

Chapter Two

Literature Review

This section presents literature review to discuss some important past literature to underlie the concept of this study. The literature review focuses on the definition of the movie, explanation about movie subtitles, learner autonomy details, the use of movie in TEFL, and strengths of watching a movie with a subtitle for learning English. The conceptual framework is also presented in this chapter.

Movie

Movie, also known as film, is a type of visual communication which uses moving pictures and sound to tell stories. People in every part of the world watch movies as a type of entertainment, a way to have fun and a way for learning because movies can help people to learn. Students have great understanding in learning from the movies (Lucantonio, 2000). There are different kinds of the movie which can make people like to watch. For instance, fun movies may make them laugh; a horror movie for some people is chosen to test their adrenaline, or the romantic movies may make people who watch it feel flattered and smile. Kususmarasdyati (2004) stated that movies can certainly affect the learners' motivation to learn and catch their interests. Khan (2015) elucidated that movie visually can assist understanding and comprehension for the language learners in the context of an ideal visual, which makes an effective language learning tool for the learners.

From movies, some students learn English. However, the students need to choose an appropriate movie that they need to learn. Khan (2015) argued that in order to help students to improve their listening and communicative skill, movies can offer a variety of methods and resources for learning the target language. Thus, the movie as a source of entertainment is suitable for students who want to learn English because it can catch the students' interest also can affect their motivation to learn more from another English movie.

Movie subtitles for language learning. Subtitles are usually a translation for the source language to another language that appears onscreen when the movies are not using the same language as the viewer. Zarei (2009) stated that subtitles in the target language are projected at the bottom of the screen and are usually '*open*' or called permanent and always visible. Zarei added that subtitles never mention the source language because a film or movie which has a dialogue in multiple languages will feature continuous subtitles that never indicate the change of the language of the source. It is because only one dialog in one language will be subtitled. Harji, Woods, and Alavi (2010) believed that displaying the subtitle and closed captions can ensure the learners that none of the words in the conversation will be dropped in that the details or the additional information can accelerate the overall knowledge and the viewer can grasp the materials better.

According to Stewart and Pertusa (2004), learners' knowledge of the target language can have a rich context through the use of new words and lexicons by subtitle reading and also can enhance their language learning. In line with

another researcher, Chiu, Hsieh, Lee, Chang, and Wang (2012) clarified that by watching the film with subtitles, the learners' vocabulary skills can improve and the learners can perform similarly in terms of English vocabulary and reading comprehension. Another researcher who studied the same topic, Hinkin (2009) simplified that subtitle can help the learners understand the content of the movie, while at the same time it helps the learners learn easily. Bird and William (2002) concluded that subtitling could improve the learner's novel words from the learning language. Etemadi (2012) also confirmed that students gained an overall positive impact on content comprehension of the English movies by watching it with subtitle. Hence, it can be concluded that in language learning, movie subtitle is considered as a learning tool for the students to enhance their language learning, improve their vocabulary skills, and in other English skills.

Movies in TEFL. Using movies might be one way of providing context for teaching and learning. Sabouri (2015) stated in his study that movies can be related to education where teacher or student can decide to select an appropriate movie for language teaching and learning. Sabouri believed that using movies with subtitles can improve students' ability in learning and retrieval of the new lexical item. Students are not studying in the classroom for a whole day to learn English; watching movies can be their self-learning tool for autonomous learning. Khalid (2001) pointed out that multimedia can have beneficial effects on language learning for the learners on authentic, rich and comprehensible input from the multimedia technology in teaching or learning the target language. The use of

movies in the multimedia environment can make possible in presenting materials using two modes for the learners, namely verbal and visual.

While, Keene (2006) believed that the learners can learn through the movies about the paralinguistic features where the learners use the gestures, pauses, actions, and the reactions of the characters to understand the gist of the dialogue. In the movie materials, there are many characteristics such as the authenticity of language, happening in daily activities and providing a large number of inputs of the real target language for the learners. The movies provide a plethora of knowledge about language providing inputs in terms of literary until the language aspects in that it can promote critical thinking and other language skills of the students (Eken, 2003, as cited in Keene, 2006). Lucantonio (2000) also showed the result from his experimental study that students have great interests in teaching by movies, because the movie can make the information rich and colorful and become a kind of vivid image by combining the sound and the image. Movies are one of the comfortable and familiar media to up to date tool that keeps the students' interest in the theories and concepts under discussion (Champoux, 1999).

Even though most of the movies which the students watch is fiction, they can offer powerful experiences that they cannot have in the classroom. King (2002) mentioned that the learners can use the movies or films to provide more pedagogical options so that they can have more rich resources of intrinsically as motivating materials for them. Mishan (2004) stated that movie also can be considered as an authentic material for the learners and can provide a genuine

input for them. Therefore, through the movie, the students can have more knowledge or resources for English learning. The students can use the movie as one of their English learning materials.

Benefits of watching a movie with a subtitle for learning English.

Subtitled movies can encourage learners to consciously observe the new idioms and potentially facilitate vocabulary acquisition without being distracted (Canning Wilson & Wallace, 2000). Li and Wang (2015) confirmed that using English movie can emphasize the language input in learning listening and learning speaking learning English. It also stresses the importance of language output. Li and Wang also proved that the English movies are available for full range of language input by the appreciation of plot and the subtitles for reading. The real context from the English movies will help the learners in a natural communication environment in language learning and can create a good English environment that enables the learners to have a deeper understanding using the corresponding English language. Then they can put what has been learned into words, sentences, proverbs and so on into following language communication. Guillory (1998) pointed out that subtitle can be beneficial for learners at the beginning levels. Koolstra and Beentjes (1999) also believed that subtitles really induce a learning effect for the learners.

Then, Koolstra (2002) did another study with the same method and found that the subtitle made the learners easy to understand on what the movie or program talks about. Hwang and Huang (2011) pointed out reading subtitle in the movie, the learners need to precede the information that they get from the text into

their brain. According to Yuksel and Tanriverdi (2009), subtitled movies also have a major role in improving learners' vocabulary mastery. Markham (1999) also stated the effects of the subtitles on aural word recognition skills and found that subtitles significantly improve the learners' ability to identify the key words when they hear the word again. To conclude, the students can get benefit from watching a movie with subtitle because it can help the learners to have a deeper understanding also create a good English environment.

Learner's Autonomy

Some student prefers to learn something on their own style, especially for English learners who do not have enough materials to learn in the classroom. There are many different points of view from past studies about autonomous learning, especially in language learning. Scharle and Szabo (2000) stated that autonomy is ability or a freedom to manage one's own affairs which lead to the right to make decisions. Schmenk (2005) interpreted that it is widely known that autonomy refers to independence, individuality, and isolation, but an autonomous learner does not always act alone.

According to Paul and Elder (2008), an autonomous person does not depend on others people for the control or direction of one's thinking, but they claim to be the self-authorship on one's ways, beliefs, and values of thinking. Benson (2006) pointed out that autonomy in learning is about students who take more control over their learning inside and outside the classroom, while autonomy in language learning is about students who take more control over the purposes of the ways in which they learn them and for which they learn the languages. Learner

accepting responsibility for his learning is the basis of learner autonomy (Chang, 2007).

Meanwhile, Nation and Macalister (2010) believed that to become an effective and independent language learner, autonomy offers the learners the ability to know how to learn a language and how to be aware of and how to monitor their learning. Therefore, Dafei (2007) pointed out that the 'independent learning' refers to ways of learning by oneself, yet the term is often used as a synonym for autonomy. In the past study, Rebecca (1999) stated that learner autonomy is when the learners take responsibility for their own learning. With the situation of the students learning English coincidentally from watching English movie might be called as a self-learning. Another study explained that movie can help the learners in increasing their confidence in speaking as they learn how to use certain words and to pronounce the words correctly (Mirvan, 2013).

Kobayashi (2011) stated that autonomous learners can improve their skills and increase knowledge in various fields through watching movies. Kobayashi added that movies can be one of the best learning materials for learners who may have little need to learn knowledge and need to spend more time outside of class at their own pace. Hence, for students, they prefer to learn by their own self to have a better understanding even though they have already learned in the classroom.

Related studies

In previous study, Pasban, Forghani and Nouri (2015) investigated a research on the effects of using English captions on Iranian intermediate EFL students' learning of phrasal verbs. The aim of this research was to examine the

effects English captions on Iranian EFL learners' learning of phrasal verbs in terms of recognition and production. 68 EFL learners from Simin Institute of Zahedan, among whom 60 intermediate learners were chosen as the participants of the study. The participants were randomly assigned into two groups, namely control and experimental group. This study used pre test to collect the data. The students in the control group watched video clips without captions, whereas, students in experimental group watched video clips with captions. To analyze the data the study used t-test. Based on this research, the result showed that the learners in experimental outperformed those of control group in their writing performance. Hence, watching English captioned movies affects student's phrasal verb knowledge.

In another study, Sabouri, Zohrabi and Osbouei (2015) examined a research on the impact of watching English subtitled movies in vocabulary learning in different genders of Iranian EFL learners. This study aimed to examine whether there was a significant difference between males and females in learning vocabulary when watching subtitled movies. This study also tried to select the most appropriate movie material as a treatment for the participants. A quantitative quasi-experimental approach with a pre-test and post-test group design was used for the design of this study. This study was located at University of Tabriz in Iran. There were 46 an upper-intermediate students taking English classes participated in this study, consisted of 22 females and 24 males. After assigning subjects randomly into two groups of control and treatment groups (four homogeneous groups), they were given the same pre- and post-test items. The statistical results

showed that first, regardless of the genre of subtitled movie, males and females' scores were not significantly different from each other. Second, with the implementation of a subtitled movie, the participants in experimental group performed significantly better than participants of the control groups in both genders. In summary, the use of movies with subtitles can improve students' engagement in learning and retrieval of new lexical item.

While in the recent study, the researcher focused on the EED of UMY students' experience in watching movie with English and Indonesian subtitles in learning English. Those two previous studies only focused on the effect and impact in learning English using English subtitle when watching movies. On the other hand, the recent study focused on the students' experience on watching movie with English and Indonesian subtitle to improve vocabulary mastery.

Conceptual framework

There are many kinds of strategies or ways in learning English, such as using movie, song, and novel and so on. Using those media, it can make the teachers teaching with easier than using the traditional ways. It also gives benefit for learners who need to use audio-visual to understand the material. The using of English has been classified as a foreign language because Indonesian people are not generally using English in their daily life or meeting with someone who uses English. There were a lot of English users around them but they are unlikely to feel a deep emotionally for the language teaching (Paul, 2013). This study chooses a movie as the media that can use by the learner as their learning strategies to learn English.

Films provide authentic language input and a stimulating framework for classroom discussions (Seferoğlu, 2008). Florence (2009) stated a realistic view of the language and culture providing insights into the reality of the life of native English speakers; supply good material to teach conversations (Martín & Jaén, 2009). For instance, movies can capture the students' attention towards the target language (Tognozzi, 2010), increase the students' motivation to learn the language (Ruusunen, 2011), and improve the students' awareness of the target language culture (Zhang, 2013). Studies have also reported some advantages to the integration of movies into foreign language classes. For the genre itself, the students should choose the genre based on the students' interest and should have a rated movie that students can watch. The learners can pick one of the types such as anime, fantasy, and an education movie. The beginners can use the subtitles to understand what the movies talk about and also can improve their comprehension. They also can understand what the strength or weakness of using the subtitle.

Subtitled movie can be used as a teaching medium in learning English in general and the student can improve their reading comprehension and vocabulary in particular because there are differences in reading comprehension and vocabulary mastery between each student. For the students who are still in progress to learn English, they can use their mother tongue subtitle to understand the movie. For other students who need to improve their English skill can use English subtitle or just watch the movie without any subtitle. The learners can get something from listening to the pronunciation, reading the English subtitle to

improve the vocabulary and reading comprehension, and also for their speaking and use it in their daily life.

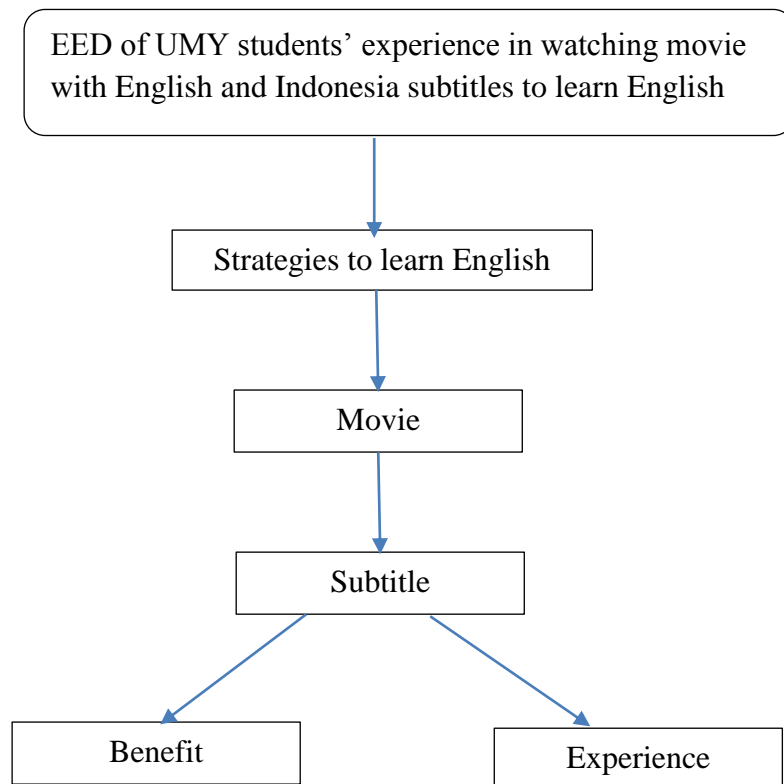


Figure 1. Conceptual framework