# UNIVERSITI TEKNOLOGI MARA

# THE EFFECTS OF WATCHING ENGLISH AND MALAY SUBTITLED ENGLISH MOVIE ON ESL STUDENTS' ENGLISH VOCABULARY

## WAFA BINTI OMAR

Thesis submitted in fulfilment
of the requirements for the degree of
**Master of Science (Applied Language Studies)**

**Academy of Language Studies**

June 2015

# ABSTRACT

The study examines on the effects of watching English and Malay subtitled English movie on ESL students' English vocabulary. The objectives of the study are to determine whether ESL students' English vocabulary is affected when watching English and Malay subtitled English Movie and to identify whether the degree of improvement of ESL students' English vocabulary is affected when watching English and Malay subtitled English movie. The study used a one-shot case study method. Samples from the study were taken from seventy-two Universiti Teknologi Mara, Lendu, Melaka students who were randomly selected. They were equally divided into two groups; English subtitles group and Malay subtitles group. Paired sample t-test is used to analyse the data taken from students' performance scores. The result of the study revealed the ESL students' English vocabulary was significantly affected after they were exposed to English (t (35) =7.76, p=0.00) and Malay subtitled (t (35) = 5.19, p=0.00) English movie. However, students from English subtitles group (160 differences) obtained a higher degree of improvement compared to the Malay subtitles group (101 differences). The English subtitles group obtained higher mean differences and higher degree of improvement as they could listen and read the vocabulary at the same time. Moreover, they could verify if they heard exactly the same vocabulary as what they interpreted. The research will benefit ESL students, lecturers and teachers on how English vocabulary can be developed by using subtitled English movies.

# ACKNOWLEDGEMENT

Alhamdulillah to all the praises to Allah for the courage and blessing in completing my Master of Science (Applied Language Studies). My study would not be completed without the help and support from kind-hearted individuals who have directly or indirectly helped me.

First and foremost, I would like to give my greatest appreciation and utmost gratitude towards my supervisor, Assoc. Professor Dr. Rahmah Mohd Rashid for her guidance towards the whole process of completing this study. Not to mention, her wide knowledge that she shared, helpful comments, and ideas that contribute to the completion of this study. I also would like to express my appreciation to Academy of Language Studies' lecturers who have helped me in giving positive supports in finishing my study.

I owe my greatest gratitude to my husband, Muhammad Izzat bin Jamaludin for his eternal support, assistance, thoughtfulness and patience upon completing this study. To my beloved daughter, Dhia Delisha binti Muhammad Izzat, Thank you for always cheering me up and for being such an understanding daughter.

My deepest gratitude goes to my family for their unconditional love and support. To my mother,                          , whom has always answered to all my inquiries regarding my study, has always prayed for the success of her daughter regardless of all the financial support involved in finishing this study. To my father, Omar bin Osman, my sister, Najwa, and my brother, Zaki, whom have always motivated, give constant inspiration and encouragement.

Last but not least, my special regards to my father in law, mother in law, and my sisters in law for their love and moral support.

# TABLE OF CONTENTS

# CHAPTER ONE

# INTRODUCTION

## 1.1    BACKGROUND OF THE STUDY

English is a second language that is widely used and learnt in Malaysia. It is an important subject in schools and universities. Most universities and offices use English as the main language for interacting with clients, language that they use for teaching and learning. However, Malaysians may not be aware of the various methods of learning English. One of the methods is by watching English subtitled movies.

Watching movies and television are not just for entertaining purposes anymore; they are also used for learning languages (Bayon, 2004; Zarei & Rashvand, 2011). There are numerous studies that have been conducted on learning languages using subtitled movies or television programmes (d'Ydewalle & de Poel, 1999; Zarei, 2009; Bianchi & Ciabattoni, 2008; Sydorenko, 2010; Winke, Gass, & Sydorenko, 2010; Karakas & Saricoban, 2012). The studies found subtitled movies and television programmes provide positive and negative outcomes for language learners. However, there are only few studies done in Malaysia regarding the use of subtitles in assisting vocabulary learning of English.  This study focuses on the effects of watching English and Malay subtitled English movie on ESL students' English vocabulary.

Subtitles can be defined as the written forms of dialogues, setting and sounds in the movies (Han & Xiaojie, 2009). Cintas (2003) and Newcomb (2004) define subtitling as text which is displayed at the bottom of screen; transcribing what the actors are saying. There are two types of subtitles; (1) interlingual subtitles which are translating from language of movies or programmes to different language, and (2) intralingual subtitles is also known as captioning, subtitles that have the same language with the language of movies or programmes (Cintas, 2003).

Subtitles provide various linguistic meaning (Curti, 2008). d'Ydewalle and de Poel (1999) identify three different types of information in subtitles: graphics' information, sound track, and translation from spoken to text. The graphics in television programmes or movies can assist learners in understanding meaning. For L2 learners, they usually identify words in the subtitles that they are familiar with

1