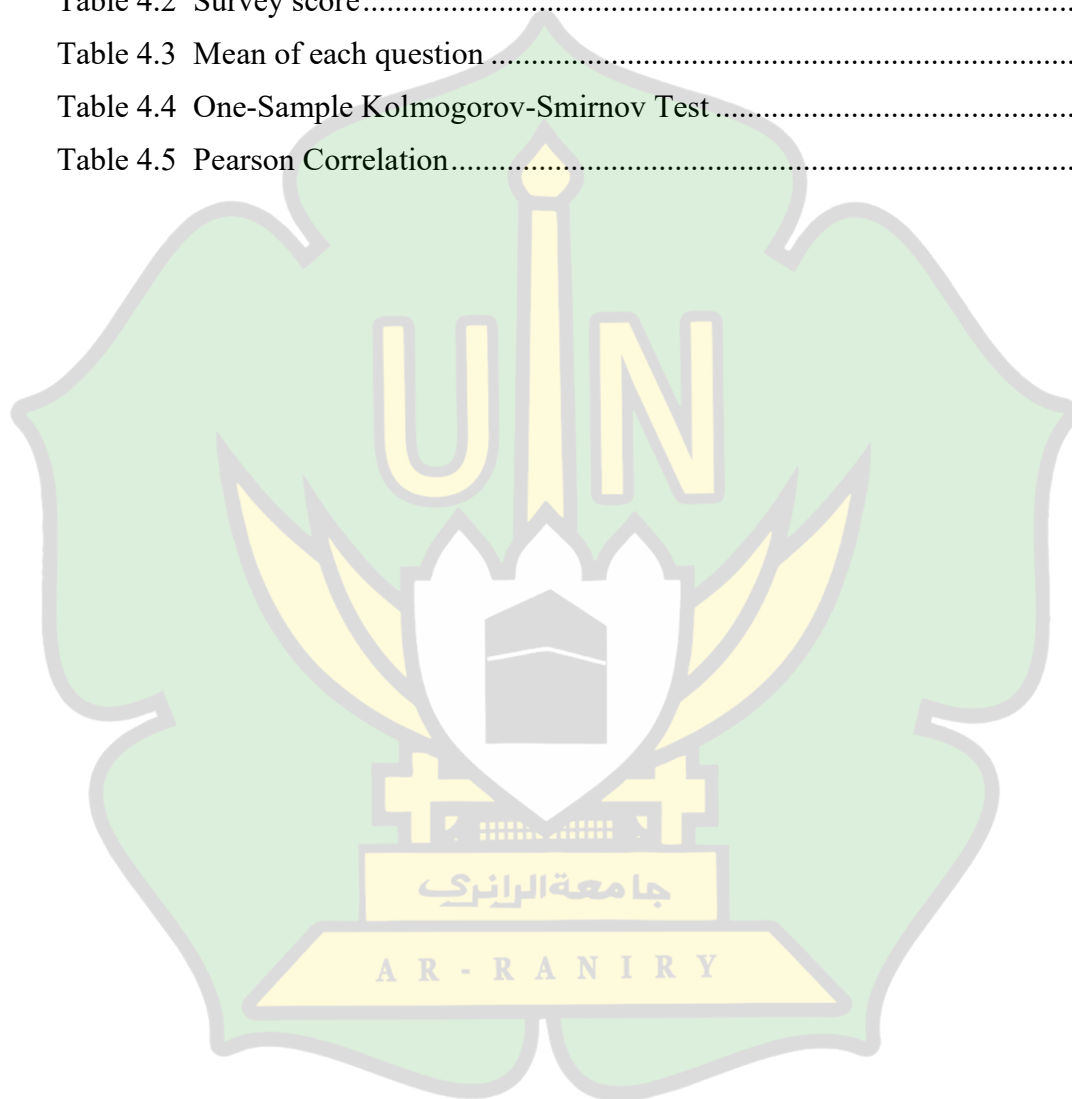
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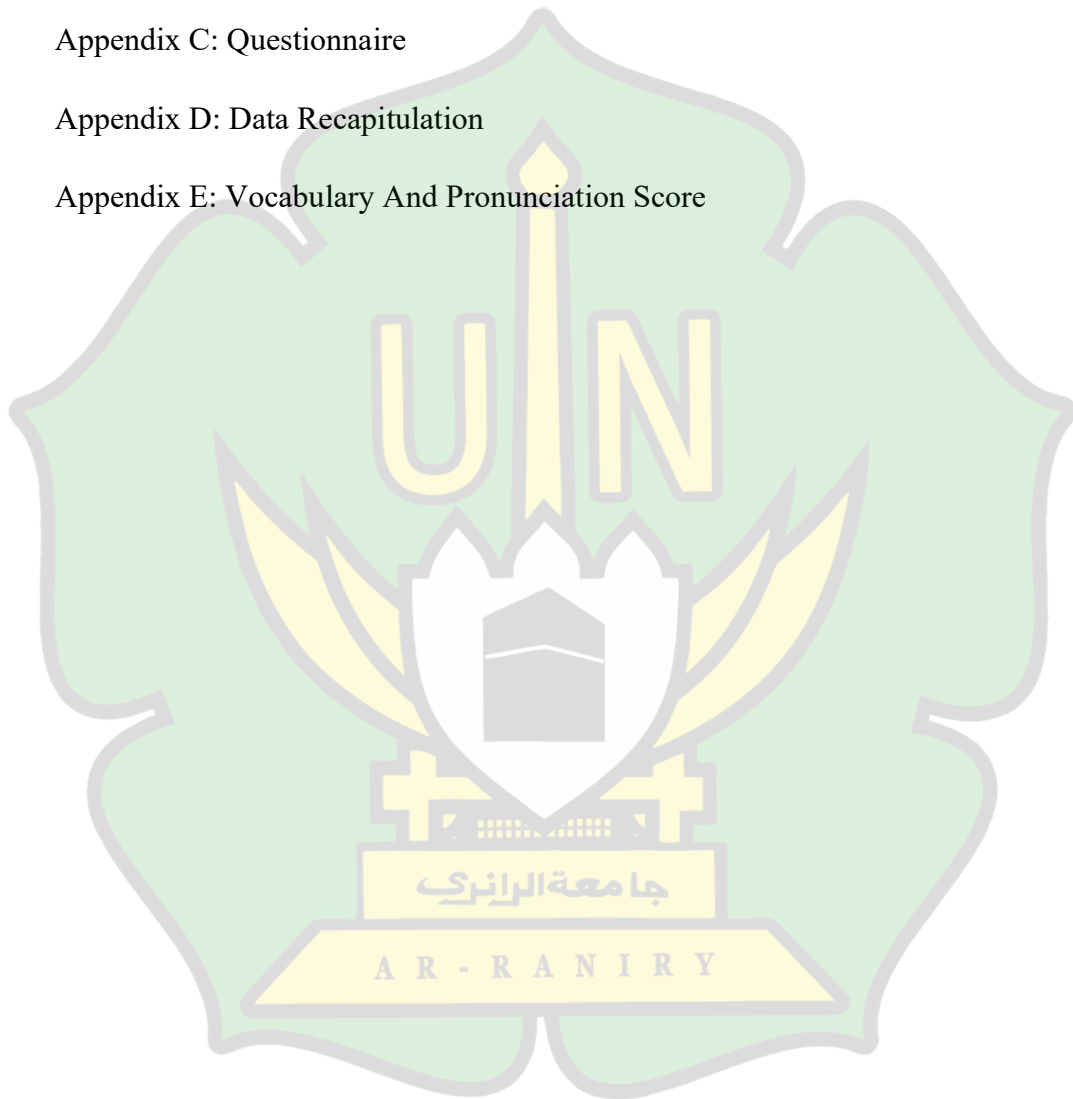
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CHAPTER I

INTRODUCTION

Chapter One introduces the study by providing background information on the importance of English language skills. It outlines the study's objectives and explains its significance. Additionally, terminology such as habit, video, English subtitles, and vocabulary mastery are defined to clarify the research focus.

A. Background of the Study

One of the most important requirements for learning a language is vocabulary. The vocabulary technique is fundamental knowledge that is helpful in the form of terms that beginners may always use while learning a particular language, especially when learning English as a foreign language. Additionally, according to Cameron (2001), vocabulary is one of the language learning domains that significantly aids beginners in picking up a language. Given their lack of language experience Students are expected to develop sufficient vocabulary proficiency to build a foundation for mastering other linguistic skills. Vocabulary plays a crucial role in enhancing all other language skills, including reading, writing, listening, and speaking. A strong vocabulary base is fundamental for effective language learning, as students with an extensive vocabulary tend to excel as readers, writers, and speakers. In today's globalized world, effective communication is essential for success in education, business, and other activities.

However, many college students face challenges in diversifying their language usage. They tend to reuse the same words, phrases, or idioms in their communication and study, which limits their linguistic variety and hampers their ability to express themselves effectively in both written and spoken language (Nation, 2001). This lack of a rich vocabulary often leads to restricted communication, where students struggle to convey nuanced or complex ideas (Schmitt, 2020).

Additionally, students who actively try to improve their vocabulary often encounter difficulties in retention and recall. This challenge points to a deeper issue in language acquisition: vocabulary building is not merely about learning new words but also about internalizing and utilizing them in appropriate contexts (McCarthy, 1994). Consequently, these hurdles make the process of language learning appear daunting, particularly when vocabulary acquisition is seen as a central component of mastering a language.

Vocabulary learning has evolved significantly with the introduction of audiovisual media, such as video. Video provides a wealth of useful vocabulary that can be applied in everyday situations. Students can use videos as a medium to explore vocabulary through both auditory and visual cues. Baltova (1994) claims that audiovisual media resemble real-life contexts more closely than other methods because they include visual cues, gestures, and intonation, which help viewers understand the message being conveyed. These elements allow students to learn common phrases and vocabulary effectively.

Watching videos with English subtitles is a particularly engaging way for students to enhance their vocabulary skills. Subtitles provide a dual input of visual and textual information, reinforcing language learning. However, videos can be challenging for students since the dialogue often progresses faster than classroom teaching. Despite this, repeated exposure to videos with subtitles can help students develop better language habits. Students who enjoy watching movies with English subtitles are more likely to watch repeatedly, turning entertainment into a learning opportunity. Over time, this repeated engagement helps solidify vocabulary acquisition (Rahmalia, 2020).

There are various approaches to using subtitles in videos to support language learning. Videos may include subtitles in English, the local language, or no subtitles at all. English subtitles, in particular, allow students to associate spoken dialogue with written text, facilitating comprehension of unfamiliar words. This dual exposure helps students decode text, interpret meaning, and develop reading abilities. However, many EFL students still struggle with reading skills due to the complexity of decoding and interpreting texts (Ayun, 2017).

Subtitled videos also outperform other formats, such as dubbed or original versions, in promoting vocabulary mastery. Paivio's (1991) dual coding theory supports this, claiming that subtitles provide additional cognitive cues, enabling viewers to process and retain new vocabulary more effectively. Subtitles also support skill development in pronunciation, listening, and speaking. By reducing the stress associated with traditional learning methods, watching subtitled videos can make language learning more enjoyable and accessible.

Despite the apparent benefits, some studies have raised doubts about the effectiveness of subtitled videos in improving vocabulary. For example, study done by Safitri (2022) suggests that while there is a relationship between watching subtitled movies and vocabulary mastery, the impact is considered negligible. This highlights the need for further investigation into the specific conditions under which subtitled videos contribute meaningfully to language learning.

This study aims to explore the effects of watching English-subtitled videos on students of the English Education Department of UIN Ar-Raniry. The objective is to determine whether there is a significant relationship between students' habits of watching videos with English subtitles and their vocabulary mastery.

A. Research Question

Based on the background of the study above, this study focuses on the following question: Is there any significant relationship between the habit of watching video with English subtitles and students' vocabulary mastery?

C. Objectives of the Study

The primary objective of this research is to evaluate the significance of relationship between the habit of watching video with English subtitles and students' vocabulary mastery.

D. Significance of the Study

Understanding the relation between the habit of watching English language video and student's vocabulary mastery has significant implications for language education. The findings can contribute to innovative learning methods and Helping students to learn vocabulary independently.

E. Hypothesis Statement

In research reporting, the alternative hypothesis is often conceptually formulated before the null hypothesis because the alternative represents the researcher's actual proposition or expected effect. The null hypothesis, on the other hand, is derived logically to serve as a baseline or default position that the researcher seeks to test against.

Expertly speaking, the alternative hypothesis embodies the theoretical or substantive claim, while the null hypothesis operationalizes the absence of that claim in a form amenable to statistical testing (Schwarz, 2018). Therefore, from a hypothesis development perspective, researchers prioritize articulating what they expect to find (the alternative) and then define the null as the statistical negation of that expectation.

In formal hypothesis testing, however, when reporting or analyzing, we typically test the null hypothesis first because statistical procedures (such as p-values) are constructed to assess evidence against the null, not directly for the alternative. Still, the logical origin often places the alternative hypothesis first during research design stages.

This study formulates the following hypotheses based on its objectives and research questions:

1. H_1 (Alternative Hypothesis): There is a significant relationship between the habit of watching videos with English subtitles and students' vocabulary mastery.
2. H_0 (Null Hypothesis): There is no significant relationship between the habit of watching videos with English subtitles and students' vocabulary mastery.

These hypotheses provide the framework for investigating whether the habit of watching English-subtitled videos influences vocabulary mastery among students in the English Education Department.

F. Terminology

1. Habit

According to Gardner (2012), habits are characterized as automatic behaviors developed through repeated performance of actions in consistent contexts. The study emphasizes that habit strength, measured via automaticity (e.g., acting "without thinking"), arises not only from behavioral repetition but also from intrinsic motivation. Specifically, self-determined regulation (e.g., engaging in physical activity due to inherent enjoyment or personal value) strengthens the relationship between past behavior and habit formation. Gardner found that individuals with higher intrinsic motivation exhibited stronger habits for the same frequency of past behavior, suggesting that autonomous motivation enhances the efficiency of habit development. Additionally, intrinsic motivation had a direct

positive effect on habit strength, independent of past behavior, indicating that internal drive contributes uniquely to the automaticity of habitual actions. This underscores the role of self-determined motivation in reinforcing habits beyond mere repetition.

2. Video

According to Morgado (2024), video is a medium that combines moving images with sound to convey information, tell stories, or demonstrate concepts. It serves as a versatile tool across various fields, from education and communication to entertainment and documentation.

3. English Subtitles

According to Wahyuningsih (2023) English subtitles refer to the written text displayed on a screen that translates or transcribes spoken dialogue into English.

4. Vocabulary Mastery

According to Schmitt (2020), vocabulary mastery is a critical component of language proficiency that encompasses both receptive and productive vocabulary. Schmitt define receptive vocabulary as the words that learners can recognize and understand when encountered in context, such as during reading or listening, highlighting its importance for comprehension. In contrast, productive vocabulary includes the words that learners can actively produce in speaking and writing, which requires a deeper level of mastery and understanding.