

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the related literature review. It discusses the definition of English subtitle movies, the use of subtitled movies, the definition of Vocabulary, the kinds of Vocabulary, and teaching Vocabulary.

2.1 Subtitled English Movies

In this session, the researcher wants to describe subtitled English movies. Subtitles allow an accented language to become intelligible to any viewer. To understand the content of a movie, subtitle plays an important role to bridge the audience's need, such as deliver the word according to the audience's native and culture. Because, if the audience does not understand the meaning of the utterance, automatically, the audience would read and process the subtitles in their native. But, when the subtitles are in the language of the film, the audience can hear the new accent while reading the text. Simultaneously hearing and reading foreign words help incorporate what the audience hears through their phonetic understanding of the language. It can understand the future words as they come up and familiarize them with the sounds of its new language.

In another study, subtitles were divided into intralingual and interlingual types (Cordella, 2006). Those types are called bimodal subtitling for intralingual one and standard subtitling for interlingual. Intralingual subtitles are the textual version of the same language (e.g. English audio and English subtitle). At the same time, interlingual subtitles are the transformation of

subtitling from the original language of audio to translation of the audio into another language (e.g., English audio and Indonesia subtitle). In this study, the researcher focuses on the first one: Bimodal subtitling/intralingual (from English dialogues to English subtitles). Furthermore, subtitles representing words and pictures in oral and visual form are more likely to contribute to memory for concrete words than words or pictures alone (Gorjian, 2014). Subtitles help viewers to understand the storyline or information conveyed in the movie. Subtitles are a great tool to enjoy the movie's storyline in any language. Besides, subtitles also can be a medium for language learners. In line with Ebrahimi and Bazaee (2016), subtitles could offer new ways for language learners to learn and understand languages.

Movie subtitles are also helpful as audio-visual media for learners to learn English. Putting on subtitles in the movie is very helpful for students in enhancing vocabulary (Qorimah, 2021). Despite all the strengths of the use of subtitles in movies, there are weaknesses stated by Karimah (2019) in her study result found that the use of bimodal subtitling makes the students hard to understand the story of the movie because it makes them think twice about the meaning of the dialogue in the story. She mentioned that the use of the first language in subtitles helps the students to understand and remember the story. Therefore, they prefer to use standard subtitling because they can immediately understand the movie by reading the subtitle without thinking to find the meaning.

More specifically, Basaran and Dilber (2013) stated that the subtitled English movies were effective, authentic language materials, which may make up for lack of interaction with native speakers. Subtitles facilitate acquiring vocabulary since they help the learner to incorporate a word into a context. Moreover, movies can help to learn the vocabulary around a certain theme. Lastly, Shabani and Zanussi (2015) also reported that writing down the new words from subtitles in their notebooks helped the students for further recall and encouraged them to find out the meaning of the new words.

1. Advantages of Using Movie

Nasution (2005:104) states that the advantages of using movies in the teaching and learning process are:

- a. Movie is very good in describing a process, if necessary by using a “slow motion.”
- b. Each student can learn something from the movie, from the clever to the less intelligent.
- c. Movies can take a child from one country to another country and from one period to another period.
- d. Movie can be repeated if necessary to add clarity.

Based on the advantages above, it can be inferred that the use of English subtitles and movies as media is suitable for improving students' vocabulary. Therefore, it can attract the student's attention to the lesson given by the teacher during the English teaching and learning process. Besides the advantages, using English subtitles in movies also have some disadvantages.

2. Disadvantages of Using Movie

Azhar (2011:50) states that the disadvantages of using movies in the teaching and learning process are:

- a. Procurement of English movie generally is expensive
- b. When the movie is shown, the pictures will keep changing making all students cannot follow the information given through the movie
- c. Movies are not always appropriate with

To cope with this disadvantage above, the researcher must be aware on the website where the movie downloaded, the format of subtitled, and the format movies.

2.2 The Use English Subtitled Movies for Improve Students' Vocabulary

Movies in learning English can be an entertaining and motivating tool for learners with different skill levels. Rao (2019) declared that using English movies as tools to teach and learn English can help learners who learn a second or foreign language naturally and enjoyably. In addition, Ruusunen (2011) states that several reasons such as authenticity, quality, and the amount of input provided by movies positively impact English movies English as a Foreign Language (EFL) learners. Nordquist (2020) defines English as a Foreign Language (EFL) as the term used for English as studied by non-native speakers in countries where English is not their first language or mother tongue. This statement interprets that learning English as a foreign language is new and not easy. Therefore, movies as learning media expect to be a tool for learning English in a fun way. One example of a movie that can

be used for learning English is an English movie with subtitles. Combining English movies with English subtitles is one way to use movies for learning English. Combining movies and subtitles can enhance language comprehension of a foreign language as learners can get the information they hear through the subtitles. Frumuselu et al. (2015) claimed that 11 understanding the conversation in context while listening to the original language promotes learners to combine what they are learning, enhancing vocabulary and making them close to the culture of the foreign language in natural settings.

Furthermore, there are some reasons language learners should learn a language by watching English movies with English subtitles rather than just from the handbook and material from the teachers. Such as (Baggio, 2014):

1. Learners will get real English. The English spoken in movies is very natural, and it is spoken by native speakers too. So this will help the learners to improve expressed on listening comprehension.
2. Learners will learn English words in context. Learners understand what each word means and know how it is used.
3. Learners will know how to hear things said. Knowing what someone is saying is essential, but knowing how someone is saying it is more important. So, learners will learn about body language, expression, and tone of voice from the movie's characters.

Many previous studies have shown the use of movies in foreign language teaching and learning. Simamora and Oktaviani (2020) conducted a study

titled "What is your favorite movie? A Strategy of English Education Students to Improve English Vocabulary". This research was conducted with students from the Eleventh Grade Students at Senior High School 4 Balikpapan. This research found that almost all participants positively thought about watching English movies. Besides, the findings also showed that all the participants agreed that they could also learn English while watching English movies. Furthermore, the researcher concluded that English movies could help students learn English, especially in mastering vocabulary.

2.3 Vocabulary

In this sub-section, explains everything about Vocabulary. The researcher starts with the definition, kinds of Vocabulary, and teaching Vocabulary.

2.2.1 Definition of Vocabulary

Learning language cannot be separated from learning vocabulary since vocabulary is an essential component of language. Vocabulary is one of the language components that students must learn to accomplish a goal in language. Vocabulary is the word that people understand. A vocabulary is a group of words owned by a linguist and gives meaning once we use that language (Arsyad, 2014). Furthermore, vocabulary is a language's words that contain a single matter and phrases among several words which convey a particular meaning. (Phisutthangkoon & Panich, 2016). In this study, vocabulary means words used by students to communicate with other students.

Vocabulary is vital for reading, listening, and speaking comprehension. Vocabulary knowledge is essential for communicative competence and mastery of a second or foreign language; vocabulary can be an obstacle to learning the language (Susanto, 2017). Learning vocabulary aims to enhance and support students to influence any comprehension, such as speaking, reading, writing, or listening. It is to construct how to use a proper sentence for communication (Harmon & Wood, 2018).

Vocabulary is defined as the set of altogether the words that the person understands or all the words that the person is likely to use to construct new sentences. The addition of one's vocabulary is generally considered an important part, both in the process of learning a language or developing one's capability in a language that has been mastered. Therefore, Octia (2019), also explained that one of the elements of language is vocabulary. So, the students must have to mastery of vocabulary.

According to Alfaki (2015)," Vocabulary is the words of a language, including single items and phrases or chunks of several words which convey a particular meaning, the way individual words do."

Learning vocabulary is classified as easy to learn and understand, but some problems often occur when students learn vocabulary, namely mispronunciation. First, Prawiyata (2018) states that students learn a new vocabulary but tend to forget what they have learned after learning it. Vocabulary learning is also very dull for some students. For example, reading

vocabulary repeatedly and then memorizing it. Such as, learning seems rigid and very tedious.

Secondly, learning vocabulary is challenging, especially for non-native English speakers who struggle concerning the meanings of new words, the correct use of words, pronunciation, guessing the meaning through context, spelling, and so on because they are not used to communicating using English (Afzal, 2019).

Furthermore, according to Wulandari (2020), there are also several difficulties in learning vocabulary, such as pronunciation, the use of words properly, understanding the meaning of words, and a lack of interest in learning English.

Thirdly, Aristya (2019) pointed out that there are three difficulties in learning vocabulary: (1) The students cannot use vocabulary references suitably, remember vocabulary, and write or pronounce the words; (2) The students do not study at home, the seven students were lazy to open the dictionary, they lost motivation in memorizing vocabulary, and less interested in English lesson; and (3) The teachers' hard effort in solving the students' problems in vocabulary mastery by applying the questioning technique.

Finally, (Rohmatillah, 2017) points out that the problems faced by students in learning English vocabulary revolves around pronouncing and spelling words, identifying appropriate meanings of words (complexity of vocabulary knowledge), understanding grammar, and the large number of words that students must learn. Farjami & Aidinlou (2013) say that studying a

second or foreign language at various proficiency levels requires many words, which students try to memorize words in their long-term memory. Another study (Salam & Nurnisa, 2021) declares that the difficulties of learning vocabulary are: (1) students' difficulty in pronouncing the words, (2) students' difficulty in spelling the English words, (3) students' difficulty in learning and remembering the length of words, (4) students' difficulty in discovering the implications of new words.

To sum up, Vocabulary is several words usually used in language teaching and daily life to express the speaker's ideas. Also, it means the ability to make connections between word and word groups with their meaning, reference, and concept. Vocabulary can mean a group of words or idioms or phrases. A word cannot always carry meaning but also conceptual meaning, grammar, connotations, pragmatic rules, and socio-cultural.

2.2.2 Kinds of Vocabulary

1. Word Classes

Word classes are a language or use of words related to morphology. However, this type is often referred to as parts of speech which can be in the form of nouns, verbs, pronouns, adverbs, adjectives, prepositions, and conjunctions.

2. Word Families

Word families are words that describe an affix. It is used to make a sentence, for example, in the following words: 1. Play – plays – played

= these words are infected 2. Play – Replay – Playful = these words are part of

3. Word Formation

Word formation is a type of formation word in English, and these words are compound, blending, clipping, and conversion words.

- a. Compound: typewriter, content writer, scriptwriter, etc.
- b. Blending: information and entertainment = infotainment
- c. Conversion: when I do my assignment, I always search for the information I need.

4. Multi-Word Units

Multi-word units are a type of English vocabulary with the form of a verb or an idiom. Such as look after, look for, throw away, put on, put off, etc. We cannot interpret the word as different in one word because the word above has one meaning.

5. Collocations

Collocations are a type of English vocabulary that is defined as two or more words that always have the same meaning or are bound together. So, when you use this word, you cannot separate it.

6. Homonyms

Homonyms are words that have different letters but have the same pronunciation. An example is the word “well”, “well” can you understand or as a “well” but you can do as well.

7. Vocabulary Receptive

Vocabulary receptive is said to be unproductive because this vocabulary is rarely used in sentences or conversations (Dafiya, 2013). This vocabulary is sometimes challenging to understand because this vocabulary is rarely used in everyday life. Therefore, we must learn more about this vocabulary, so it is easy to apply it in everyday life.

8. Vocabulary Productive

This level of understanding is something more complicated than the level of understanding above. In other words, this level of understanding requires competence that has been able to apply a word to language processing. It is said to be productive because this vocabulary is always used in English. The characteristic of productive vocabulary is vocabulary that we often hear or are familiar with (Dafiya, 2013).

2.2.3 Teaching Vocabulary

In Indonesian schools, there is no particular subject to learn vocabulary. Young children learn to communicate by listening and speaking through their environment and society. The process of gathering some new words can be obtained from other skills in language, for instance listening, speaking, reading, and writing. These skills are correlating with each other, and students have to learn them. In this case, teachers have to help them to develop the skill, develop the learner's ability, and as guidance in teaching. There are several notions regarding

the teaching of vocabulary proposed by some scholars. According to Alqahtani (2015), vocabulary teaching is the main factor in learning a language because languages are built on words. Learning a language without vocabulary is impossible, even communicating with humans is also word-based.

When teaching vocabulary, teachers need a comprehensive approach. Ur (1996) stated that in teaching vocabulary, a teacher should pay attention to the following aspects:

First, a teacher should teach the students the form of vocabulary, pronunciation, and spelling. Pronunciation and spelling are essential parts of teaching vocabulary. It is about what the word sounds like. Spelling is what the word looks like.

Second, a teacher should teach the students grammar. Vocabulary grammar is about the different forms of a word when it is used in the present form, past, continuous, irregular, and regular.

Third, a teacher should teach the students about collocation. Collocation means that if some words are put together will produce a "correct" sound.

Fourth, a teacher should teach the students about denotation, connotation, and appropriateness.

Fifth, a teacher should teach the students about the meaning of relationships. The meaning of a relationship is a synonym, antonym, hyponym, and superordinate.

Finally, a teacher should teach the students about word formation. Word formation is about a word with prefixes and suffixes and multi-words. For example, word formation with prefixes is substandard. Word formation with suffixes is grateful. Meanwhile, an example of a multi-word is a superhero.

Teaching vocabulary is not easy. There are some challenges that every teacher must face in class. Good teachers should have various and up-to-date strategies to support their students in learning. Teachers should be innovative and able to understand the material in order to be understood and make the students interested. Teachers need to know their learners' characteristics. The learning of vocabulary should develop in a comfortable, encouraging and pleasant atmosphere where learners focus on the new word and its contextual use (Ashraf et al., 2014).

Therefore, a teacher who teaches English vocabulary must notice four principles that must be followed: focus on vocabulary, offer variety, repeat and recycle, and provide opportunities to organize vocabulary. In addition, it can help students achieve vocabulary learning per student needs and material.

Learning and understanding English language vocabulary are pivotal because by studying, recognizing, and memorizing the English language vocabulary, students are required to use the vocabulary to communicate and understand the English language. According to Sekhar and Chakravorty (2017), if learners lack vocabulary skills, they might soon

find that their ability to communicate or express themselves clearly is restricted. During development, when language learners have a meaning or concept they wish to convey, they need a range of words on which to select to convey the meaning or concept.

In addition, Marzuki (2015) states that teaching vocabulary is essential because, without vocabulary, students cannot understand the meaning of a sentence and communicate properly. Therefore, it means that mastery of vocabulary plays a vital role in mastering the language, understanding the meaning of a sentence, and understanding what people say.

It can be concluded from the above clarification that English teachers now generally understand the importance of vocabulary learning, and are finding ways to facilitate it more effectively. The learning of vocabulary plays a significant part in understanding a language. A learner whose vocabulary size is limited does not do well in any element of the language itself (Susanto, 2017). Some of these studies take the form of researching strategies that learners use primarily for vocabulary as a center of attention.