

The Influence of Using Subtitled Films on Students' Mastery of English Vocabulary of *Speak No Evil* Film

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Article History:

Submission

Accepted

Published

Abstract

This study investigates the influence of using subtitled films on students' mastery of English vocabulary by using the film *Speak No Evil* as the learning medium. The research employed a quantitative approach with a quasi-experimental design, involving two groups: an experimental class that watched the film with English subtitles and a control class that watched the same film without subtitles. A total of 72 eleventh-grade students of SMAN 3 Pemalang participated in the study. Data were collected through pre-test and post-test vocabulary assessments. The results indicated a significant improvement in the vocabulary mastery of students who watched the film with subtitles, as shown by their higher post-test scores compared to the control group. Statistical analysis using the independent t-test confirmed a significant difference between the two groups ($p < 0.05$), demonstrating that subtitles facilitate better comprehension, word recognition, and vocabulary retention. Meanwhile, the control group showed only a slight improvement in vocabulary mastery. The findings suggest that subtitled films provide effective multimodal input auditory and visual that enhances vocabulary learning more effectively than films without subtitles. Therefore, the use of subtitled films is recommended as an engaging and supportive medium for improving students' English vocabulary mastery in EFL classrooms.

Keywords: *Subtitled Films; Vocabulary Mastery; English Learning; Speak No Evil.*

Introduction

English has become the most widely used international language, making vocabulary mastery a crucial component for learners, especially in EFL contexts. Despite the importance of vocabulary, many students still struggle due to limited exposure, lack of contextual learning, and traditional teaching methods dominated by memorization. To address these issues, the use of audiovisual media particularly films has been increasingly recommended. Films provide real-life language use, cultural context, and natural pronunciation. Subtitles function as visual reinforcement that helps students connect spoken words with their written forms. The film *Speak No Evil* was chosen because it contains natural conversational English, making it suitable for vocabulary acquisition. This study aims to analyze the effectiveness of using subtitled films in improving vocabulary mastery among high school students.

Vocabulary is the cornerstone of all language skills, making it essential to language development. Since films may better hold students' interest and concentrate than other visual or auditory media,

The 4th Undergraduate Conference on Applied Linguistics, Linguistics, and Literature (ALLURE)

Vol. 4 (1), March 2026

Online ISSN: 2807-8926

movies are regarded as one of the best media options for teaching English as a second language. Movies are a popular past time for many people and provide a plethora of information and engrossing imagery that can help with language learning (Maulida & Warni, 2024).

Watching content with subtitles is the most efficient way to learn a language. Video subtitles can help students grasp topics more thoroughly, enhance their language comprehension, and develop their listening skills as part of the learning process. Additionally, especially for EFL (English as a Foreign Language) learners, subtitles offer contextual cues that promote pronunciation development and vocabulary acquisition. By using both visual and audio channels, this multimedia method improves memory retention and creates a more engaging and pleasurable learning environment (Oktapiani et al., 2024).

following research questions:

1. How is the students' mastery of English vocabulary taught with subtitle in the film "Speak No Evil"?
2. How is the students' mastery of English vocabulary taught without subtitle in the film "Speak No Evil"?
3. Is there any significant difference between students' mastery of english vocabulary with and without taught using film "Speak No Evil"?

Students who watched the movie "Speak No Evil" with English subtitles showed significant improvements in their vocabulary mastery. Subtitles helped them connect spoken and written word forms, understand meaning through context, and recall vocabulary more effectively. The combination of auditory and visual input made the learning process more meaningful and facilitated better comprehension. Therefore, using subtitled movies proved to be an effective method for enhancing students' vocabulary learning.

Students who watched the same movie without subtitles also showed improvements in their vocabulary mastery, but the gains were relatively limited. Without textual support, students relied solely on listening comprehension, which made it more difficult to recognize and remember new words especially when faced with unfamiliar accents or fast speech. This suggests that while movies without subtitles can provide exposure to the native language, they are less effective in supporting vocabulary development than movies with subtitles.

Methodology

This research employed a quasi-experimental design with two groups: an experimental class using subtitled films and a control class using non-subtitled films. The population consisted of 360 eleventh-grade students, with 72 selected as samples using purposive sampling. Instruments included pre-test and post-test vocabulary assessments validated through SPSS, with reliability confirmed using Cronbach's Alpha (> 0.60). Data were analyzed using an independent t-test to determine significant differences between the two groups.

The 4th Undergraduate Conference on Applied Linguistics, Linguistics, and Literature (ALLURE)

Vol. 4 (1), March 2026

Online ISSN: 2807-8926

Result And Discussion

Research Findings

1. Students' mastery of English vocabulary being taught with subtitle in the film "Speak No Evil."

Table 1
With subtitled (Experimental class)

With Subtitled XI.1	Pre-test	Post-test
S1	57	78
S2	43	80
S3	51	78
S4	60	81
S5	50	70
S6	57	80
S7	44	80
S8	47	85
S9	46	80
S10	49	85
S11	39	80
S12	62	85
S13	49	80
S14	58	80
S15	45	85
S16	61	83
S17	48	80
S18	60	82
S19	56	78
S20	56	78
S21	60	78
S22	49	78
S23	53	76
S24	55	77
S25	44	80
S26	63	86
S27	52	78
S28	57	79
S29	43	80
S30	54	74

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Vol. 4 (1), March 2026

Online ISSN: 2807-8926

S31	51	73
S32	46	80
S33	59	80
S34	48	75
S35	53	75
S36	47	80

Based on the results of the pre-test and post-test administered to the experimental group, it was found that students who watched the film *Speak No Evil* with English subtitles showed a significant improvement in their English vocabulary mastery. The mean score of the pre-test was relatively low, indicating that students' initial vocabulary knowledge was limited. However, after the treatment, the post-test results demonstrated a notable increase in scores.

The improvement can be attributed to the use of subtitles, which helped students associate spoken words with their written forms and meanings. The subtitles also provided visual reinforcement, making it easier for students to understand new vocabulary in context. This finding supports the idea that subtitled films provide both auditory and visual input that aid in vocabulary acquisition. Students reported that they could better remember and recognize new words after reading and hearing them simultaneously while watching the film.

2. Students' mastery of English vocabulary taught without subtitled film, "Speak No Evil."

Table 2
Without subtitled (Control class)

Without Subtitled XI.2	Pre-test	Post-test
S1	47	56
S2	62	70
S3	52	61
S4	50	60
S5	41	50
S6	38	46
S7	61	71
S8	45	53
S9	54	63
S10	48	57
S11	55	63
S12	38	46
S13	46	55
S14	63	72
S15	52	60
S16	40	48
S17	49	58
S18	56	64
S19	37	46

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Vol. 4 (1), March 2026

Online ISSN: 2807-8926

S20	58	67
S21	34	43
S22	66	75
S23	50	60
S24	47	55
S25	59	68
S26	44	52
S27	53	62
S28	41	60
S29	60	69
S30	49	68
S31	57	66
S32	43	52
S33	46	55
S34	51	60
S35	42	50
S36	45	55

The control group, which watched the same film without subtitles, also experienced a slight improvement in vocabulary mastery, but the increase was less significant compared to the experimental group. The post-test results showed only a modest rise in scores, suggesting that learning vocabulary through listening alone was more challenging for students.

Without subtitles, students needed to rely solely on auditory comprehension to grasp the meaning of unfamiliar words. As a result, they often misunderstood or missed certain vocabulary items, especially when the pronunciation or speed of speech was difficult to follow. This indicates that films without subtitles can still contribute to vocabulary learning but are less effective in helping students retain and understand new words in detail.

3. significant differences in English vocabulary mastery between students who watched films with subtitles and without subtitles in the film "Speak No Evil"

Table 3
Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
hasil	Equal variances assumed	13.758	.000	47.363	70	.000	19.472	.411	18.652	20.292
									Lower	Upper

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Vol. 4 (1), March 2026

Online ISSN: 2807-8926

Equal variances not assumed			47.363	52.391	.000	19.472	.411	18.647	20.297
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A comparison between the two groups, analyzed using statistical tests (t-test and ANOVA), revealed a significant difference in vocabulary mastery between students who watched films with subtitles and those who did not. The mean score of the experimental group was significantly higher than that of the control group at the 0.05 level of significance.

These findings indicate that the use of subtitles has a positive and statistically significant effect on students' vocabulary mastery. Subtitles help learners connect spoken and written language, improve word recognition, and provide contextual clues that facilitate comprehension. Therefore, watching films with subtitles can be considered a more effective method for improving students' English vocabulary mastery than watching films without subtitles.

Discussion

1. To describe the mastery of English vocabulary taught with subtitles in the film "Speak No Evil".

Previous research, such as that conducted by Febriani (2021), found that students who learned vocabulary using films with English subtitles showed higher vocabulary retention compared to those who watched films without subtitles. Similarly, research by Putra (2020) reported that using films with subtitles improves vocabulary comprehension because subtitles support visual and auditory learning simultaneously. Another study from Rahmawati, (2022) also confirmed that the use of English subtitles significantly improves students' word recognition and vocabulary acquisition.

However, this study differs from previous studies in several aspects. Previous studies generally used popular films such as Harry Potter or Frozen, while this study used an authentic drama film, Speak No Evil, which contains real life vocabulary and natural expressions. Furthermore, previous studies were mostly conducted at the junior high school level, while this study was conducted at the high school level (SMA Negeri 3 Pematang). This suggests that subtitles are not only effective for beginner learners but also beneficial for students at the high school level. Furthermore, previous studies often used descriptive or pre-experimental methods, while this study employed an experimental design with a control group, making its findings more reliable.

In conclusion, the findings of this study indicate that the use of films with English subtitles is effective in improving students' vocabulary mastery. This is because the results of this study confirm and strengthen previous research and provide new empirical evidence that English subtitles remain an effective medium for teaching vocabulary in the context of high schools in Indonesia, including at SMA Negeri 3 Pematang.

The 4th Undergraduate Conference on Applied Linguistics, Linguistics, and Literature (ALLURE)

Vol. 4 (1), March 2026

Online ISSN: 2807-8926

2. To describe the mastery of English vocabulary taught without subtitles in the film

"Speak No Evil".

The results of this study are in line with previous research findings. A study by Sari (2020) found that students who watched films without subtitles showed lower achievement in vocabulary tests compared to those who watched with subtitles. Similarly, research by Amini & Yusuf (2021) reported that the lack of subtitles caused students to miss important vocabulary due to unclear pronunciation, fast dialogue delivery, and unfamiliar accents. Another study by Rahmawati (2022) also explained that watching films without subtitles may help listening comprehension to some extent, but it is not effective in developing vocabulary mastery because students cannot connect spoken words to their written forms.

However, this study contributes new insight compared to previous research. While earlier studies were mostly conducted at university-level learners or junior high school students, this research was conducted at senior high school level (SMA N 3 Pematang), proving that even at this level, students still struggle to acquire vocabulary effectively without subtitle assistance. Furthermore, this study used an experimental comparison between two groups one using subtitles and one without subtitles making the findings stronger and more valid statistically.

In conclusion, the results show that teaching vocabulary using films without subtitles is less effective in improving students' vocabulary mastery. This supports previous studies which state that the absence of subtitles limits students' understanding and vocabulary development. Therefore, subtitles play a crucial role in helping students acquire new vocabulary when using film as a learning medium.

3. The significant difference between watching a film with and without subtitles.

These findings are consistent with several previous studies. Febriani (2021) found a significant difference in vocabulary learning outcomes between students who learned through films with subtitles and those without subtitles. Similar results were reported by Rahmawati (2022), who concluded that the use of subtitles improved students' ability to understand word meaning, pronunciation, and spelling more effectively. Moreover, Putra (2020) stated that subtitles helped students connect audio and visual forms of vocabulary, which enhanced retention and comprehension. These previous studies support the findings of the present study, confirming that subtitles play a crucial role in improving vocabulary mastery.

However, this study differs from previous research in several ways. While earlier studies used films from various genres such as animated films or educational drama, this study specifically used the psychological drama film *Speak No Evil*, which contains authentic expressions and real-life vocabulary. Furthermore, particularly at SMA N 3 Pematang, whereas many previous studies were conducted either at the junior high school level or university level. In addition, this research strengthens previous findings by using a true experimental design that statistically proves the effectiveness of subtitles through hypothesis testing.

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Vol. 4 (1), March 2026

Online ISSN: 2807-8926

Based on the results of the statistical analysis conducted in this study, there is a significant difference between students who watched the film "Speak No Evil" with subtitles and those who watched it without subtitles. The students in the experimental class who watched the film with English subtitles achieved higher vocabulary mastery compared to the control class who watched the same film without subtitles. The mean score of the experimental group increased significantly from the pretest to the posttest, while the improvement in the control group was only slight. The result of the t-test also confirmed that the value of t-observed was higher than t-table, indicating that subtitles had a significant positive impact on vocabulary acquisition. This proves that the use of English subtitles was more effective in improving vocabulary mastery than using films without subtitles in SMA N 3 Pematang.

In conclusion, the findings of this study clearly demonstrate a significant difference between watching films with and without subtitles. Watching films with English subtitles proved more effective in improving students' English vocabulary mastery than watching films without subtitles.

Conclusion And Recommendation

Conclusion

- 1. To describe the influence of English vocabulary taught with subtitles and without subtitles in the film "Speak No Evil".**

Based on the research results and discussion regarding the effect of watching the film "Speak No Evil" with and without subtitles on students' English vocabulary mastery, it can be concluded that watching films with subtitles makes the learning process more engaging, interactive, and easier for students to understand. Subtitles help students connect the written form and the sounds of the words they hear, thus accelerating their comprehension of meaning. Meanwhile, students who watch films without subtitles tend to have difficulty understanding the meaning of words deeply because they rely solely on visual and auditory context. Students who watched the movie "Speak No Evil" with English subtitles showed significant improvements in their vocabulary mastery. Subtitles helped them connect spoken and written word forms, understand meaning through context, and recall vocabulary more effectively. The combination of auditory and visual input made the learning process more meaningful and facilitated better comprehension. Therefore, using subtitled movies proved to be an effective method for enhancing students' vocabulary learning.

Students who watched the same movie without subtitles also showed improvements in their vocabulary mastery, but the gains were relatively limited. Without textual support, students relied solely on listening comprehension, which made it more difficult to recognize and remember new words especially when faced with unfamiliar accents or fast speech. This suggests that while movies without subtitles can provide exposure to the native language, they are less effective in supporting vocabulary development than movies with subtitles.

Statistical analysis showed a significant difference between the experimental and control

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Vol. 4 (1), March 2026

Online ISSN: 2807-8926

groups. The group that watched the movie with subtitles achieved higher post-test scores than the group without subtitles. This confirms that movies with subtitles significantly improve vocabulary acquisition. The presence of subtitles offers multimodal input auditory, visual, and contextual that strengthens word recognition and comprehension.

Recomendation

1. For English Teachers

Teachers are advised to use subtitled films as an innovative learning medium to improve students' vocabulary mastery. Subtitles can help students better understand the context of words' meanings while increasing their motivation to learn.

2. For Students

Students are expected to utilize subtitled films as a means of independent learning outside of class. By regularly watching English-language films, students can expand their vocabulary, improve their pronunciation, and enhance their listening comprehension skills.

3. For Schools

Schools can provide multimedia based learning facilities, such as language laboratories or audio-visual rooms, to support more creative and engaging learning activities.

4. For Future Researchers

This research can be further developed by adding other variables such as listening skills, learning motivation, or student creativity. Furthermore, a longer research period is recommended for more comprehensive and accurate results.

The 4th Undergraduate Conference on Applied Linguistics, Linguistics, and Literature (ALLURE)

Vol. 4 (1), March 2026

Online ISSN: 2807-8926

Acknowledgements

The author expresses profound gratitude to Allah SWT for His blessings and guidance throughout the process of completing this final project. The author also extends sincere thanks to Mrs Fitri Yulianti, Mrs Th Cicik Sophia B, as well as to the English language lecturers at PGRI University Semarang. Special thanks to my beloved parents, Mr. Sudirno and Mrs. Urip Lestari Nngsih, for their continued support. Thanks are also extended to the Principal of SMAN 3 Pemalang, all teachers, staff, and students of Grades XI.1 and XI.2 for their contributions to this research.

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