

## Habit Watching Movie With English Subtitles as an Alternative in Improving on Students' Reading Skill

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**Abstrak:** Tujuan dari penelitian ini adalah untuk mengetahui hubungan antara praktik menonton film berbahasa Inggris dan pemanfaatan subtitle bahasa Inggris sebagai metode pengganti untuk meningkatkan pemahaman membaca bahasa Inggris siswa. Penelitian ini dilaksanakan di SMA Negeri 1 Tirtayasa. Penelitian ini berupaya untuk memastikan sejauh mana peningkatan pemahaman siswa dengan rutin menonton film berbahasa Inggris dengan subtitle. Metodologi yang digunakan adalah kuantitatif dengan fokus pada populasi siswa kelas XII IPA 1, 2, 3, dan 4. Selanjutnya, sampel berjumlah 76 siswa. Data yang dikumpulkan berkaitan dengan tes pemahaman membaca bahasa Inggris siswa. Variabel independen dalam penelitian ini mengacu pada praktik menonton film berbahasa Inggris dengan teks bahasa Inggris, sedangkan variabel dependen berkaitan dengan keterampilan pemahaman membaca bahasa Inggris siswa. Investigasi menghasilkan data penting. Yang dimaksud dengan “2-tailed” adalah uji statistik yang mempertimbangkan kedua arah suatu pengaruh atau hubungan. Data yang diperoleh dari kelas kontrol adalah 77,29, sedangkan data dari kelas eksperimen adalah 79,63. Akibatnya, perlakuan ini mempunyai dampak yang besar terhadap pemahaman membaca anak-anak, sehingga menghasilkan tingkat kemahiran yang patut dipuji. Metodologi yang digunakan sangat efektif dalam meningkatkan pemahaman membaca bahasa Inggris siswa

**Kata kunci:** *Habit; watching; movie; subtitle; reading*

### ***Habit Watching Movie with English Subtitles as an alternative in Improving on students' Reading Skill***

**Abstract:** The objective of this study is to establish a correlation between the practice of watching English language films and the utilization of English subtitles as a substitute method to enhance students' English reading comprehension. The research was carried out at SMA Negeri 1 Tirtayasa. This study seeks to ascertain the extent to which students' comprehension improves by regularly watching English films with subtitles. The employed methodology is quantitative, focusing on a population of students in classes XII Science 1, 2, 3, and 4. Subsequently, a total of 76 students were included in the sample. The collected data pertains to the English reading comprehension test of the students. The independent variable in this study refers to the practice of watching English films with English subtitles, whereas the dependent variable pertains to the English reading comprehension skills of the students. The investigation yielded substantial data. The term "2-tailed" refers to a statistical test that considers both directions of an effect or relationship. The data acquired from the control class was 77.29, whereas the data from the experimental class was 79.63. Consequently, the treatment has had a notable impact on the kids' reading comprehension, resulting in a commendable level of proficiency. The employed methodology is highly effective in enhancing the students' English reading comprehension.

**Keywords:** *Habit; watching; movie; subtitle; reading*

### **1. Introduction**

Language has a significant part in the existence of human beings. According to Lado, this is due to the fact that language serves as a fundamental tool for people to convey ideas. Communication is essential for interaction, negotiation, and expressing our views thoroughly

in all aspects of life. Enhancing language proficiency can be achieved by leveraging effective communication abilities. (Oktanisia & Susilo, 2021). English is widely used by individuals and students worldwide. It plays a crucial part in the cognitive and emotional growth of pupils and contributes to their

performance across all academic disciplines. (Syahrin & Bin As, 2021). (Anita Chaudhari, Brinzel Rodrigues, 2016). English is an important skill that is required by some people in order to be globalized, and it is widely used in several aspects of human life, including education, technology, tourism, health, and the economy, amongst others. Since English has become an international language for communication, many people have used English to support their life goals. English is an important skill that is needed by some people in order to be globalized. (Nurmala Sari & Aminatun, 2021). Therefore, the ability to read is very vital for anyone who is interested in learning English, and teachers of languages other than English place a particular emphasis on reading. Reading is the most essential ability in the process of teaching and learning. (Amumpuni, 2021).

All of the basic English abilities are equally vital in assisting students' English mastery. However, reading has traditionally been seen as an essential talent that may help kids grasp the other skills. (Saraswati et al., 2021). Reading is one component of language skills that contributes to a student's success in comprehending a variety of instructional materials. Reading is also an activity that is quite intertwined with day-to-day life. (Ariawan & Winoto, 2021). Reading is an integral component of that which is considered to be the single most significant item in our life, which is the fact that virtually all tasks performed involve reading. Such include reading messages, being aware of the time, reading the news, and engaging in other forms of reading. The act of reading is. Cognitive processes, often known as the process of looking for and locating knowledge that is written down. Reading is not simply the act of comprehending a collection of letters, words, and sentences in a paragraph; rather, reading is the process of understanding a message and the intention sent by the author in the writing, so that the message can be accepted by the reader. Reading is not just about understanding a collection of letters, words, and sentences in a paragraph. (Yesika et al., 2020).

Reading is beneficial for language skills, reading also has a positive effect on students' vocabulary knowledge, on their spelling, and on their writing, it defines that reading one of skill in language teaching, give many advantages for students in learning English as a second language, and also can develop their skill in students' vocabulary knowledge. (Rahmawati, 2020). Reading becomes more engaging when the reader is driven to comprehend not just the

vocabulary, but also the substance of the text they are reading. This guarantees that readers can comprehend the information supplied through reading. Reading is a purposeful activity that involves engaging in a meaningful dialogue with oneself, seeking understanding through written words, and acquiring knowledge. It fosters the development of critical thinking and is undertaken with a deep sense of awareness and pleasure. This objective can be attained by engaging in reading, wherein the reader comprehends the substance of the reading material.

The role of reading is crucial for cognitive and intellectual advancement in the field of science (Karmiani, 2018). The ability to make decisions in one's life is directly correlated to a person's level of interest in reading, which is also tied to the values that people have. An interest in reading is a device consisting of a mixture of feelings, desires, prejudices, anxieties, or other tendencies that lead to a decision. In other words, an interest in reading is a device. (Aulia et al., 2022).

Reading skills, on the other hand, are differentiated from those of other people due to the fact that not everyone is able to use those skills to promote themselves or absorb it as a culture. Reading skills, unsurprisingly, serve as the primary tool for communication and become a medium of communication that is both effective and efficient. Reading plays a crucial part in the expansion of scientific knowledge for the same reason, which is that it accounts for the greatest proportion of all forms of information transmission. Therefore, there is a need for roles and support to increase reading activities in English language learning materials; this will allow for an increase in the capacity to read with understanding. A person's capacity to read comprehension can be defined as their capacity to reconstruct messages contained within the text that is being read. (Rombot et al., 2020). Multimedia-based learning provides students with a vast amount of information that beyond what can be found in textbooks. It enables them to show a comprehensive cultural backdrop, abundant content, and authentic language resources that closely resemble real-life situations. Subtitled videos provide an excellent alternate learning resource for teachers looking to boost their pupils' reading skills. (Suhardiana, 2019).

Subtitled films in English are a vital resource for enhancing students' ability to read the language. Students can learn English while avoiding boredom by watching movies with

English subtitles either at home or at school. In addition, the spoken words of the film's protagonists and antagonists are crucial. To ensure that the listeners fully grasp the meaning of the speaker's words. (Wahyuningsih & Fitriah, 2023). The pupils are required to see international films that are in English, as per the researcher's selection. When the film is aired on local television stations, it is necessary to do language transfer, sometimes referred to as "translation," in order to ensure that the broadcast can be effectively enjoyed and comprehended by viewers, with a specific focus on students. (Amri, 2017) Actors and actresses in the movie give dialogue and a storyline with a plot, beginning with introductions, problems that occur, problem-solving, and resolution, among other elements. Watching movies isn't simply a fun way to pass the time; in addition to that, it may make learning English a lot less tedious. It is believed that students will be able to improve their reading skills via the enjoyment of watching films while also expanding their English vocabulary through films. (Hestiana & Anita, 2022). In addition, it is thought that seeing a film with subtitles is one of the best and most efficient ways to educate students about reading abilities in the context of comprehension. Students are more likely to pay attention to the lesson, the topic is more likely to catch their interest, and the overall atmosphere in the classroom is more conducive to learning when films with subtitles are used. Students can have fun, reduce tension, and retain an open mind when learning and perceiving words, which will protect them from feeling like they are being burdened by the task of learning English.

This will allow them to avoid the feeling that learning English is an onerous task. According to Spanakaki, the textual representations of dialogue in movies are known as subtitles. Spanakaki explains that subtitles can either be a written translation of a discussion that is taking place in a different language or a written conveying the speech in the same language with or without additional information. (Taka, 2021). Students can acquire the fundamentals of reading by developing the habit of viewing movies with English subtitles, which is also possible. This helps students learn the skills necessary to improve their reading. Due to the fact that it is a combination of three different modes of communication aural, visual, and textual viewing videos in English with subtitles could be one of the most informative ways to convey authentic input. (Napikul et al., 2018). The website in question is a multimedia platform

that offers a diverse range of content in the form of videos. The global landscape of online video platforms is primarily characterized by YouTube, which has an extensive collection of 4 billion videos and a staggering user base of 800 billion individuals. YouTube has maintained dominance over the online video viewer market, accounting for a significant 60% of the total viewership. (Aulia et al., 2022).

The act of watching movies on a regular basis has developed into a habit or passion. Language instructors can make use of this by delivering authentic learning resources to their students. Films are a useful tool for language instructors to utilize in their classrooms for a variety of reasons. The first reason is that movies offer both enjoyment and education through the medium of a story that has the potential to win over the audience's affections. The second reason is that the visual aspects in the movie complement the spoken language, which makes it much simpler for the students to follow both the dialogue and the overall plot of the movie. The third reason is that movies that are available on DVD typically have subtitles that are written in either English or Indonesian. These subtitles assist pupils understand and strengthen their English reading skills. Making educational use of motion pictures as a medium Students' prior knowledge is activated through the study of English, which is extremely crucial for the development of the four language abilities. English also gives a background background information. Students' prior knowledge can be activated through the use of film as a medium for learning English, which is highly essential in terms of stimulating the four language skills. Using film as a medium for learning English offers students with background information. (Megawati et al., 2021).

According to Newmark, a subtitle can have multiple meanings, but in general, its goal is to offer meaning in a text from one language to another in other languages according to that wanted by the writer or author in the text. Subtitles can be found in a variety of media, including movies, television shows, and video games. In addition, Catford defines a subtitle as "a replacement of textual material from one language (language origin) to another language, namely language target." This definition may be found in Catford's book. Roger T. Bell, like many others, says that a subtitle is the process of replacing the representation of a text in the first language with a representation of equality derived from texts in the second language. This occurred as a result of differences in the syntax

and conventions of the first language that were carried over into the second language. According to Cintas, the translation that is included in the movie is in the form of subtitles. There are three major ones form of subtitle that are typically utilized, and those are dubbing, voiceover, and subtitles. (Sudrajat, M, et al., 2021).

When authors conduct their own research to improve the theories that they use in their study, a source of knowledge that they draw from is the research that has been done in the past. The author of the research was not successful in locating a previous study with the same title as the author's research. On the other hand, in order to supplement the information presented in the study, the author of the research draws from a variety of sources. The author's research relied heavily on the following key publications and studies from the past: The first one is when a (Napikul et al., 2018). a research paper with the working title The Effects of Film Subtitles on English Listening Comprehension and Vocabulary was published. The second study, which was titled "Student's Perception on the Use of English-subtitled Movies Toward Learner's Spoken Grammar Understanding," looked at how students felt about using English subtitles while watching movies. (Rahmawanti et al., 2021).

The goal of this study is to shed light on Can the habit of watching films with English subtitle improve reading ability. In particular, this study will investigate these questions: 1) What are the most common barriers that students face while trying to strengthen their reading abilities? 2) Is there an effect of boosting reading ability on pupils who are used to seeing films with English subtitles and those who are not? Can watching movies with English subtitles help kids learn to read?

## 2. Research methodology

This study employs a quantitative approach. According (Wahyuni & Yusnarti, 2020). The author employed a quantitative methodology to acquire the findings of this investigation. A quantitative approach is characterized by its reliance on post-positive claims to generate knowledge. This approach involves cause and effect reasoning, focusing on specific variables and hypotheses, employing measurement and observation, and conducting theory testing. It utilizes observational strategies, particularly experimental methods. The research methodology employed will be actual experimental research, specifically utilizing a true experimental design. The chosen research design for this study is a pretest-posttest control group design. This approach involves the

random selection of two groups. Subsequently, a pre-test was administered to ascertain any disparities between the experimental group and the control group. (Sugiono 2010:113). The research design employed in this study is a modified version of the pre-test-post-test control group pattern suggested by (Arikunto 2010). The researcher then goes on to detail the research design below.

Tabel. 1 Show the pre-test and pos-test research designs

Tabel. 1 Pretest-Posttest control grup

Class	Pre-test	Treatment	Post-test
Control	Y1	-	Y2
Ekspesimental	Y2	X	Y2

In accordance with the research design shown in Table 1, Y1 screened videos with English subtitles before showing them to both classes for the pre-test. A posttest was administered to students in Years 2 and 3 after they were taught using films with English subtitles. X's experimental class is watching a movie with English subtitles. Class XI IPA students from SMAN 1 Tirtayasa in the 2023/2024 school year will serve as the population for this research. There will be a total of 152 students employed in this study, spread across four classes, with 76 representing the sample. The provisions that class XI IPA 1 serve as the control group and class XI IPA 2 serve as the experimental group were drawn based on the outcomes of the lottery. This study uses a multiple-choice test (multiple chois test) for its assessment. A quantitative experimental approach was taken for this investigation. It was the experimental group that conducted the initial screening. Then, a difference test is used to return to the original starting point. There was a statistically significant improvement in test scores between the pre- and post-treatment periods for participants in the experimental groups (41,87 and 42.21). Reading comprehension exam scores are compared across groups to identify any discrepancies. Next, a test will be administered; the results of this test will be compared between the two groups to determine which received the greater benefit

## 3. Finding and disscusion

The initial study was carried out in order to (Fikriyah et al., 2021). The Pearson Product Moment analysis reveals that the value of the correlation coefficient (r) is 0.707, falling within the range of 0.600-0.800. This indicates that the



correlation is considered to be at a satisfactory level. This study demonstrates a strong and statistically significant correlation between the frequency of English film consumption among students and their level of vocabulary proficiency in class X at SMAN 1 South Kuta during the academic year 2020/2021. The t-table value is 1.691, whereas the number of tests conducted is 32.354. The calculated t value exceeds the critical value from the table, indicating that the null hypothesis (Ho) is highly unlikely to be true. This study demonstrates the potential effectiveness of utilising films with English subtitles as a means to enhance pupils' reading skills. Engaging in the activity of watching movies can serve as a beneficial method for youngsters to enhance their vocabulary skills, hence fostering increased participation in various classroom activities.

Tabel 2. Descriptive statistic class control

	Mean	N	Std. Deviation
Pair 1 Pretest	41.87	38	8.783
Posttest	77.29	38	10.560

Tabel 3. Descriptive statistic class experiment

	Mean	N	Std. Deviation
Pair 1 Petest	42.21	38	10.119
Posttest	79.63	38	9.979

From tabel 4 above show. The findings indicated that the mean pre-test score in the control group was 41.87. During the initial meeting, the researchers administered a test to assess the students' comprehension abilities when watching films without the use of subtitles. Every student is provided with instructional material on measurement competency standards, which includes the use of measuring instruments, followed by an assessment in the form of a written test. Subsequently, students are instructed to peruse and comprehend the content, and subsequently transcribe on paper

their interpretations and observations derived from the film. In order to assess students' proficiency in collecting films prepared by researchers, it is essential to have knowledge of the many types of measuring instruments, the ability to interpret measuring scale readings, and the adherence to standard operating procedures for maintaining these devices. In order to facilitate comprehension of the author's films, it is desirable for students to grasp the content without relying on English subtitles. Once the film is delivered, kids will be more equipped to comprehend the textual content within it. Subsequently, the researcher devised a pedagogical approach by utilizing English subtitled films along with optional assessments (practice) and subsequently implemented it inside the twelfth grade curriculum of a Science-focused Senior High School (SMA) during the second semester.

The control group consisted of 37 students from class XII IPA 1 who were assessed on their measurement ability using measuring tools. The learning procedure employs the TEST (Teaching English via English-language Films) method. . During the second meeting, a posttest was conducted to assess the statistical significance of students' progress after receiving treatment. The learning procedure employs the technique of using subtitled films. This research consists of three distinct steps, which are: (1) Students are provided with instructional material on effective and accurate English reading strategies. . (2) Students are instructed to record any language they are unable to comprehend and seek guidance from the teacher. (3) Students are instructed to respond to practice questions, which are in the form of multiple choice questions and tests, provided by the author. They are encouraged to review their results consistently to enhance their comprehension of the material. This learning methodology is anticipated to enhance comprehension of the subject matter and the significance of student learning achievements.

Tabel 4. Paired Samples T Test

	Paired Differences					
	Mean	Std. Deviation	Std. Error	95% Confidence Interval		T
				Lower	Upper	
Pair 1 subtitle – reading	37.421	10.963	1.778	-41.025	-33.817	21.041

Evaluating proficiency criteria with the use of measurement devices. The upcoming conference conducted a post-test to assess the impact of instructional approaches using English language films.

The findings of the study revealed that the mean score on the post-test was 79.63, with the greatest score recorded as 96 and the lowest score as 57. Additionally, Kriteria Ketuntasan Minimal (KKM) was defined as having a z score of 79.63. The average score of student learning outcomes in standard competency measurements utilizing measuring equipment increased by 60, which is a statistically significant result. The traditional learning methods are still being used in high schools, namely for twelfth-grade science students in even semesters. The experimental group received instruction using traditional learning methods that are still utilized in schools. Subsequently, pupils were promptly assessed to determine their proficiency in English reading comprehension, listening, speaking, and writing. During the initial meeting, a pre-test was conducted to assess the participants' basic ability. The research findings indicated that the mean score on the pre-test was 42.21. The technique using the video method with English subtitles is employed for students in the twelfth grade natural sciences at senior high school (SMA) even semester. The experimental group consisted of 38 students of class XII IPA 2 who were examined for their competence to utilize measurement devices according to established norms. This research uses a subtitled film learning technique, where students are actively prompted to engage with learning content that tests their mastery of standard competencies through practice. At the second meeting, a posttest was carried out to assess the participants' abilities after being treated with a film that had been made by researchers. Research data suggest that the average score on the posttest is 79.63. This score is highly significant because kids' knowledge of reading skills is better than previously. The research results showed that the average post-test score was 79.63, with a maximum score of 96 and the lowest score of 56. In addition, Kriteria Ketuntasan Minimal (KKM).

Further observations were carried out by (Megawati et al., 2021). The outcomes of this study demonstrate that there is a significant link ( $p = 0.014$ , two-sided) between film watching habits and good speaking abilities, which shows that film watching habits have an influence on good speaking skills. There is a direct association between the practice of watching English films with English subtitles and a person's ability in

speaking that language. The correlation coefficient level is statistically significant at  $p < 0.05$ , with a value of 0.539. This reveals that a strong predisposition towards watching English films is connected with high spoken English ability, while a poor tendency towards watching western films is correlated with low spoken English proficiency. The average increase in student learning outcomes in the assessment competency criteria as determined by the test instrument is 79.63, which implies that the usage of films with subtitles is good enough to increase students' English reading comprehension. Based on the results of the normality test and pre-test homogeneity test carried out on the control and experimental groups, it can be noted that both groups showed a normal distribution. In addition, the F test demonstrates that both groups have the same variance. Analysis of pre-test data demonstrates that there are significant disparities between the experimental class and the control class. As a result, both groups can receive the same therapy. The experimental group got learning utilizing an English film-based learning strategy. The control group used traditional learning techniques. The treatment process was carried out once for each group, followed by a post-test given to both groups. The results were evaluated to ensure the significance of learning outcomes between the experimental group and the control group. Through calculations of the normality test and post-test homogeneity test carried out on both the experimental group and the control group, it was discovered that both groups showed a normal distribution. In addition, the homogeneity test findings showed that there were significant differences in variance between the two groups. Research findings show that the English subtitle film learning method produces superior learning outcomes compared to traditional learning methods. This significance arises from variations in teaching approaches throughout the educational journey. Obtained hypothesis test results (t test) of 4.66, greater than 1.691. Therefore, the null hypothesis ( $H_0$ ) is rejected. This means that learning outcomes measure competency standards using measuring instruments (Practice). especially with the subtitle film learning method, it is superior to traditional learning methods which measure competency standards using test measuring instruments. The increase in learning outcomes when assessing competency standards using measuring instruments using the film subtitle learning method can be attributed to the group that applies this method. They undergo the

learning process by consistently reading from films that have been prepared by researchers. As a result, students become more actively involved in the measurement process. Reading information provided by researchers, while in the control group, students were instructed to engage directly with subjects taught using traditional learning methods. This approach encourages less active learning.

The preceding chapter's data and analysis demonstrated a noteworthy improvement in the English reading skills of students in both the control class XII IPA 1 and the experimental class XII IPA 2 following the implementation of the therapy. The original mean score prior to the test was 41.87 in the control class, whereas the mean score post-treatment was 77.29, indicating a substantial increase. The students' proficiency levels experienced a substantial improvement, progressing from a low level to a high level, following their exposure to English films as a type of treatment. Situated at SMA 1 Tirtayasa. The utilization of English texts to enhance students' understanding abilities and facilitate the teaching of the English language has been seen. The score obtained was 77.29, but the average score of students in the experimental class was 79.63, starting from an initial score of 42.21. This indicates that the use of film as a teaching tool holds great promise. Consequently, scholars may find this study valuable as a reference for their own research endeavors. The value exceeds 1.691, which corresponds to the T value in the table. Hence, it can be inferred that the T test exhibits statistical significance. The efficacy of utilizing subtitled films as an instructional aid to enhance students' proficiency is very commendable. Evidently, students find joy in reading and approach their assignments with genuine dedication, as evidenced by their frequent laughs and grins. Children experience authentic delight when they actively engage in the process of acquiring knowledge. Consequently, students will effortlessly comprehend the storyline of the films they view and grasp the author's diverse contextual elucidations of texts and sentences. In addition, they will possess the capacity to emphasize suitable terms and express them precisely during spoken communication. Using English-subtitled films as a teaching resource guarantees that students will not face any difficulties in comprehending the subject matter. Most students enjoy films as a means of alleviating boredom, thus deriving delight from English language films produced by the author.

#### 4. Conclusion and Suggestion

According on the aforementioned research and subsequent debate, it may be concluded that: (1). The control class experienced a significant rise in practicality score, rising from 41.87 to 77.29. This corresponds to an 85% improvement in learning outcomes on competency criteria when measuring instruments were utilized, compared to the control group that employed traditional learning methods. Second. The experimental group, which employed the English subtitle film learning approach for reading comprehension through English films, demonstrated learning outcomes that were assessed using measuring instruments based on competency requirements. The initial mean score of 42.21 significantly increased to 79.63 after implementing the treatment. The table shown above demonstrates that the subtitled film learning approach yields superior learning outcomes compared to traditional learning methods when assessing competency criteria using measuring instruments. The Recommendations derived from the findings and deliberation in this study are as follows: (1). By enhancing the usefulness of quantifying competency standards through the use of measuring instruments, the English film learning method may be utilized to produce information that aligns with these competency standards. Second. Additional experts can conduct further investigations to determine whether the application of learning models to this or other instructional materials can enhance learning results in additional.

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