

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher presents the key terms about this study; vocabulary, reading, Indonesian subtitle and English movie. It also contains previous researches that related to this research topics.

A. Vocabulary

1. The Definition of Vocabulary

To learn a new language and understand what someone is saying, vocabulary is very important. If students lack of vocabulary, they will be difficulty using English.

Vocabulary study, which is often emphasized in books or classes, is an important part of learning a foreign language and knowing new words, according to Alqahtani (2015). Vocabulary is the basis of language vocabulary formation, and plays an important role in learning (Ika, 2012). Vocabulary can help four basic skills: reading, writing, speaking, and listening, according to Rahmatika (2015).

It is clear that vocabulary exists in all aspects of language, and vocabulary can affect how students learn. Students need to have a large vocabulary in order for them to achieve their competencies, as vocabulary can help them communicate their ideas about the material they are learning. In short, vocabulary is the number of words needed to communicate and share ideas.

2. Types of Vocabulary

Basically, teaching has two categories of vocabulary. These consist of active and passive vocabulary. Active vocabulary are words that are often used in writing, dictionaries, and conversation, while passive vocabulary are words that are easy to understand and remember when reading. Harmer (1991) states that in language tests, there are two categories of vocabulary. The above explanation can be explained clearly. To provide further explanation, the researcher explains both as follows:

a. Active Vocabulary

Active Vocabulary means the set of words that a person actually uses in writing or speech. Students use this vocabulary when speaking or writing.

b. Passive Vocabulary

Passive Vocabulary are words that students are familiar with and can understand when they appear in context or when they need someone to say something to help them remember the meaning. Students usually encounter passive vocabulary in the materials they listen to or read, and they will find the meaning of unknown words in the text.

3. Vocabulary Mastery

Mastery of English vocabulary is always important for students. According to Lewis and Hill (2000), students will have difficulty using English if they do not have enough vocabulary.

Vocabulary mastery is very important for the development of students' language skills. It is expected that students master as much English vocabulary as possible when they talk to each other without understanding the meaning of each word. Therefore, they can improve their language skills. Due to the importance of mastering vocabulary to improve language skills, students' vocabulary should be improved as a whole. This is because if students master a lot of vocabulary, they will be better able to speak English well.

B. Reading

1. The Definition of Reading

Everyone has a different definition for the meaning of reading. According to Sutari (2000), reading is the process of understanding the meaning of something written using symbols. Reading is a second language, which is defined as the process of understanding the full linguistic meaning in a new language through the use of symbols used to represent it.

In contrast, Harris (2011) states that reading is the significant interpretation of printed or written verbal symbols. It also includes sensing, perception, meaning attainment, and reaction comprehension in various ways. According to these definitions, reading is the student's effort to perceive, understand, translate, and give meaning to the written words. Thus, reading is not only seeing words in the form of graphic symbols, but

also deriving meaning from word by word to understand the content of the text and get information from it.

2. The Nature of Reading

Reading is a complex interaction between the text and the reader. Reading is more than just reciting the text on each written page; it involves a range of activities. Reading is an active process in which the reader relates the text to what they already know. Reading aims at understanding.

Reading is an interactive process between the reader and the text that results in comprehension. The text consists of letters, words, sentences, and paragraphs that have meaning. Readers understand meaning by using their knowledge, skills and strategies, such as:

- a. Linguistics Competence: the ability to understand the components of the writing system; vocabulary knowledge; and an understanding of the words that are organized into sentences.
- b. Discourse Competence: knowledge of discourse markers and the way they connect parts of the text.
- c. Sociolinguistic Competence: knowledge of various text structures, content types and commonly used text types.
- d. Strategic Competence: ability to use top-down techniques and language knowledge.

Reading allows the reader to understand the message conveyed by the author. Reading is a way to understand something. The important point is that understanding the text is related to the goal, which means teachers have

to teach it. As a result, reading comprehension instruction includes the following:

- a. Identify meaning
- b. Built vocabulary
- c. Understand about the text

C. Indonesian Subtitle

1. The Definition of Indonesian Subtitle

Watching subtitled movies and series implicitly helps to learn a foreign language. Subtitling may be defined as a translation practice that consists of presenting a written text, generally on the lower part of the screen, that discursive elements that appear in the image (letters, inserts, graffiti, inscription, placards, and the like), and the information that is contained on the soundtrack (songs, voice off).

Neves (2008) believes that captioning and subtitling have exactly the same definition although some make a distinction and believe that captioning is considered to be for both deaf and hearing-impaired viewers while subtitling is special to hearers.

According to Gerzymisch (2008), subtitles are the written translation of film dialogues produced on the screen. He adds that the process of subtitling involves 3 steps; 1) from one language to another, 2) from verbal speech to a written text, 3) from a non-condensed (verbatim) to a condensed (non-verbatim).

From the statements above, it can be concluded that subtitle is the monologue text of a movie that appears along with the picture at the bottom of the screen. Through subtitle, we easily understand the storyline or information to be conveyed.

D. English Movie

1. The Definition of English Movie

English movies are very popular among students learning English as a foreign language (EFL). According to Sharjeel and Dadabhoy (2013), movies are graphic animations used to attract and retain students' attention. Film, also called story recording in video with sound and dramatic performance in video, is a type of entertainment that provides visualization through a series of consecutive images. According to Boggs and Petrie (2004), movies are considered a unique and powerful type of art on par with painting, sculpture, music, literature and drama.

One form of media technology that can be utilized to raise learners' language proficiency is the movie. According to Albiladi et al. (2018), employing English-language films to enhance students' language proficiency can infuse creativity into language learning, making it more engaging and enjoyable for both educators and learners. According to Fauzi et al. (2021), letting learners watch English-language movies will help them improve their vocabulary and communication skills by exposing them to new terms and phrases. Learners can relate to the scene in addition to being able to observe and hear the language used in the film, which is beneficial

for language acquisition. Because they enable viewers to hear and read, seeing English-language films helps with comprehension when learning the language.

Watching movies can help students improve their vocabulary acquisition better because movies are interesting and inspiring media that contain dialogs that allow students to learn vocabulary that they commonly use in daily conversations. Watching movies can also help students learn new vocabulary that they have never heard before.

2. The Use of Indonesian Subtitle on English Movie

Subtitles are textual versions of the dialog in films and television programs, usually displayed at the bottom of the screen. They can either be a form of written translation of a dialog in a foreign language or a written rendering of the dialog in the same language, with or without added information. From the beginning of the existence of subtitles, it has been functioning in many ways.

Wilkin (1972) states, "You can communicate in a language without grammar, but you cannot communicate without word knowledge," to highlight the significance of word knowledge. In light of this, teaching a foreign language to students through movies might inspire them and allay some of their fears associated with language barriers. Teachers can include diversity and realism into the classroom by using movies, and students can contribute their personal experiences and prior knowledge to discussions centered around the film's subject.

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 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.

In conclusion, it can be concluded that in language learning, movie subtitle is considered as a learning tool for the students to improve their language learning, improve their vocabulary skills, and in other English skills.

E. Previous Studies

There are some previous studies related to reading Indonesian subtitle of English movie for vocabulary learning. The first study was conducted by Katemba and Ning (2018) with the title "Students' Responses in Enhancing New Vocabulary Through Subtitled English Movies". The purpose of this study was to find out students' reactions to English movies with subtitles. The results show that most students consider watching English movies with subtitles helps them expand their vocabulary. This research is expected to help teaching and learning efforts, especially to improve students' vocabulary.

The next previous study was from Sabouri, et al. (2015) with the title “The Impact of Watching English Subtitled Movies in Vocabulary Learning in Different Genders of Iranian EFL Learners”. The purpose of this study is to determine whether there is a significant difference between men and women in vocabulary comprehension when watching movies with subtitles. To teach a foreign language, using subtitled movies can increase student motivation, resolve ambiguities, and relieve anxiety for non-native students. According to the study, the use of subtitled movies can increase students' engagement in learning and their ability to retrieve new lexical items. In order to optimize film materials in the EFL classroom, further research needs to be conducted in the future.

Fikri, et al. (2022) conducted research; it was about upgrading students' vocabulary through English movie in Indonesian context. English movies are one of the tools that can be used to improve students' vocabulary. Consequently, the purpose of this study is to find out how effective English-language movies are in improving vocabulary. A desk research method was used. The data collected in this study came from several peer-reviewed articles published in the last five years. The data showed that using English movies as media improved each student's vocabulary. So, English movies, both with subtitles and without subtitles, are effective in improving students' vocabulary. Thus, English movies with subtitles improve students' vocabulary more deeply than English movies without subtitles.

A study with the similarity also had been done. The study by the title “Students’ Perception on the Use of English Movies To Improve Vocabulary Mastery” was conducted by Sari and Aminatun (2021). This study was conducted at Universitas Teknokrat Indonesia, located in Bandar Lampung. Questionnaires and interviews were the main data collection tools. This study found that students have a positive perception of the use of movies in the classroom to improve their vocabulary mastery. Therefore, this can help them improve the mastery of the vocabulary they use in writing or conversation when they use English in conversation or writing.

Based on the previous studies above, it can be seen that this study focused on students’ opinions of reading Indonesian subtitle of English movie on vocabulary learning using descriptive qualitative research design. It aimed to find out how IAIN Kediri students especially English Department students’ opinions on using Indonesian subtitle while watching English movie to develop their vocabulary learning. It is also hoped that this research will serve as a reference for further research.