ABSTRACT

Husolihah, Misbah 2025, Student's Perspective on The Use of English Subtitles in Watching Movies to Enhance Vocabulary Mastery. English Education Study Program. Faculty of Teacher Training Education of Jambi University in Academic year 2024/2025. The first supervisor is Reny Heryanti, S.S., M.Hum and the second supervisor is Hidayati, S.Pd., M.Pd.

The purpose of this qualitative study was to explore students' perspectives on using English subtitles in watching movies to enhance vocabulary mastery. In conducting the study, the researcher used a phenomenological approach to design in order to provide a rich source of data about individual experiences. Six participants participated in the study, including active students of Jambi University in the English Education study program who had watched comedy or animation movies with English subtitles, and were willing to participate and spend their time voluntarily in the study. In collecting data, the researcher used semi-structured interviews. The researcher used Qualitative Data Analysis by Creswell (2009) to analyze the data from the participants. The findings reveal that the use of English subtitles in watching movies can enhance vocabulary mastery. Participants reported improvements in their word comprehension, pronunciation, spelling, reading and listening skills, indicating that the input they received through English subtitled movies was engaging and easy to understand. These findings support Krashen's Input Hypothesis, which states that language acquisition occurs most effectively when learners are exposed to comprehensive input slightly above their current proficiency level (i+1). However, this study has limitations, such as its limited sample size and its focus on two film genres. This study also highlights some challenges arising from the use of English subtitles in films as a learning medium such as idioms, misspelled words and cultural references.

Keywords: Students Perspective, Movie, English Subtitle, Vocabulary, Challenge.