The Effectiveness of Watching an English Movie with and Without English Subtitle for Students' Listening Skill

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Abstract

The effectiveness of watching an English film with and without English subtitles on students' listening skills was examined in this study. This study sought to determine which approach to watching an English film—using or not using the English subtitles—is more helpful at enhancing hearing ability. The sample involved two groups, a group of 22 students from the English department's second semester watched an English movie with English subtitles, while the other group watched the same English movie without English subtitles. A listening test and questionnaires were administered to both groups. To compare the mean scores between the two groups, the obtained data were examined using an independent sample t-test, and the data from the questionnaires were used to reach a conclusion. Between the two groups, the test's results showed a considerable difference. With a mean score of 71.8%, Group 1 outperformed Group 2 (53.6%). 3,374 T-test results were obtained. At 0.05 level of significance and 20 degrees of freedom, it was greater than the T-table value of 2,086. Since the T-test result (3,374 > 2,086) was greater than the T-table. The survey's findings also showed that most students preferred to watch English-language films with English subtitles and thought that doing so would help them become better listeners. Therefore, it is better for pupils to watch an English movie with English subtitles than one without them in order to develop their hearing skills.

Keywords: *Listening, Listening skill, Subtitle, Effectiveness.*

INTRODUCTION

Many people love watching English movies, especially those who are learning English, like students in Indonesia. It is because English movies not only function as entertainment but can also improve English skills like listening. According to Pamungkas and Adi (2020, p. 133), "The use of English movies makes the students listening easier because it provides a visual medium and they can imagine the condition of the speaker". Therefore, watching English movies with or without English subtitles can be an effective way to enhance students' listening skills.

The importance of listening skills in learning a foreign language cannot be overstated. Listening is the most fundamental skill in language learning, and it is essential for students to develop their listening skills to become proficient in a foreign language. English language learners often struggle with listening comprehension due to the complex features of spoken English, such as intonation, stress, and connected speech. Watching English movies with or without subtitles has been suggested as a potential strategy to improve students' listening skills.

English movies are one of the interesting media for students to advance their English listening skills. It is fun and enjoyable, which is why many students choose it as their listening practice. They are able to improve their listening skills while watching their favorite movies at the same time. In a study carried out by Putri and Sinaga (2020) from The University of Riau Kepulauan, Indonesia, with the title "The Effect of Watching English Movies to Improve Students' Listening Skill", it was found out that watching English movies greatly influences the

students' listening skill in the tenth grade of SMA Negeri 16 Batam. It was proved by the researchers, who gave a test to two groups of students, where one group was given material in the form of an English movie to practice and the other group was provided with narrative material. The results showed the first group got a way better score in total, which means watching English movies has a great impact on improving listening skills. The focus of the research is only to know whether watching English movies has a significant effect on improving students' listening skills at SMA Negeri 16 Batam in academic 2019/2020. Meanwhile, in this study, it will focus more on finding out the effectiveness of watching an English movie with the help of an English subtitle for listening practice than without its assistance.

Commonly, students use English subtitles when they are watching English movies. However, there are also some of them who watch it without activating the subtitles or because certain movies do not have them. In this case, the researchers are curious and interested in conducting this study to know whether watching English movies without the assistance of an English subtitle to improve listening skills can be more effective than using the subtitle, or vice versa. According to Safranj (2015), in her study entitled "Advancing Listening Comprehension through Movies", she pointed out that using the authentic and vivid context of movies with subtitles and lively conversation, students are able to get the main ideas of the movies well. Therefore, in this research, the researchers will use an American short English movie and the authentic subtitle of the English of America.

The objects of this research are the students of the economics and business faculty at the University of Widya Dharma Pontianak. Specifically, they are the students with an English major. The reason for choosing them as the object is because they are the most relatable in this topic, so the researchers will get the best result in conducting this research.

Based on the explanation above, the researchers want to conduct a study in the field of education entitled "The Effectiveness of Watching English Movies with and Without English Subtitle for Students Listening Skills". This research is expected to provide insight for students who are advancing their listening skills through English movies.

LITERATURE REVIEW
1. Listening

In learning a language, especially English, it is crucial to master four major skills. One of them is listening. To learn and improve this skill, it is suggested to know the definition of listening in advance. Therefore, the researchers provide several definitions of listening based on some experts' perspectives.

According to Zistia (2015, p. 6), listening is an action to receive information or entertainment by using the ears. Then, Listiyaningsih (2017) explained that listening can also be defined as the capability of grasping and recognizing the speaker's speech. Based on those definitions, it can be concluded that listening is the activity of receiving and understanding speech through the ears to get information.

Listening literally deals with the process of obtaining speech. Listening is also a basic skill that is frequently used in daily activities with the aim of getting the meaning of words by hearing, understanding, and remembering them. Listening is described as an audio communication that helps people communicate. After all, understanding spoken language requires listeners to overcome obstacles that may arise from either internal or external factors. Internal factors relate to the listeners' prior knowledge, while external factors pertain to the listening situation. To surmount these obstacles, listeners need to practice their listening skills frequently. One way to do this is by exposing themselves to spoken English as much as possible, such as through watching English-language movies, listening to English songs, and also listening to international podcasts.

2. Subtitle

A subtitle is an assisting text that helps people while watching videos or movies. Subtitles can also help people have a better understanding while watching videos or movies. In order to have a better understanding of subtitles, the researchers tried to find some definitions of subtitles according to several experts.

According to Sheng et al. (2019), a subtitle is a text that delivers a message properly to individuals with an effective method and helps people understand the content of a video. Then, Shuttle & Cowie (2014, p. 161) defined subtitles as a way of serving equalized captions for dialogue in movies (as cited in Sheng et al., 2019).

Besides that, Elmianti (2021, p. 27) explained that a subtitle is a textual variant of a video that can be in a similar or different language and is located at the bottom of a scene and helps to provide the contents of a dialogue in a video. Then, according to Aveline (2015), a subtitle is a dialogue script in a movie that is useful for assisting people to understand the dialogue that appears continuously as the movie progresses and is located below the screen. Besides that, Saraf (2019) explained that a subtitle is the action of changing verbal conversation into a caption on the screen.

Subtitles generally refer to text that is displayed at the bottom of a screen while watching a movie. The purpose of a subtitle is to give the textual version of the dialogue of a movie at the bottom of the screen. Then subtitles are a valuable tool for enhancing people's experiences when they watch a movie and making movies more accessible to wider audiences.

3. Movie

A movie is known as a motion picture or theatrical film that uses moving images and sound to portray a message. A movie is an entertainment medium that many people like to enjoy. According to Yulfani and Rohmah (2021, p. 384), movies are the most popular entertainment and educational media that provide an audio-visual show that helps people watch a movie and figure out the content of the movie. Then Maharani (2019, p. 19) stated that a movie is a visual communication that utilizes images and audio that are moving to inform people who watch movies as entertainment media.

Then, according to Anggraeni et al. (2018, p. 3), a movie is one of the literature forms that includes drama, history, culture, news, science, and so forth. On the other hand, Kusumarasdyati and Luo (2014) stated that the movie serves as exposure to the original language and uses reliable settings and cultures where the spoken language is used (as cited in Anggraeni et al., 2018).

Movies are films or motion pictures that are formed by visual storytelling, which combines moving images, sounds, and sometimes other sensory elements to create a narrative or convey a message. Movies are typically produced for entertainment and serve educational, artistic, or informational purposes. Movies have been a significant part of popular culture for over a century, and they continue to be a prominent form of entertainment and artistic expression worldwide.

METHODOLOGY

In this study, the researchers involved a group of participants. The students of the economics and business faculty at the University of Widya Dharma Pontianak are chosen to become the object of this study. More precisely, the researchers chose semester 2 students of the English study program, which consists of 22 people. The reason for choosing them is because they are in the process of learning English, which means they are the most relatable to the topic of this study. Thus, using this group as the object of this study can produce the best result in conducting the research.

In this research, the researchers collect quantitative and qualitative data. The data will be dominated by quantitative data. The qualitative data will become supplementary to complete the findings more thoroughly. In collecting those data, the researchers used an experimental method and questionnaires.

The researchers want to test the effectiveness of watching an English movie with an English subtitle versus one without one. To get the data, the researchers need the right method. The researchers utilized experimental methods by using a randomized controlled trial (RCT) approach.

According to White, Sabarwal, and Hoop (2014), RCT is a method that involves selecting the program or policy recipients and a control group from the eligible population through a random process, enabling impact evaluation. Besides that, Bhide, Shah, and Acharya (2018) explained that an RCT is a type of study or experiment that follows a prospective, comparative, and quantitative approach. It is conducted under controlled conditions, where interventions are randomly assigned to different comparison groups. The RCT method also helps to test the participants' effectiveness in watching movies with and without subtitles. Here's a simplified outline of the process of collecting the data:

a. Recruit a sample of participants to watch movies and understand the language used in the movies.
b. Randomly assign participants into two groups: one group will watch movies with subtitles (the experimental group), and the other group will watch movies without subtitles (the control group). Random assignment helps ensure that any differences between the groups are not due to pre-existing characteristics.
c. Choose a movie that is suitable for the study. In this study, the researchers chose a short American English-language movie for the participants to watch for their listening test.
d. Schedule separate movie screenings for each group. The experimental group will watch an English movie with English subtitles displayed, while the control group will watch the same movie without English subtitles.
e. After watching the English movie, collect quantitative data on various aspects to measure the effectiveness of watching with or without subtitles. This could include measures such as comprehension of the movie plot, recall of specific details, emotional engagement, or subjective ratings of enjoyment or understanding. The researchers will use questionnaires to collect data.
f. Analyze the collected data using appropriate statistical methods. The researchers can compare the average scores or ratings between the two groups using T-tests. This analysis will help determine whether there are significant differences between watching an English movie with or without English subtitles.

Moreover, the researchers also use questionnaires as a tool to gather data from the participants. Roopa and Rani (2012, p. 273) pointed out that a questionnaire is a set of printed questions created to get information from the respondent based on their idea. The kinds of questions used in the questionnaire will be closed-ended and open-ended. Close-ended questions will generate quantitative data. Meanwhile, open-ended questions produce qualitative data. The researchers use questionnaires to collect the data because they are very effective and allow the participants to spend much time answering the questions properly. Then, based on Etikan & Bala (2017, p. 217) "a questionnaire is more of a science than an art; therefore, it is a set of questions with a space for answers used in assembling information from the respondent".

The analysis of qualitative data is used to measure data from an open-ended questionnaire. Then, the analysis of quantitative data is used to measure data from tests and closed-ended questionnaires.

In analyzing the data, the researchers use the Independent Sample T-test, which is utilized to test two sample groups that have a correlation. The procedure for analyzing the data is presented as follows:

a. The researchers calculate the score of the students using a test by dividing the correct answers of the students by the total number of items and multiplying the result by 100.

b. The researchers calculate the mean of the students answers with the following form:

$$\bar{x} = \frac{\sum \times}{N}$$

1. $\bar{x}$ = mean score
2. $\sum \times$ = sum of each value in the population
3. N = number of values in the population.

c. The researchers use Independent Sample T-test to compare the difference between the two means that are related to each other.

d. The form of Independent Sample T-test is presented as follows:

$$T.\,value = \frac{(\mu 1 - \mu 2)}{\sqrt{(\frac{s1^2}{n1}) - (\frac{s2^2}{n2})}}$$

1. T. value = T-test result
2. $\mu 1$ = Mean score population 1
3. $\mu 2$ = Mean score population 2
4. $s1$ = Standard deviation population 1
5. $s2$ = Standard deviation population 2
6. n = Number of values in the sample 1
7. $n2$ = Number of values in the sample 2

e. To proceed with the process of accumulating T-test, the researchers need to accumulate Standard Deviation before using T-test form.

f. The form of Standard Deviation is presented as follows:

$$s = \sqrt{\frac{\sum(X - \mu)^2}{n - 1}}$$

1. S = Standard deviation
2. $\sum$ = Sum of...
3. X = Each value
4. μ = Sample mean
5. n = Numbers of values in the sample

g. To make sure the effectiveness of watching an English movie with or without English subtitle for students' listening skill, the researchers use T-table to find the effectiveness by compare it with the T-test result.

h. To find the T-tables, the researchers must find the "df" (different of freedom). The form of "df" is presented as follows:

df=n1+n2-2

1. df = Different of freedom
2. n1 = numbers of values in sample 1
3. n2 = numbers of values in sample 2

Findings and Discussion
Findings

The researchers elaborate the analyses result of the data which have been collected through a test and questionnaires. The findings' elaborations are divided into two parts, namely listening test and questionnaires. They are presented as follows:

1. Listening Test

After collecting the data with the listening test, the researchers analyzed the data using the independent t-test formula. This method is utilized to determine whether there are significant differences between watching an English movie with or without English subtitles. The results of the data that have been analyzed are presented as follows:

1.1 Mean Score of the Students' Test Result

The mean scores for differences in effectiveness of watching an English movie with and without English subtitles for students listening skills can be seen in the following table.

Table 1 The Mean Score

Variable	The student's mean score in term of watching an English movie		Percentage (%)
	Subtitle	Non-Subtitle	
Listening	71,8	53,6	18,2

The table 4.1 above shows that there is a difference between the students who watch an English movie with and without subtitles. The mean scores of the students who watched an English movie with English subtitles are 71,8. Meanwhile, the mean scores of the students who watch an English movie without English subtitles are 53,6. The mean percentage of the difference between the students who watched an English movie with and without subtitles is 18.2%. Therefore, watching English movies with English subtitles is more effective for students to improve their listening skills.

1.2 Test of Significant Testing

t Table

cum. prob	$t_{.50}$	$t_{.75}$	$t_{.80}$	$t_{.85}$	$t_{.90}$	$t_{.95}$	$t_{.975}$	$t_{.99}$	$t_{.995}$	$t_{.999}$	$t_{.9995}$
one-tail	0.50	0.25	0.20	0.15	0.10	0.05	0.025	0.01	0.005	0.001	0.0005
two-tails	1.00	0.50	0.40	0.30	0.20	0.10	0.05	0.02	0.01	0.002	0.001
df											
1	0.000	1.000	1.376	1.963	3.078	6.314	12.71	31.82	63.66	318.31	636.62
2	0.000	0.816	1.061	1.386	1.886	2.920	4.303	6.965	9.925	22.327	31.599
3	0.000	0.765	0.978	1.250	1.638	2.353	3.182	4.541	5.841	10.215	12.924
4	0.000	0.741	0.941	1.190	1.533	2.132	2.776	3.747	4.604	7.173	8.610
5	0.000	0.727	0.920	1.156	1.476	2.015	2.571	3.365	4.032	5.893	6.869
6	0.000	0.718	0.906	1.134	1.440	1.943	2.447	3.143	3.707	5.208	5.959
7	0.000	0.711	0.896	1.119	1.415	1.895	2.365	2.998	3.499	4.785	5.408
8	0.000	0.706	0.889	1.108	1.397	1.860	2.306	2.896	3.355	4.501	5.041
9	0.000	0.703	0.883	1.100	1.383	1.833	2.262	2.821	3.250	4.297	4.781
10	0.000	0.700	0.879	1.093	1.372	1.812	2.228	2.764	3.169	4.144	4.587
11	0.000	0.697	0.876	1.088	1.363	1.796	2.201	2.718	3.106	4.025	4.437
12	0.000	0.695	0.873	1.083	1.356	1.782	2.179	2.681	3.055	3.930	4.318
13	0.000	0.694	0.870	1.079	1.350	1.771	2.160	2.650	3.012	3.852	4.221
14	0.000	0.692	0.868	1.076	1.345	1.761	2.145	2.624	2.977	3.787	4.140
15	0.000	0.691	0.866	1.074	1.341	1.753	2.131	2.602	2.947	3.733	4.073
16	0.000	0.690	0.865	1.071	1.337	1.746	2.120	2.583	2.921	3.686	4.015
17	0.000	0.689	0.863	1.069	1.333	1.740	2.110	2.567	2.898	3.646	3.965
18	0.000	0.688	0.862	1.067	1.330	1.734	2.101	2.552	2.878	3.610	3.922
19	0.000	0.688	0.861	1.066	1.328	1.729	2.093	2.539	2.861	3.579	3.883
20	0.000	0.687	0.860	1.064	1.325	1.725	2.086	2.528	2.845	3.552	3.850
21	0.000	0.686	0.859	1.063	1.323	1.721	2.080	2.518	2.831	3.527	3.819
22	0.000	0.686	0.858	1.061	1.321	1.717	2.074	2.508	2.819	3.505	3.792
23	0.000	0.685	0.858	1.060	1.319	1.714	2.069	2.500	2.807	3.485	3.768
24	0.000	0.685	0.857	1.059	1.318	1.711	2.064	2.492	2.797	3.467	3.745
25	0.000	0.684	0.856	1.058	1.316	1.708	2.060	2.485	2.787	3.450	3.725
26	0.000	0.684	0.856	1.058	1.315	1.706	2.056	2.479	2.779	3.435	3.707
27	0.000	0.684	0.855	1.057	1.314	1.703	2.052	2.473	2.771	3.421	3.690
28	0.000	0.683	0.855	1.056	1.313	1.701	2.048	2.467	2.763	3.408	3.674
29	0.000	0.683	0.854	1.055	1.311	1.699	2.045	2.462	2.756	3.396	3.659
30	0.000	0.683	0.854	1.055	1.310	1.697	2.042	2.457	2.750	3.385	3.646
40	0.000	0.681	0.851	1.050	1.303	1.684	2.021	2.423	2.704	3.307	3.551
60	0.000	0.679	0.848	1.045	1.296	1.671	2.000	2.390	2.660	3.232	3.460
80	0.000	0.678	0.846	1.043	1.292	1.664	1.990	2.374	2.639	3.195	3.416
100	0.000	0.677	0.845	1.042	1.290	1.660	1.984	2.364	2.626	3.174	3.390
1000	0.000	0.675	0.842	1.037	1.282	1.646	1.962	2.330	2.581	3.098	3.300
z	0.000	0.674	0.842	1.036	1.282	1.645	1.960	2.326	2.576	3.090	3.291
	0%	50%	60%	70%	80%	90%	95%	98%	99%	99.8%	99.9%
						Confidence Level					

Figure 1 T-Table

To find out the significance mean between the two groups of participants, the researchers use an independent sample t-test and an independent sample t-table. The purpose of the independent sample t-test and Independent Sample T-table is to compare the mean between two groups that are not related to one another (two independent samples) with the fixed table that already exists and to know the criteria for the sample. To find the Independent Sample T-table, the researchers use the Independent Sample T-table. The Independent Sample T-table has a fixed pattern as shown in Figure 1.

In order to know whether or not the mean score is different from two means (subtitle and non-subtitle), the researchers provide the results of the T-test and T-table. The result can be seen in the following table:

Table 2 The T-test & T-table

Variable	T-test	T-table	Comparison	Classification
Listening Effectiveness	3,374	2,086	T-test > T-table 3,374 > 2,086	Effective

If the value is greater than the T-table at the level of significance 0.05 and degree of freedom 20, thus alternative hypothesis (Ha) would be accepted and the null hypothesis (H0) would be rejected. On the contrary, if the T-test value was lower than the T-table at the level of significance of 0.05 and degree of freedom of 20, thus the alternative hypothesis would be rejected.

The result of the data is that the T-test (3,374) is greater than the t-table value (2,086). Based on the result, the hypothesis test shows that H0 is rejected and Ha is accepted.

2. Questionnaires

In this part, the researchers elaborate on the data that has been accumulated through questionnaires that were given to 22 participants. The data were collected using closed-ended and open-ended questionnaires to support the findings of this research. Those data were analyzed by the researchers, and they are presented as follows:

2.1 Closed-ended questionnaires

After collecting the data, which were generated through a closed-ended questionnaire, the researchers analyzed the data and uncovered compelling findings that explain the participants' perspectives towards improving listening by watching English movies with and without English subtitles. The result of the data can be seen in the following diagrams:

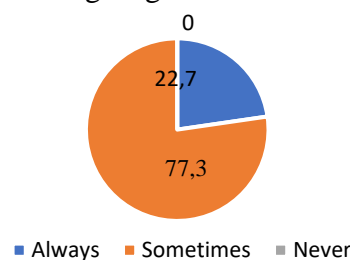The Frequency of Watching English Movies With Subtitles

Figure 2 Frequency of watching movies with subtitle

Based on the diagram above, it shows that of the 22 participants, 17 preferred watching English movies with subtitles (77.3%). On the other hand, the percentage of the rest of the 5 students that also use subtitles while watching English movies is 22.7%. From the researched data, it can be concluded that most of the students were frequently using subtitles when watching English movies.
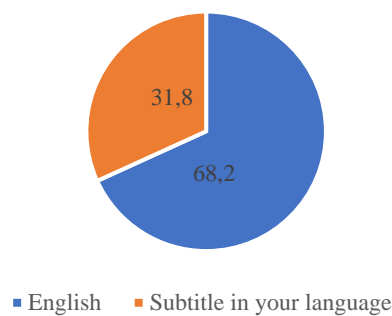
Subtitle Languages Preferences in Watching English Movies

Figure 3 Language preferences

Based on the picture above, the percentage of students who prefer using English subtitles when watching English movies is 68.2%. Meanwhile, the percentage of students who prefer using their native language as the subtitle while watching English movies is 31.8%. It proves that there are more students who prefer using English subtitles to get better improvement from watching the English movie.

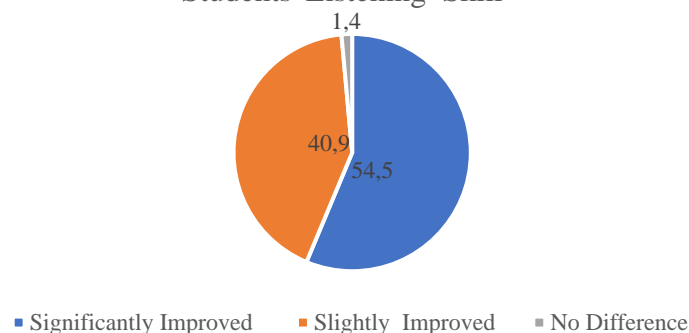The Influences of Watching English Movies With Subtitles Towards Students' Listening Skill

Figure 4 Influences in watching English movies with subtitle

Based on the diagram above, the percentage of students who felt that there was no difference in their listening skills after watching English movies with subtitles is only 1.4%. It means there is only one student who assumed the use of subtitles could not improve listening skills. However, this is very contrasted with the rest of the students, of whom 54.5% answered that watching English movies with subtitles can improve listening skills significantly. It means that 12 of 22 students assumed their listening skills were significantly improved with the use of subtitles. Moreover, 40.9% of the participants answered that watching English movies with subtitles can slightly improve listening skills. It means that 9 of 22 students assumed their listening skills were slightly improved with the use of subtitles when watching English movies.

The Influences of Watching English Movies Without Subtitles Towards Students' Listening Skill
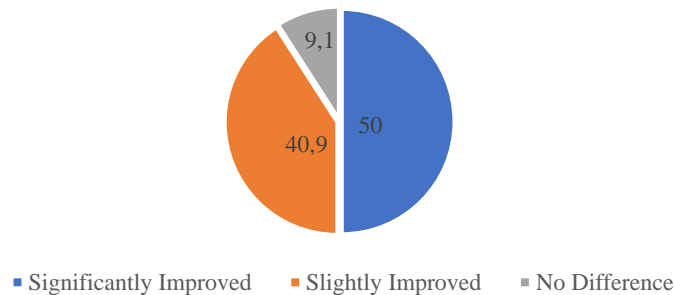

- Significantly Improved   - Slightly Improved   - No Difference

Figure 5 Influences in watching English movies without subtitle

Based on the diagram above, the percentage of students who felt a significant improvement after watching English movies without subtitles is 50%. It means that 11 of 22 students agreed that watching English movies without subtitles can improve their listening skills significantly. On the other hand, the percentage of students who felt a slight improvement after watching English movies without any subtitles is 40.9%. Moreover, the The percentage of students who felt there was no difference in their listening skills without the application of English subtitles when watching English movies is 9.1%.
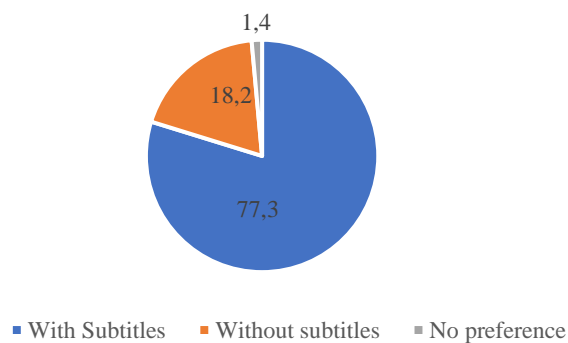
Method Preferences in Watching English Movies

- With Subtitles   - Without subtitles   - No preference

Figure 6 Method Preferences in Watching English Movies

Based on the diagram above, the percentage of students who preferred to use subtitles while watching English movies is 77.3%. It means that there are 17 students who prefer using this method. Next, the percentage of students who preferred to watch English movies without subtitles is 18.2%. It shows that there are four students who prefer using this method. Lastly, the percentage of students who do not have specific preferences in the way they watch English movies, whether by using subtitles or not, is 1.4%. It means that there is only one student who is neutral when it comes to watching English movies.

Recommendation of watching English movies with subtitles to others
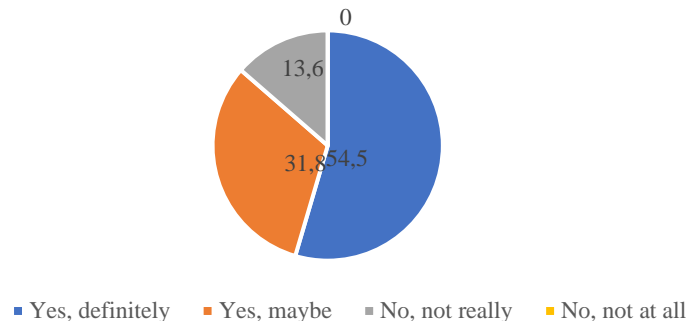for listening skill improvement

Figure 7 Watching movies with subtitles for improving listening

Based on the diagram above, the percentage of students who definitely recommend watching English movies with subtitles for improving their listening skills is 54.4%. Meanwhile, the percentage of students who possibly recommend watching English movies with subtitles is 31.8%. Lastly, the rest of the students that do not likely recommend using subtitles when watching English movies for listening improvement are only 13.6%, which means there are only 3 students that do not likely recommend using any subtitles when watching English movies to enhance their listening skills.

Recommendation of Watching English Movies Without Subtitles to
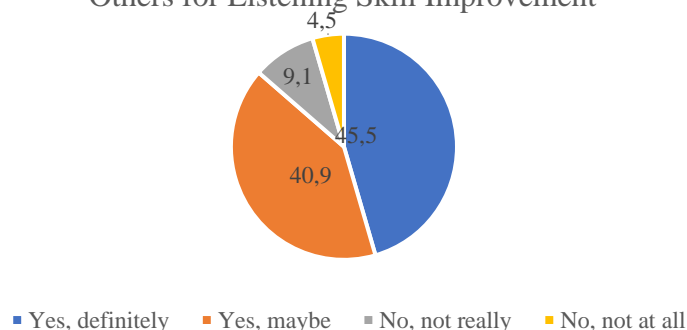Others for Listening Skill Improvement

Figure 8 Watching movies without subtitles for improving listening

Based on the diagram above, the percentage of students who definitely recommend watching English movies without the use of English subtitles to others for improving their listening skills is 45.5%. Meanwhile, the percentage of students who probably recommend watching English movies without the application of English subtitles to others for improving their listening skills is 40.9%. Next, there are 9,1% of participants, which means there are 2 of 22 students who do not really suggest watching English movies without the help of English subtitles to others. Lastly, there are 4,5% of participants, which means there is only one student who does not recommend watching English movies without the assistance of English subtitles to others to enhance their listening skills.

2.2 Open-ended Questionnaire

After collecting the data, which were generated through an open-ended questionnaire, the researchers analyzed the data and discovered interesting and valuable insights. Through careful examination, the researchers conclude the data and elaborate on

them in this section. The elaborations of the data are based on the questions that were asked to the participants, namely the reason why they prefer to watch English movies either with or without the assistance of English subtitles and which way of watching English movies is more effective in improving listening skills, either by using English subtitles or not, by also providing their own reasons based on their perspectives.

Based on the data that was generated through the first question, it was found that of the twenty-two participants in this study, sixteen preferred to watch English movies with English subtitles. Most of them implied that the use of English subtitles could improve their listening skills. Then the other participants who prefer to watch English movies with English subtitles also implied that the application of English subtitles could correct their grammar and give them new vocabulary. However, four of the twenty-two participants prefer not to use English subtitles while watching English movies to improve their listening comprehension. Two of the participants prefer to watch English movies with or without English subtitles. They implied that the usage of English subtitles in watching English movies can help beginners learn English listening skills, and watching English movies without the assistance of English subtitles can also help English learners improve their listening skills.

Based on the second question, it was found that of the twenty-two participants in this study, eleven of them implied that the application of English subtitles is effective for improving listening skills. Most of them implied that using English subtitles can help them understand English movie dialogue so well that they can easily learn new vocabulary and improve their grammar knowledge. Meanwhile, ten of the participants implied that without the use of English subtitles, watching English movies is more effective to enhance listening skills. Most of them said that without the assistance of an English subtitle, it is more effective in enhancing listening skills. Without an English subtitle when watching English movies, people can be more focused on listening to the conversation in movies compared to the usage of an English subtitle, which focuses on two skills in basic English: listening and reading.

Discussion

In this part, the discussion deals with interpreting the findings derived from the test results and questionnaires about the effectiveness of watching an English movie with or without English subtitles in enhancing students' listening skills.

Based on the research that has been done, the researchers found that the assistance of English subtitles in watching English movies is effective in improving the students' listening skills. It has been proved by the data from the tests that resulted from the two groups. In group 1, which used English subtitles while watching an English movie that the researchers provided, the participants could answer the provided questions better than in group 2, which did not use English subtitles while watching the movie. It shows that the mean result of group 1, which answered the questions with an English subtitle, is 71,8. Meanwhile, the mean result of group 2, which answered the question without an English subtitle, is 53,6. Then the researchers use an independent sample t-test to compare with the T-table to verify the data. The researchers calculate and get the result of the Independent Sample T-Test (3,374), while for the T-Table, they get the result (2,086). The result of the T-test is greater than the T-table result, which means the use of English subtitles while watching English movies is effective in enhancing the students' listening skills and comprehension.

From the data generated from questionnaires, most of the students implied that they usually use subtitles while watching English movies, and the rest of them always use subtitles while watching English movies. The subtitles they use to watch English movies are mostly English, while the rest of them use subtitles in their own languages. Students implied that with

the help of subtitles while watching English movies, they could improve their listening skills. Then other students implied that without the use of subtitles, it could improve listening skills.

Then, when the students were asked to state their preferences for watching English movies with or without subtitles, 16 of 22 students agreed with watching English movies with subtitles. The students implied that watching an English movie with an English subtitle can enhance their listening skills, help correct their grammatical errors, and help them learn new vocabulary. Meanwhile, two of 22 students prefer both preferences while watching English movies. Then 4 of 22 students prefer not to use English subtitles while watching English movies. They implied that they could be more focused on enhancing listening skills without using English subtitles when watching English movies.

Based on the data generated from questionnaires related to the question of which way is more effective in enhancing listening skills while watching English movies, whether with or without English subtitles, it was found that 11 of 22 students believed the usage of English subtitles was more effective for listening skills. Based on their perspective, using English subtitles while watching English movies can improve their grammar knowledge in the English language. Then watching English movies with English subtitles can also help them understand the conversation in English movies very well compared to not using English subtitles and can help them learn a lot of new vocabulary. Meanwhile, the rest of the students thought that watching English movies without using English subtitles was more effective for listening skills. They implied that watching English movies without English subtitles can make them more focused on listening to the sounds, which can help enhance listening skills, and only focus on one skill compared to watching English movies with English subtitles, where people need to focus on two skills, which are reading and listening.

In conclusion, using English subtitles while watching English movies can enhance students' listening skills. The findings indicate that group 1, which is using an English subtitle while watching an English movie, has higher mean scores compared to group 2, which is not using an English subtitle while watching an English movie. Then the comparison T-test with a T-table as well gave the result that using English subtitles while watching an English movie can be more effective than not using English subtitles while watching an English movie. However, individual preferences and learning styles may vary, and some students may find watching English movies without English subtitles more beneficial.

Conclusion and Suggestion
Conclusion

Based on the findings and discussion in the previous chapter, the researchers conclude that the use of English movies with subtitles could show the potential for effectiveness in enhancing the students' listening skills in Semester 2 of the English department at Widya Dharma University. By applying English subtitles to English movies, it can help enhance students' listening skills. This is proved by the score means and comparison between the T-test and the T-table. The means score shows that watching with English subtitles has a score of 71,8, surpassing the means score of watching movies without English subtitles (53,6). For the effectiveness of watching an English movie with or without English subtitles, the researchers use the T-test. The T-test shows the score (3,374) and compares it with the T-table score (2,086). The T-value score is greater than the T-table, which means the use of English subtitles while watching English movies is more effective than watching English movies without English subtitles. Based on the questionnaires, most of the participants sometimes use subtitles while watching English movies to improve their listening skills compared to not using subtitles while watching English movies. Most of the participants prefer to watch English movies with English subtitles to improve their listening skills, learn correct grammar, and discover new vocabulary.

In watching English Movies with English subtitles, it can be concluded that the assistance of English subtitles has a significant impact on enhancing the second semester students'

listening skills in the English department at Widya Dharma University Pontianak. The application of English subtitles in watching English movies is very effective in improving listening skills, as shown in the listening test data that has been analyzed. The result of the effectiveness of watching an English movie with or without an English subtitle for students' listening skills shows the difference in data that shows that using an English subtitle while watching an English movie is more effective than not using an English subtitle in improving students' listening skills.

Suggestion

Based on the result of the data analysis and conclusion, the researchers provide several suggestions, which are elaborated as follows: It is suggested for the students of Widya Dharma University to use English subtitles when watching English movies to improve their listening skills effectively. Other English learners are also suggested to utilize English subtitles while watching English movies to improve their listening skills. It is recommended for English teachers to use English movies with English subtitles as an alternative method to improve students' English listening skills. Additional research is required to be conducted to explore the impact of watching English movies with or without English subtitles on enhancing the listening skills of students in the English department. This approach can serve as an additional strategy or provide a different avenue for future research. Further research is warranted to explore the effect of English movies on enhancing writing, reading, and listening abilities. The next researchers explore deeper into the effectiveness of watching English movies with or without English subtitles in various other aspects.

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