

CHAPTER II

LITERATURE REVIEW

This section presents the theoretical underpinnings relevant to the study. It comprises theories of perception, the nature of movie, definition of subtitle, vocabulary, and previous studies relevant to this current study.

A. Perception

1. Definition of Perception

The word perception derives its etymology from the Latin perceptio, which implies to take or receive. Perception is a biological process that occurs in the human brain. It is an important part of the concept of psychology because it is through perception that humans perceive the world. Etymologically, perception comes from the Latin perceptio which means to receive or take. According to Solomon (2019), perception is the process by which people give meaning to their surroundings by deciphering and analyzing stimuli. It is the process of gathering, identifying, and analyzing sensory data from cues to paint a picture and provide context.

Additionally, Qiong (2017) defines perception as the act of obtaining, gathering, assuming control, and worrying with the mind or senses in order to become aware of or comprehend sensory data. Riadi (2020) noted the process of choosing, arranging, evaluating, and evaluating information inputs to generate a meaningful view is known as perception. However, perception is the

capacity to identify, analyze, categorize, and interpret data as well as sensory impressions obtained through the senses of sight, sound, and touch.

Therefore, perception is the capacity to identify, analyze, categorize, and interpret data as well as sensory impressions obtained through the senses of sight, sound, and touch.

2. Factors of Perception

Scholar suggest several factors that play a role in individual perception. Walgito (2004) coined three factors that play a role in perception.

a. Perceived objects.

Objects can cause stimuli related to sensory organs and receptors, which come from within the individual, as well as from outside. The perceived object serves as the stimulus. This indicator was used in the questionnaire by associating movies with English subtitles as indicators of stimuli. For example, to know students' interest and experience in movies with English subtitles as vocabulary learning.

b. Sensory organs, nerves and nerve centers

Sensory organs, including nerves and the central nervous system. Sensory nerves transmit stimuli to the brain. This factor was used to develop a questionnaire to find out students' perceptions on whether movies with English subtitles are effective in helping students acquire and improve vocabulary.

c. Attention

Attention is the focus of a person's entire activity on a group of objects. This indicator was used in the questionnaire which was divided into two aspects. First, students' perceptions of the benefits of movies with English subtitles as vocabulary learning. Second, students' perceptions of the challenges of movies with English subtitles as vocabulary learning

The factors proposed by Walgito (2004) are well established in the academic literature, as they have been verified and validated in previous studies. These three indicators, which include perceived object, sensory organs, and attention help explain how people form their opinions and how the same stimulus can affect them in different ways (Faisal & Carabella, 2023; Faisal & Putri, 2023; Sentika & Arissaputra, 2021). Thus, the perception factors proposed by Walgito (2004) underpinned the theoretical framework and were used to design the questionnaire of this study.

B. Movies with English Subtitles

1. The Nature of Movie

The term "movie," which is short for "motion picture," typically refers to a movie that is viewed in a theater or at home on a TV, laptop, or tablet. Thus, movies are a series of moving images recorded with sound that tell a story, shown on television or in cinemas (Hestiana & Anita, 2022). According to Oxford Learner's Dictionary, a movie is a type of entertainment that tells a story or presents an idea through moving images (Ibid, 2019, as cited in Sabir, 2022). In this way, movies are a visual art form that uses moving images and

sound projected onto a screen or shown on television for entertainment or educational purposes.

Additionally, movies can be classified into various genres that are not uncommon in any society, especially among teenagers. Genres are groups or subcategories of movies that are based on essential elements, patterns, and commonalities that viewers are also familiar with and anticipate. They are comparable in terms of story aspects, artistic styles, or feelings they get from movies (Woodward, 2024). There are some of the most common types of movie genres and probably popular among students.

1. Action

Action movies usually contain dynamic dialog, slang and expressions and action scenes. Murshidi (2020) argued that action movies can provide listening challenges for students due to the rapid speech patterns, accent variations, and use of colloquial language. This can increase one's capacity for listening comprehension.

2. Comedy

Comedy movies aim to make their audience laugh and entertain them with funny situations and characters. Hayati (2010) believed that humor can help students feel less anxious and maintain a high level of motivation

3. Romance

Romance movies revolve around intimacy, involving relationships and love stories. Dewi et al. (2020) mentioned that there are several language

styles used in romantic movies, this can help enrich vocabulary, phrases and formal and non-formal language.

2. Definition of Subtitle

Subtitle can be defined as a translation technique that consists of presenting written text, generally found at the bottom of the screen, and attempts to narrate the speaker's original dialog (Ünsal, 2017). However, subtitles allow the audience to follow the storyline and enjoy the movie. English subtitles on movies can be displayed in different ways, depending on the format and platform. According to Zanon (2006), there are three kinds of subtitling. First, standard subtitling; from English dialog to mother tongue subtitles. Second, bimodal subtitling; from English dialog to English subtitles. Third, reversed subtitling; from mother tongue dialog to English subtitles.

Moreover, subtitles are more than just words at the bottom of the screen, they are a powerful tool that can break down language barriers, increase accessibility for the hearing-impaired, and encourage cultural exchange. According to Ebrahimi & Bazae (2016) Reading and hearing new words at the same time aids in assimilating what is heard into the phonetic understanding of the language, which helps one become familiar with the sounds of the new language and comprehend words in the future. Putra (2014) revealed that students' word recognition, vocabulary acquisition, reading and listening comprehension skills may all be enhanced by the use of movies with subtitles. However, when English subtitles are presented, it really helps learners to

understand the language, words, meanings, accents and capture more vocabulary.

3. Benefits and Challenges of Movies with English Subtitles

There are several benefits to watching movies with English subtitles.. Mirvan (2013), claimed that by using movies students really enjoy the assigned activities in the classroom and provide a relaxed atmosphere. The students are also more motivated because movies can provide a realistic or real-life picture. According to Sari and Sugandi (2015) by watching the movies with English subtitles, students will hear many new words and phrases used in the movie, and it can help them acquire new vocabulary, idioms, and daily expressions. Furthermore, movies can improve students' speaking skills and their pronunciation. Kalean (2013), argued that listening to native English speakers can help students to hear how words are pronounced, then students can imitate what actors say in the movie. Students can also reply to the movie to check whether their pronunciation was correct or not.

Apart from the benefits, the use of movies with English subtitles still has its challenges. In fact, students can watch movies with English subtitles, it does not rule out the possibility that students still find it difficult to understand the dialog or words spoken in the film, because sometimes there are still some vocabulary that still sounds unfamiliar to students. According to Wahyuningsih and Fitriah (2023) revealed that despite using subtitles, students still have difficulty understanding new words or difficult words they encounter, the use of slang and idioms, for example, and it would be very complicated if students

had to always open a dictionary. Nevertheless, movies as a popular and influential storytelling media still offer benefits in language learning, especially in vocabulary acquisition.

C. Vocabulary

1. Definition of Vocabulary

Vocabulary refers to the words used in the specific language or set of words that are trying to learn. It is an important tool that helps convey thoughts, ideas, emotions, and information. In the education context, vocabulary refers to the set of words, including their meaning that students learn and use. Vocabulary is the total number of words used to express ideas and meanings (Alqahtani, 2015). According to Hiebert and Kamil (2005), vocabulary can be defined as words that we can understand or recognize in listening and words that are used when we write or speak. Meanwhile, Banisaeid (2013) stated that vocabulary is the central part of language, which is the most important link in the circle of skills and the component that keeps the chain of language connected.

Vocabulary skills are considered an important aspect in foreign language learning, to express our ideas and to be able to understand the words of others, lack of vocabulary mastery hinders successful communication skills (Susanto, 2017). Thus, vocabulary is a crucial component of language learning, and it is essential for learners to develop a strong vocabulary to achieve fluency faster. Vocabulary is important for language learning because it underpins all other language skills, can be a stepping stone to high-level language use.

Therefore, vocabulary is a word, sound, or combination of sounds represented in written or printed form that symbolizes a meaning. Vocabulary is one of the most important core components of language to be mastered by students and is the source or basis when students learn English.

2. Types of Vocabulary

Generally, vocabulary is categorized into active vocabulary and passive vocabulary. Active vocabulary are words that a speaker can consistently use in their speech or writing constructively. While, passive vocabulary are words that are contextually recognized but rarely used in speaking and writing.

Alqahtani (2015) mentioned two types of vocabulary, receptive vocabulary and productive vocabulary.

a. Receptive vocabulary

Receptive vocabulary is the collection of words that one can understand, including words that are spoken, written, or signaled manually.

It is a collection of words that one recognizes and understands after hearing or reading them.

b. Productive vocabulary

Productive vocabulary refers to the words that one regularly uses in speaking or writing. It is also known as active vocabulary or verb vocabulary. It involves what is required for receptive vocabulary plus an ability to speak or write at the correct time.

3. Role of Movies with English Subtitles on Vocabulary Improvement

Vocabulary acquisition is a fundamental aspect of language learning that plays an important role in communication, cognitive development and academic success. Mastering vocabulary is important in learning English because it provides the potential for wider knowledge (Schmitt, 2000: 5, as cited in Rahmah et al., 2015). Vocabulary acquisition helps improve communicative competence and all language skills including listening, reading, writing and speaking (Yolcu and Mirioglu, 2020). Yuliawati (2021) also concluded that with a strong vocabulary students can express their thoughts more clearly and creatively, which is important for producing coherent and interesting texts. Fatima and Khan (2017) revealed that the more vocabulary known, the more opportunities students have to express themselves well, as well as proper communication at different levels.

Along with vocabulary acquisition, watching movies with English subtitles is a highly effective method of improving vocabulary as it provides a dynamic blend of auditory and visual learning. This approach immerses viewers in actual language use, allowing them to see and hear words in context. Nurfauziah et.al (2023) asserted movies with English subtitles provide authentic language exposure and context for the vocabulary used, thus helping students understand the meaning and use of words in real-life situations. This contextualized exposure aids retention, comprehension and improves students' overall language proficiency.

Sabouri and Zohrabi (2015) claimed that movies with English subtitles significantly improve vocabulary recognition and retention, as students are exposed to new expressions and idioms multiple times. Andriani and Angelina (2020) stated that the combination of audio (sound) and visual (text) elements helps students understand the meaning of dialog more effectively. It is able to provide context for new words, so that students can understand the meaning in movies. In addition, it supports vocabulary acquisition from connecting spoken words with their written form.

Bakar and Ma'rifatullah (2023) disclosed that when students watched movies with English subtitles they were able to connect the spoken words with their written form, which aided comprehension and retention. Thus, resulting in a significant increase in vocabulary acquisition compared to traditional methods, as students are more motivated and find the learning experience enjoyable. Priska et.al (2022) also claimed that students can use movies with English subtitles outside the classroom, so they can learn at their own pace and time. This approach can improve vocabulary acquisition by actively seeking and engaging with content that interests them. Additionally, students find it easier to learn new vocabulary through movies with subtitles because they can see the words in context while hearing them spoken. This dual input helps in better language retention and comprehension.

D. Previous Studies

There are some relevant studies about movies with English subtitles as vocabulary improvement. to this study as follows. First, Katemba & Ning

(2018) studied students' responses regarding vocabulary improvement through English movies with subtitles. The researchers used a quantitative approach, specifically and the participants were 100 students. Employing a self-designed questionnaire as an instrument. The results showed that most students preferred watching movies with English subtitles and believed that it helped them learn new vocabulary. The majority of students also believe that watching English movies has a beneficial effect on English learning.

Second, Fage (2017) investigated the effectiveness of English movie subtitles in vocabulary Learning. The researcher used a quantitative approach and the participants of this study were 31 randomly selected. Utilizing proficiency tests and questionnaires as instruments. The results showed that English-subtitled movies were identified as a useful tool for language learners in improving vocabulary learning, idioms, phrases, listening and speaking skills, word recognition, pronunciation, and cultural awareness.

Third, Wahyuningsih and Fitria (2023) explored the opportunities and challenges of students' habit of watching movies with English subtitles. The researchers used a qualitative descriptive method and involved students from different study programs at a university in Indonesia. Utilizing semi-structured interviews as an instrument. The main finding of this study is that watching movies with English subtitles has significantly helped students understand the use of language in real life, including idioms and slang. In addition, students also discovered new vocabulary in context which was able to help students associate words with their meanings, making it easier to remember new words.

Last, Simamora and Oktaviani (2020) investigated students' strategies in improving English vocabulary. The researchers used a qualitative approach and students from the English Education Study Program as participants in this study. Utilizing questionnaires and interviews as instruments, and analyzing the data using descriptive qualitative methods. The results showed that by watching English movies, they could increase the vocabulary in their memory by listening and seeing the scenes and expressions of the actors/actresses in the movie. Overall, watching English movies is considered a useful strategy for English language learning, including improving listening ability, and other language skills.

Based on the previous studies above, there are some differences with this study. Firstly, this study utilized the perception factors underpinning the questionnaire design. Whereas most of the research reviewed not utilized any perception factors or indicators to design the questionnaire. Secondly, this study used a quantitative approach, specifically descriptive research design, different from previous studies that used qualitative approach (Wahyuningsih & Fitria, 2023; Simamora & Oktafia, 2020). Thirdly, the instrument used in this study is a questionnaire, while previous studies utilized interviews and proficiency tests as instruments. Finally, the participants in this study were sixth-semester English education students and involved international classes, whereas the previous studies primarily involved participants from various majors.