**THE USE OF CAPTIONAL VIDEOS STRATEGY TO IMPROVE STUDENTS’ VOCABULARY MASTERY**

Firda Ilma Yusriyyah1

Siti Mafulah2\*

1,2Universitas PGRI Kanjuruhan Malang

**Abstract.**

*The aim of this study is to investigate how captional videos strategy as a teaching media improve students' vocabulary. Classroom Action Research (CAR) was used in this study. There were 32 students of eighth grade of junior high school as participants. The instruments used were test, observation checklist, and questionnaire. Criteria of success, lesson plan, media used was set on planning. The step was followed by implementing, obserning, and reflecting. This study was done on two cycles since the result of the first cycle did not meet the criteria of success. The result shows that vocabulary test result in Cycle II passed the criteria of success. Out of 32 students, 86% of the students got scores above 75, and 75% of students were active in the class. This suggests that including captioned movies into the classroom may be a useful way to expand students' lexical knowledge and proficiency in English. Therefore, it is suggested for teacher to use captional video as alternative media in teaching English especially in improving studdents’ vocabulary.*

***Keywods: Captional video, teaching strategy, vocabulary, vocabulary mastery***

1\*Corresponding author, email: [siti\_mafulah@unikama.ac.id](mailto:siti_mafulah@unikama.ac.id)

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**INTRODUCTION**

Learning English is a fun for students, but most of them get confused. In learning English students have to master four language skills, they are vocabulary, reading, writing, and listening. Learning new words is a crucial part of any language learning process, but it is particularly crucial when learning English as a second or foreign language since vocabulary is one of the four core components of language acquisition. Building a foundation of vocabulary is the first stage in learning a new language. That being said, pupils need a sizable vocabulary if they are to achieve any meaningful success in learning a foreign language. In order to become fluent in a language, students must memorize thousands of words. This implies that students should work to increase their vocabulary as a method of bolstering their language study. The language ability enhances alongside with vocabulary improvement (Linse, 2006).

In Alqahtani (2016), Cameron (2001) is cited as saying that vocabulary is a crucial part of every language learner's toolkit. It is hard for pupils to make effective use of language if they have a restricted vocabulary, hence mastery of vocabulary is a criterion for evaluating the other four language abilities. According to Argawati (2017), some Indonesian students have trouble memorizing new words and expanding their vocabulary knowledge in English because of the many differences between English and their native tongue. These differences include grammar, pronunciation, vocabulary, and cultural background. A person's inability to communicate effectively in a language is directly related to the size of their mental vocabulary. There is a strong correlation between students' poor memorization skills and their tendency to forget previously learned material.

Students should make an effort to increase their vocabulary since it plays a significant role in both written and spoken expression. Sa’adatuddaroen (2019) argues that studying a new language will almost probably include learning vocabulary, as vocabulary plays a critical part in determining how well people communicate. In the same way, having a large and varied vocabulary is the single most crucial aspect of English language acquisition, above and beyond reading, listening, and speaking. If pupils have a large collection of master vocabularies, they will have no trouble understanding English paragraphs, composing an essay in English, or carrying on a verbal conversation in English. Students will be unable to listen, speak, read, or write the language if they do not have a sufficient vocabulary, as vocabulary improves mastery of those skills.

The important of vocabulary knowledge to understand ideas, to express and communicative effectively (Sedita, 2005). When compared to reading and grammar, vocabulary instruction and study have traditionally taken a back seat. Vocabulary, on the other hand, is increasingly seen as fundamental to language competence in the present day (Cahyono&Widiati, 2008). Successful academic achievement requires a broad and deep vocabulary, both of which may be developed via conversation. Verbs, nouns, adjectives, and adverbs are only some of the grammatical structures that the pupils study. Any word or set of words that describes an action, an occurrence, or a condition is called a verb. A noun is a term that may mean either a specific person, location, or item. Adjectives describe nouns such as people and objects. A locational adverb provides further detail.

Some may worry that youngsters may struggle in school because of their limited vocabulary. The issue often stems from the method in which the instructor teaches the class. A teacher's job is to provide pupils with linguistic input in order to expand their vocabularies. An educator's primary duty is to improve the intellectual capacity of their pupils. English instructors often use the usage of media as a means of boosting student enthusiasm in the classroom. Learning vocabulary may be made more engaging by using films as a medium (Simamora and Oktaviani, 2020). Because Motivating pupils to learn English by exposure to new terminology in a film or video may be a fun way to spice up the classroom. Movies have a lot to offer as entertainment, but they might also be a powerful tool for education. It's also not required to see movies at a movie theater. In any classroom, of course! In class, students may pop in a CD or stream the video online on their laptops. Students may watch this film online at their convenience to improve their English language skills from any location. (Ayu, 2020).

The teacher must find an effective strategy for teaching English vocabulary. There are many strategies or media in teaching vocabulary. New strategy that does not make students feel bored influence learning interests. In this study, researcher uses video with captions for teaching English. Because video as a learning media can make students interested and motivated to learning English. Like previous study, Teng (2021) stated that using video captioned has shown benefits for vocabulary learning. The group who watched the video using the text obtained a significantly more vocabulary than the group that did not use the captioned. They learned more new words than the control group by a wide margin. Because of this, instructors may assist their pupils expand their vocabularies by exposing them to captioned films, and their students will enjoy the experience.

Caption is usually known as subtittle. According to Baker (1998), subtittle is a caption which appears in the bottom of a picture. Meanwhile, Gottlieb (ibid) defines subtitle as a form of translation that meet the following criteria: (1) written, (2) additive (additional), (3) immediate, (4) synchronous, and (5) polymedial (at least using two channels, audio and visual). Looking at the two definition descriptions subtitles above, in general it can be concluded that subtitles are a series of written forms of dialogue in movies and television programs, which are usually placed at the bottom of the screen. From this explanation, it is clear that caption is the text on the video display. This is what is called a captional video.

According to Gottlieb (1998), captions or subtitles displayed on video captions are divided into two types there are Intralinguistics and Interlinguistics.

Subtitling in the form of intralinguistics is used when the target language is different from the original. Local television shows for the deaf and hard-of-hearing, as well as foreign language television programs for language learners, often use this kind of subtitles. This subtitle is considered vertical since it simply uses text to convey information and only makes linguistic rather than stylistic adjustments. Subtitling in a second language requires knowledge of two languages, the source language and the language being subtitled into. Consequently, this style of subtitling is diagonal in the sense that the subtitle translator (subtitler) must send spoken information in a foreign language to the target immediately in the form of text in order for there to be shifts in both manner and language. For clarity, a subtitle is said to be "vertical" when the language of the source text is the same as the language of the destination text, and "diagonal" when the languages are different.

Vocabulary learning tactics that include watching videos with subtitles might be a representation of this. Because the text helps students understand speech flow and recognize word boundaries, captions may improve vocabulary acquisition (Danan, 2004). Furthermore, student interest is a critical component of vocabulary growth (Teng, 2021) and captioned movies may help pique that interest. Captions help us grasp what's going on in a tale or what's being shown in an illustration. Deaf persons, for example, who cannot hear or speak, benefit greatly from this since the subtitles allow them to follow along with the action. Adding a captioned videos are very useful for increasing students' vocabulary knowledge.

There are some previous studies which are associated with this study. The first previous study is conducted by Teng (2022) entitle “Incidental L2 Vocabulary Learning from Viewing Captioned Videos: Effects of Learner-related Factors”. The purpose of this study is to investigate how viewing a documentary on television affects incidental vocabulary acquisition and to evaluate the role that learner-related variables play in this kind of acquisition. The investigation was done utilizing quasi-experimental methods. Captioned films were shown to be beneficial in promoting incidental learning. The group that using captioned videos get higher scores than non captioning group.

The second research that had been done by Zheng, Ye, and Hsiao (2022) entitle “Does Adding Video and Subtitles to an Audio Lesson Facilitate its Comprehension?” The research was examined whether adding video and subtitles facilitates their comprehension and whether comprehension depends on the cognitive abilities of the participants they looked during video viewing. The researcher conducted this study used quantitative research with experimental design. Contrary to the redundancy principle, the findings revealed that adding subtitles to audio classes with video increased understanding. This was the case in both the audio + video and audio + text + video circumstances. (Mayer et al., 2001).

The third research entitle “Effectiveness of Textually-enhanced captions on Chinese High-school EFL Learners’ Incidental Vocabulary Learning” by Wu and Yang (2022). This study used a multi-pronged approach. The purpose of this study is to examine the effect of textually improved captions on EFL students' incidental vocabulary acquisition and their confidence in using captioning in a multi-modal setting for language learning. When the degree of complexity of the video surpassed the learners' competency level, the results showed that films without any caption did not improve vocabulary acquisition. Not only did the qualitative data demonstrate that participants had a favourable impression of the captioned movies, but they also revealed that their impressions of the concomitant display of information varied.

The last, “The Effect of Watching English Movies with Subtitles on ESP Student’s Content and Vocabulary Comprehension a Study Conducted at an Indonesia Polytechnic Engineering ” conducted by Kusumawati (2018). This study was conducted by using quasi experimental research design. The effects of seeing movies in English with subtitles on students' ability to understand the films' themes and language are the primary emphasis. Subtitles improved the study participants' ability to understand the plot of English-language films. Students learning English via video with subtitles are more likely to understand the material than those watching the same film without subtitles.

Those previous study has similarities and differences. The similarities between the previous study at the present study is focused on participants or students who use English as their foreign language. If we examine more deeply the research methods used by several journals, many previous researchers used quantitative methods as a systematic way in their research. In this case, researcher gets the opportunity to make research that differs in the criteria of the method that researcher is interested using Classroom Action Research for this case. Classroom Action study refers to a study methodology that aims to facilitate a teacher's understanding of the dynamics within the classroom environment and afterwards utilize this knowledge to influence future decision-making processes.

Based on the explanation above, the use of captional videos as a medium to improve student’s vocabulary prefer by researcher. This study is to find out how far video with captioned can improve students' vocabulary mastery at eight grader of junior high school. Therefore, it is needed to do further research regarding the use of use of Captional Videos Strategy to Improve Students’ Vocabulary Mastery especially at Junior High Shool level.

**Method**

Classroom Action Research (CAR) was used in this study since it was an action to help a teacher finding out what is happening in his or her classroom. It depicted the action in examining the educational practices, systemically, carefully, and using the techniques research. Cresswell (2012) defined action research as a collection of deliberate actions taken by educators to investigate and improve their special education institution's practices, instruction, and student outcomes. The purpose of this research is to find solutions to problems in education so that they may be fixed. Furthermore, as mentioned by Asrori (2007), nvclassroom action research is a kind of study that is reflective of carrying out specific activities to better and enhance classroom practice, with the ultimate goal of achieving positive learning outcomes for students. Furthermore, the basic concepts allowed in classroom action research by Kurt Lewin and developed by Kemmis and Mc Taggart (2013). The concept consists of four steps, planning, action, observation, and reflection.

Subject of the study were the students of the eighth grade of SMPN 1 Gedeg, East Java, Indonesia. Kemmis and Taggart models was adopted in conducting the research. This model is composed in one cycle which consist of four steps, namely: planning, acting, observing, and reflecting. There were two cycles that were done in this research. In cycle I, the researcher observed the students participation and classroom situation. If the cycle I achieve the criteria of success, the researcher stop this cycle and wrote the report. But if the criteria of success failed to be achieve, the researcher should give next cycle until the condition is condusive. The cycles as described in Figure 1.

**Preliminary Study**

**Observing teaching and learning process**

**Findings**

1. Almost 50% student did not reach the criteria success of learning (KKM)
2. The students were lack vocabulary although the teacher has given them vocabulary
3. The student were less interest, not active and lazy to open their dictionary

**Acting**

Conducting the planned procedure

**Reflecting**

Analyzing the result of observation process and reflecting the action

Making conclusion and report

**Successful**

**Unsuccessful**

Revising the plan and continuing to the next cycle

**Planning**

Preparing lesson plan, materials, research instrument, and criteria of success

**Observing**

Observing the action through observation sheet

Figure . 1 The procedures of Classroom Action Research adapted from Kemmis and Taggart (2013)

Based on Figure 1. The true state of the class was determined by doing preliminary research. Therefore, the researcher is aware of the issues that the students confront. When the researcher conducts the preliminary study, they discover a number of things, including the fact that almost 50% of students do not meet the criteria of success (KKM). Furthermore, the students were lack of vocabulary although the teacher give them vocabulary as well as lack of motivation, inactive, and too sluggish to open their dictionaries. Second step was Planning. In this step, the researcher prepares all things relate the implementation of captional videos to improve students’ vocabulary learning. The preparations are preparation of lesson plans, preparation of learning materials, and setting a criteria of success.

Before implementing the learning strategy in teaching learning activities, the researcher makes a lesson plan. The lesson plan include some guidance points which used by the teacher in order to manage classroom situation while teaching vocabulary. The lesson plan divided into three steps. There are three phases of instruction: before, during, and after class. The researcher uses a brainstorming exercise as part of the pre-teaching process to get the students excited and ready to learn.

To support the teaching learning process, the researcher uses captional videos strategy as the media to improve students’ vocabulary. The researcher also prepares descriptive text based on the curriculum and syllabus to teach the students in teaching learning process. The nest step was Implementation. It is the most important activity in research. Implementation refers to the implementation of teaching. Researcher organizes and carry out class activities that have been previously plan in teaching and learning activities. Therefore, in this investigation, the researcher shapes the task assigned to the students in accordance with the curriculum.

In this study, the researcher observed the activeness of the students. Observation phase is conducted in order to see the students activeness and learning development during the application of media. In this phase, the researcher gets the data by using observation checklist. At the end of this activity, a questionnaire also give to students to find out and collect student responses to the captional videos media. In addition, reflection was done t

The researcher evaluates how well the technique of using captioned movies to teach new words to pupils worked. The researcher considers the work done up to this point. If the outcomes of cycle I's reflection don't meet the success criteria, the researcher goes back and makes adjustments to cycle I's planning before moving on to cycle II. The cycle will be ended when the implementation of captional video strategy meet criteria of success.

A test, an observation checklist, and a questionnaire were used to compile the information. In order to gauge how much they had learned, the researcher administered a multiple-choice exam. The multiple choices consisted of 40 numbers. The second instrument was observation checklist. The activity in teaching and learning process are observe systematically, the researcher collects all relevant data during the teaching and learning process. The observation focused on the students' interest or activeness in the implemented lesson, and students' vocabulary achievement by using captional videos. There is example of observation checklist. The last instrument is questionnaire. The purpose of questionnaire is to get the data about English teaching and learning process from the students. The data obtained from the questionnaire use to support the data from the observations. The researcher gives this questionnaire after the test given to all students

The criteria of success is relate to improve students’ vocabulary and to know how far the material and method of learning is applied for the students. The criteria of success are divided into two aspects. First, if more than 75 percent of pupils show an increase in vocabulary after using the captioned videos technique, it is considered effective. Second, employing the video caption technique, students are encouraged to participate actively in the classroom throughout the teaching and learning process. If 75% of students in this research paid attention while being taught, then the usage of video subtitles was effective.

**Table 2. 3 Criteria of Success**

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| **Component** | **Criteria of Success** | **Source of Data** | **Research Instrument** |
| Students score of the vocabulary test | of the students get score above 75. | Result of the observation checklist | Observation checklist fill by the researcher |
| Observation checklist score | of the students actively participate during teaching and learning process. | Result of the vocabulary test | Vocabulary test by using scoring rubric |

**FINDINGS AND DISCUSSION**

**Observing the result of the students Attitude in Teaching Learning in Cycle I**

The findings demonstrated that certain students' attitudes throughout the teaching and learning process indicated that they were not paying attention to the teacher's explanation. At the first meeting, students felt lazy and situation of the class was noisy. The score shows 53% students activity (see Appendix 4) where the attitude of students in the first meeting was not focused on the learning process. At the second meeting, the students' scores showed better than the previous meeting, which was 60% students activity (see Appendix 4) . At the third meeting the student's score was 71% students activity (see Appendix 4). Can be said, there is an increase in the score in each meetings of student activities used captional videos as a media. This shows that the percentage of student activity scores has increased in each meeting. Collaborators gave scores from the first meeting to the third meeting during the teaching and learning process. Then for the fourth meeting the researchers gave the students vocabulary test to know how far they got the new vocabulary from captional videos that they watched last meeting. The vocabulary test results then revealed that many children continued to fall short of the MCoS. Therefore, the researcher revised the planning and continued to Cycle II, because many students had not achieved the target criteria of success.

**The Result of Vocabulary Test Cycle I**

The eighth grade students at SMPN 1 Gedeg have criteria of success with an average score of 75. The vocabulary test aims to find out the improvement of student's vocabulary during the learning process used captional videos strategy. The average of the score was based on the combination between the researcher and collaborator. So, in this section the vocabulary test can be calculated as follows:

* **The formula is :**

**Note:**

**X = Mean of the score**

**= The total score of the students**

**N = The total number of the students**

**= 70%**

The researcher calculated the score to find out the average score of vocabulary test. The average score was 70%, there were 18 students who scored below criteria of success and 14 students who achieved the criteria of success. The results of the vocabulary test still had not fulfilled the criteria of success, therefore the next cycle needs to be carried out. Students' scores in Cycle 1 could be seen at (see Appendix 5).

**Revise Plan**

The researcher made adjustments to the following cycle's strategy to eliminate the flaw that had surfaced in Cycle I. Based on result of the evaluation above, the researcher made some improvements in applying the cooperative learning strategy as follows:

1. The researcher gave more exercise to make sure that students understand and remember the topic going discuss.
2. The researcher replace the captional video that were more interesting and easy for students to understand.
3. The teacher asked every group discussion to prepare.
4. The researcher asked to the students when the discussion section was not active and we were discussed together.

**The result of the Students Attitude in Teaching and Learning Process in Cycle II**

Based on students' attitudes in the teaching and learning process, researchers found good student attitudes during the learning process. At the first meeting the students showed great enthusiasm when learning to use captional videos. However, it was still found that some students were bored with learning English. The score of the students in the observation checklist at the first meeting was 75% students activity (see Appendix 8), at the first meeting the attitude of the students increased during the teaching and learning process. At the second meeting, the students' attitude scores showed an increase of more than before 83,8% students activity (see Appendix 8). Then, at the third meeting 90,3% of the total students of actively participated in teaching learning process (see Appendix 8). This shows an increase in each meeting of student activities using captional vides strategy, and it can also be said that the percentage of student activity scores has increased more. The collaborators gave scores from the meeting 1 until 3 in Cycle I and Cycle II during the teaching and learning process. Then for the fourth meeting in Cycle I and Cycle II the researchers gave the students vocabulary test.

**The Result of Vocabulary Test in Cycle II**

The vocabulary test aims to find out the improvement of student's vocabulary during the learning process used captional videos strategy. The average of the score was based on the combination between the researcher and collaborator. So, in this section the vocabulary test can be calculated as follows:

* **The formula is :**

**Note:**

**X = Mean of the score**

**= The total score of the students**

**N = The total number of the students**

**= 84%**

The researcher calculated the score to find out the average score of vocabulary test. The average score was 84%, there were 5 students who scored below the criteria of success and 27 students who achieved the criteria of success. In this second cycle, the vocabulary test results had met the criteria for success. So, the researcher can continued to make conclusion of the data from students. Student scores in Cycle II can be (see Appendix 9).

**The Result of Students Questionnaire**

Questionnaire was done by researcher to complete information needed by the researcher. The researcher gave the questionnaire to the students in order to know the students opinion about the used of captional videos strategy in learning vocabulary. Based on student questionnaires in Cycle II, the researchers found that students were interested and enthusiastic to learn English used captional videos. There are 10 questions the percentage of students answered these questions with positive responses is 86%. It can be said that this strategy was successful in learning vocabulary used captional videos as a media at SMPN 1 Gedeg.

According to Danan (2004), watching videos with captions can be a useful strategy for vocabulary learning. This suggests that captions have a positive effect on vocabulary learning when implemented in the classroom. Additionally, Teng (2021) stated that captioned videos can attract students' attention, which is a crucial aspect of vocabulary acquisition. Through captions, students can better understand the storyline or information being conveyed. In this implementation, the students were expected to be interested in the videos presented by the researcher, as it can create an engaging learning environment and inspire them to learn English through new vocabulary gained from watching the captioned videos.

Besides that, captional videos strategy stated by Teng (2021) captional videos can also attract students' attention, which is a key aspect of vocabulary acquisition. Through captions, we can more easily understand the storyline or information that want to convey. The purpose of the study was to improve student’s vocabulary by using captional videos strategy. In this implementation, the students must be interested in the video presented by the researcher because it can liven up the environment in the classroom, so students can be more inspired to learn English by new vocabulary that they got from watched the captional videos.

The research results were analyzed to assess the improvement of students' vocabulary during the learning process in the eighth grade of SMPN 1 Gedeg. The identified problems that the researcher aimed to address were students scoring below the minimum passing grade (KKM), having a lack of vocabulary, showing less interest in learning, and being inactive and reluctant to open their dictionaries. To tackle these issues, the researcher and collaborator devised plans that were implemented in two cycles.

In the first cycle, the researcher initially explained the lesson material in a less interesting manner, limited to mere discussion of the material. Some students did not pay attention during this phase. In subsequent meetings, the researcher introduced the captioned videos strategy to the students. However, the strategy seemed less attractive to them as it was their first time learning using media. Due to the lack of success in cycle I, the researcher re-planned and moved on to cycle II.

In the second cycle, the focus shifted to implementing captioned videos that provided more descriptive content. Students were exposed to new vocabulary through the videos and were required to search for synonyms and antonyms for the words. In this cycle, significant improvements were observed in students' attitudes during English lessons, as evident from the students' observation checklist. Students showed enjoyment in watching the captioned videos, actively engaged with the researcher by asking questions, displayed enthusiasm, and completed assignments well.

Based on the findings, it was proven that teaching vocabulary using the captioned videos strategy improved students' vocabulary. The average score of students in Cycle I was 70%, which increased to 84% in Cycle II, indicating improvement with each cycle. At the end of the study, the researcher administered a questionnaire to the students, and the results showed that the students responded positively to the learning experience using the captioned videos strategy. Additionally, observations during the teaching and learning process indicated satisfaction among the students, who enjoyed the process.

The implementation of the captioned videos strategy proved to be beneficial in improving students' vocabulary during the learning process. It also positively impacted students' motivation and attention. From the explanations provided, it can be concluded that the use of the captioned videos strategy can effectively enhance students' vocabulary in the eighth grade at SMPN 1 Gedeg. The actions taken during the research also improved students' motivation and attention in the classroom.

**CONCLUSION AND SUGGESTION**

The researcher has analyzed the data of the students based on the result of this research which was conducted in two cycles. Cycle I is not running effectively, and some of students did not pay attention, less attractive with the media, and there are still many students who got scored below the criteria of success. In Cycle II, the researcher replaced the captional videos that were more interesting and easy for students to understand. The result of second cycle is met the criteria of success there were the students showed good attitudes and great enthusiasm when learning using captional videos. At the end of Cycle II, the result of voabulary test is satisfying as 84% students pass Minimum Criteria of Success.

In the last meeting, the researcher also give the questionnaire and the results of students responses showed that 86% of the students gave a good response to this strategy. It also be concluded that the use of captional videos strategy can make students interested and motivated during teaching and learning process.

It is suggested to all teachers to use media such as captional videos in teaching learning process. Captional videos is a media that recommended for English teacher to improve students vocabulary and make learning process be fun, relax, and enjoyable. For the students, the researcher suggest that the students enrich their vocabulary by self-learning. If the students have difficulty to improve new vocabulary they can watch a captional videos on youtube or other media and make a list of new vocabulary and make it fun things. In addition, the future researcher can conduct other research using captional videos strategy to improve students vocabulary. It can be use not only for teacher in Junior High School.

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