
The Correlation Between The Use Of English Movie Subtitles And Speaking Skills Of Second-Semester Students At Panca Sakti University

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ABSTRACT

The Correlation Between the Use of English Movie Subtitles and Speaking Skills of Second-Semester Students at Panca Sakti University Bekasi." An Undergraduate Thesis. English Education Department, Faculty of Teacher Training and Education, Panca Sakti University Bekasi, 2026. The aim of this research was to investigate the use of English movie subtitles, students' speaking skills, and the correlation between the use of English movie subtitles and speaking skills of second-semester students at Panca Sakti University Bekasi. This research employed a quantitative method with an associative correlational design. The participants were 21 second-semester students selected through total sampling. The data were collected through a questionnaire and a speaking test and analyzed using descriptive statistics and the Pearson Product Moment correlation test. The findings revealed that the students' use of English movie subtitles was classified as moderate, while their speaking skills were classified as fair. The Pearson Product Moment correlation test showed a correlation coefficient of $r = -0.400$ with a significance value of 0.073, which was greater than the 0.05 significance level. Therefore, there was no significant correlation between the use of English movie subtitles and the speaking skills of second-semester students at Panca Sakti University Bekasi. The coefficient of determination of 16.0% indicated that the use of English movie subtitles explained 16.0% of the variance in students' speaking skills, while the remaining 84.0% was explained by other factors not examined in this study.

Keywords: *English movie subtitles, speaking skills, correlation, second-semester students.*

INTRODUCTION

English English plays a crucial role in academic communication, especially in the world of education. One of the skills that students have to master in learning English is speaking skills. This ability is very important because it is used in direct communication, both in academic contexts and in everyday life.

However, in reality, many students still have difficulty in developing their speaking skills, including a lack of vocabulary mastery, difficulty in pronunciation, low confidence levels, and lack of opportunities to practice speaking in English. Afisa (2015) identifies several common difficulties experienced by learners, including limited vocabulary, problems with word pronunciation, confusion in constructing sentences, and challenges with grammar and pronunciation. In addition, learning methods that are still conventional and less interesting are also one of the factors that cause students' low speaking skills.

There is still a gap between the expected conditions and the actual situation in English language learning. Students are expected to be able to communicate actively

in English; however, in reality, many students still tend to be passive during the learning process. One medium that can support language learning is the use of subtitled videos. Using subtitled videos offers various benefits, such as helping students understand the pronunciation of new vocabulary and follow the storyline more easily (Hwang et al., 2019). In addition, the use of subtitles can improve students' word recognition skills (Altun & Hussein, 2022), strengthen their understanding of context-dependent English expressions, support the acquisition of new vocabulary, and increase their concentration during the learning process (Fikri et al., 2021). In the early stages, the researcher found based on self-observation that it was difficult getting used to watching with English subtitles. However, along with the increasing intensity of exposure to foreign language content without Indonesian subtitles, the researcher gradually became more accustomed to using English subtitles.

Using subtitles while watching movies can help language learners consciously and directly apply new vocabulary and idiomatic expressions they acquire from the films (Nurfauziah et al., 2023; Rapfogel, 2000). In addition, movies can increase students' motivation to learn because they present engaging stories while also providing new information and knowledge. Learning through audiovisual media is an instructional method that combines audio and visual elements, allowing information or learning materials to be received through both hearing and sight (Winarto et al., 2020). In English language learning, the use of movies can also support the development of speaking skills by providing students with examples of language use in authentic communication situations and appropriate contexts.

According to Fakhurriana et al. (2024), one of the important aspects of using film as a learning medium is the use of subtitles, especially English subtitles. Subtitles help students connect between spoken and written forms, making it easier to understand the dialogue in the film. Research conducted by Fauji and Zuhriyah (2022) shows that there is a significant correlation between the use of films with English subtitles and students' speaking skills. This is also supported by research by Gandhi et al. (2024) which found that the use of film subtitles is significantly correlated with students' speaking ability.

In addition, subtitles also play a role in improving language understanding which indirectly supports speaking skills. Sukma and Hapsari (2023) stated that subtitles help students understand the vocabulary, sentence structure, and speaking speed of native speakers, which can then be applied in speaking skills.

However, while the use of subtitles has many benefits, there are still some challenges in its implementation. Yulinar and Sulistyanto (2024) revealed that students still have difficulty understanding conversations that are too fast and have diverse accents. In addition, excessive use of subtitles can also make students become too dependent, reducing their ability to listen independently. Nonetheless, the use of subtitles still has great potential in increasing learning motivation. Fitria (2023) stated that the use of films with subtitles can increase learning motivation, vocabulary mastery, and students' confidence in speaking English.

However, most of the studies focused more on improving listening and vocabulary, and did not specifically examine the correlation between subtitles and students' speaking skills, especially among early semester students. In addition,

there have not been many studies that have examined the correlation between the use of English-language films with English subtitles and speaking skills in the context of students at Panca Sakti University. Therefore, further research is needed to specifically examine the correlation between the use of subtitles and students' speaking ability.

Speaking skills are very important in academic and professional communication, but in reality, there are still many students who have difficulty speaking English. If this condition is not overcome immediately, students will find it difficult to compete in the global era. The use of interesting learning media such as films with English subtitles has the potential to be an alternative solution, but its correlation with speaking skills has not been studied specifically. Therefore, this research is important to examine the correlation between the use of English movie subtitles and students' speaking skills more comprehensively.

Based on this phenomenon, further research is needed to examine the correlation between the use of subtitles in English-language films and the speaking skills of second-semester students at Panca Sakti University. By identifying the strength and direction of the relationship between these two variables, this study is expected to contribute to the development of more effective and engaging learning methods that meet students' needs in improving their English-speaking skills.

METHOD

This study employed a quantitative associative research method with a correlational approach to examine the relationship between the use of English movie subtitles and students' speaking skills. Quantitative research was selected because the data obtained from the research participants were expressed numerically and analyzed using statistical procedures. According to Sugiyono (2019), quantitative research is based on the philosophy of positivism and is used to examine a particular population or sample through the collection of numerical data and statistical analysis. The associative method was applied because this study aimed to identify the relationship between two variables, namely the use of English movie subtitles as the independent variable (X) and speaking skills as the dependent variable (Y).

The correlational approach was considered appropriate because the researcher did not manipulate or control the variables. Instead, the study measured the naturally occurring relationship between students' exposure to English movie subtitles and their speaking skills through statistical analysis. The research was conducted among second-semester students of the English Education Study Program at Panca Sakti University during the 2025/2026 academic year. The population consisted of 21 students, and because the number of participants was relatively small, the total sampling technique was used. Therefore, all 21 students were included as the research sample.

Data were collected using two instruments. The first instrument was a questionnaire consisting of 15 statements designed to measure students' use of English movie subtitles. The questionnaire employed a five-point Likert scale, ranging from Strongly Agree to Strongly Disagree. The indicators measured included frequency of watching, duration of watching, level of attention, perceived benefits, and learning motivation. The second instrument was a structured oral

speaking test used to measure students' speaking skills. Students were asked to speak about a given topic for approximately three to five minutes. Their performance was assessed based on pronunciation, fluency, vocabulary, grammar, and comprehension.

The collected data were analyzed using descriptive and inferential statistical techniques. Descriptive statistics were used to determine the mean, median, standard deviation, maximum, and minimum scores of both variables. Before hypothesis testing, normality and linearity tests were conducted using SPSS. The relationship between the variables was analyzed using Pearson Product Moment Correlation, while Simple Linear Regression Analysis was used to determine the magnitude of the influence of English movie subtitle usage on students' speaking skills. All statistical analyses were processed using SPSS version 25.

RESULT

Normality Test of Regression Estimation Error

The normality test was conducted to determine whether the residuals (estimation errors) generated by the regression model between Variable X and Variable Y followed a normal distribution. Since this study involved a relatively small sample of 21 respondents ($N = 21$), the Shapiro-Wilk test was used to assess the normality of the data. This test was selected because it is considered appropriate for studies involving fewer than 50 respondents.

Table 1. Normality Test of Regression Estimate Errors (Shapiro-Wilk)

Test	Statistical Value	p-value	Conclusion
Normality of Residual (Y on X)	W = 0.9582	0.4800	Normally Distributed

Based on the results presented in Table IV.7, the normality test using the Shapiro-Wilk method on the unstandardized residuals yielded a test statistic (W) of 0.9641 and a significance value (Sig.) of 0.6024. Since the significance value was greater than the predetermined significance level ($\alpha = 0.05$), the residuals were considered to be normally distributed.

Therefore, it can be concluded that the normality assumption was met. These results indicate that the data satisfied one of the requirements for proceeding with parametric statistical analysis.

Linearity Test and Regression Analysis

The linearity test was conducted to determine whether the correlation between Variable X and Variable Y followed a linear pattern. This test was performed as one of the prerequisites for Pearson Product Moment correlation analysis.

Based on the results of the simple linear regression analysis using IBM SPSS Statistics version 25, the regression constant (a) was 126.23, while the regression coefficient (b) was -1.18. Therefore, the simple linear regression equation can be expressed as follows:

$$\hat{Y} = 126,23 - 1,18X.$$

The regression equation shows that the regression coefficient (slope) is negative ($b = -1.18$), indicating a negative linear relationship between Variable X and Variable Y in this study. Based on the regression model, each one-unit increase in Variable X (the use of English-language movie subtitles) was associated with an estimated decrease of 1.18 points in Variable Y (speaking ability).

This result indicates that the direction of the relationship between the two variables was negative. However, the significance of this relationship is determined through the subsequent hypothesis testing.

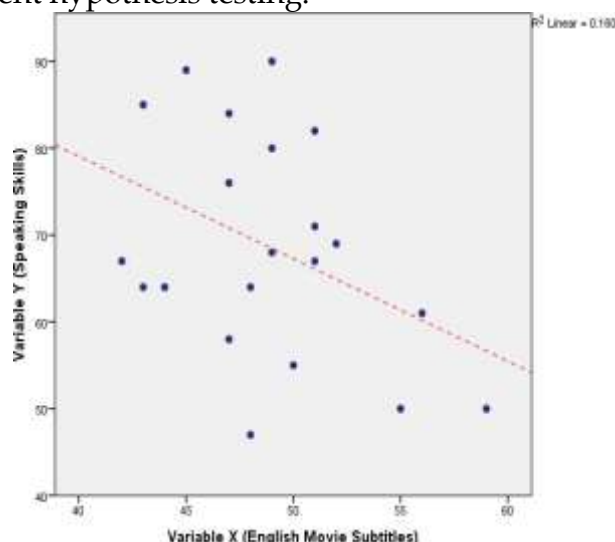


Figure 1. Scatter Plot: Correlation between Variable X and Variable Y

Hypothesis Testing

Hypothesis testing was conducted to determine whether there was a significant relationship between Variable X (the use of English-language movie subtitles) and Variable Y (speaking ability) among the second-semester students of the English Education Study Program at Panca Sakti University Bekasi.

The relationship between the two variables was analyzed using the Pearson Product Moment Correlation test with a significance level of $\alpha = 0.05$.

The statistical hypotheses were formulated as follows: Null Hypothesis (H_0): $\rho = 0$, indicating that there is no significant correlation between the use of English-language movie subtitles and students' speaking ability.

Alternative Hypothesis (H_a): $\rho \neq 0$, indicating that there is a significant correlation between the use of English-language movie subtitles and students' speaking ability.

Hypothesis testing was conducted at a significance level of $\alpha = 0.05$ with the decision-making criteria: if the calculated $t >$ table t or p -value < 0.05 , then H_0 is rejected. The results of the hypothesis test are presented in the following table:

Table 2. Pearson Product Moment Correlation Results

Statistical Parameter	Value
N	21
Pearson Correlation Coefficient (r)	-0,400

Coefficient of Determination (R^2)	0,160 (16,0%)
t-count	-1,900
t-table (df = 19, $\alpha = 0.05$)	2,093
Sig. (2-tailed)	0,073
Conclusion	H_0 is Accepted (H_a is Rejected)

Based on Table IV.8, the Pearson correlation coefficient obtained is $r = -0.400$. According to Sugiyono's (2019) interpretation guidelines, this value falls into the fairly strong relationship category, but the negative sign indicates an opposite direction of the relationship the higher the students' engagement with movie subtitles (X), the lower their speaking performance tendency (Y) in this sample data.

Based on the results of the significance test, the Sig. (2-tailed) value was 0.073, which was higher than the predetermined significance level of 0.05. This result was further supported by a comparison between the calculated t-value of 1.900 and the critical t-value of 2.093 at 19 degrees of freedom (df = 19). Since the calculated t-value was lower than the critical t-value, H_0 was not rejected, while H_a was rejected. Therefore, it can be concluded that there was no statistically significant relationship between the use of English movie subtitles and the speaking ability of second-semester students at Panca Sakti University Bekasi.

Furthermore, the coefficient of determination ($R^2 = 0.160$) indicates that Variable X accounts for 16.0% of the variation in students' speaking ability (Variable Y). The remaining 84.0% of the variation can be attributed to other factors that were not examined in this study.

CONCLUSION

Based on the results of the research entitled "The Correlation Between the Use of English Movie Subtitles and Speaking Skills of Second-Semester Students at Panca Sakti University," it can be concluded that the use of English movie subtitles among second-semester students was generally categorized as moderate. This finding indicates that the students had a sufficient level of exposure to English-language movies with English subtitles as part of their learning activities. The use of subtitles involved several aspects, including the frequency and duration of watching, the students' level of attention to subtitles, their perceived benefits, and their motivation to learn English through audiovisual media. Although English movie subtitles provided students with opportunities to encounter English vocabulary, pronunciation, expressions, and authentic language use, the level of their engagement with this medium did not necessarily correspond directly to a higher level of speaking performance.

The findings also showed that the speaking skills of the second-semester students at Panca Sakti University were categorized as fair. Students' speaking performance was assessed through several important components, namely pronunciation, fluency, vocabulary, grammar, and comprehension. This result demonstrates that the students possessed a basic ability to communicate orally in

English; however, their speaking skills still required further development. The students may still experience difficulties in producing language fluently, using appropriate vocabulary and grammatical structures, pronouncing words accurately, and comprehending and responding to spoken communication effectively.

The main objective of this research was to determine whether there was a significant correlation between the use of English movie subtitles and students' speaking skills. Based on the Pearson Product Moment Correlation analysis, the correlation coefficient obtained was $r = -0.400$, indicating a negative relationship between the two variables in the sample. However, the significance value was 0.073, which was greater than the predetermined significance level of 0.05. Therefore, the null hypothesis was accepted, while the alternative hypothesis was rejected. It can be concluded that there was no statistically significant correlation between the use of English movie subtitles and the speaking skills of second-semester students at Panca Sakti University.

Furthermore, the coefficient of determination showed that the use of English movie subtitles accounted for 16.0% of the variation in students' speaking skills. Meanwhile, the remaining 84.0% was influenced by other factors that were not examined in this study. This result suggests that speaking ability is influenced by various factors beyond exposure to English movies with subtitles. Factors such as vocabulary mastery, pronunciation practice, speaking frequency, confidence, motivation, learning environment, teaching methods, opportunities for interaction, and other individual learning experiences may contribute more substantially to students' speaking development.

Overall, this study demonstrates that the use of English movie subtitles alone cannot be considered a determining factor in improving students' speaking skills. Although English movies with subtitles may provide useful language input and support students' understanding of vocabulary, pronunciation, and authentic expressions, students need active and continuous speaking practice to develop their oral communication skills. Therefore, English movie subtitles should be used as a complementary learning medium rather than as the only strategy for improving speaking ability. Future researchers are recommended to investigate other factors that may influence students' speaking skills and to involve larger samples or different research designs to obtain broader and more comprehensive findings.

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