CHAPTER 2
LITERATURE REVIEW

This chapter describes an explanation of several theories that support the study, which consists of a theoretical framework and a study of the relevant research, as specifically detailed below.

2.1 Theoretical Framework

2.1.1 The Urgency of English Vocabulary Enrichment

Vocabulary is an essential element of language that is fundamental to language skills. As experts in the field of language, Hatch and Brown (1995) define a list or collection of words for a particular language used by speakers of each language as vocabulary. In a sense, English vocabulary can be defined as a list or set of words used in English. Since English vocabulary has a huge contribution to the mastery of English language skills, enriching English vocabulary is vital for learners who want to be proficient in English.

Supported by a statement from M. J. McCarthy (1990, as cited in Hestiana & Anita, 2022), vocabulary is one of the most crucial linguistic features in language learning. This is because, without adequate knowledge of words and their meanings, learners cannot use language efficiently. Furthermore, when it comes to communication in English, no matter how fluent the spoken language is, no matter how well-learned the grammar is, it cannot happen in a meaningful way without words to express broader meanings (Hestiana & Anita, 2022). In addition, Sari and Aminatun (2021) believe that learners will have difficulties in terms of producing English and voicing their understanding or thoughts if they do not have enough English words in their vocabulary. In other words, it can be assumed that English

vocabulary enrichment is pivotal to the overall understanding and proficiency of English language skills.

Afterward, in order to enrich English vocabulary, learners should have an insight into the procedure for learning each word. This is because enriching English vocabulary is not only about increasing the number of words known but also deepening the understanding and usage of each word. The following are five essential steps to learning new words proposed by Brown and Payne (1994), including:

a. Encountering New Words

The first step is encountering new words that can be obtained through watching TV shows or movies; listening to songs or radio; and reading books, newspapers, or magazines. These resources will help learners get to know the target language better and learn new words used on various occasions. The number of words earned will depend on the learner's interest and motivation.

b. Getting the Word Form

The second important step is getting the word form, including spelling and pronunciation. This can be obtained by associating new words with similar words in their mother tongue, another language they are learning, with words in English that they know, and more.

c. Getting the Word Meaning

The third step in learning vocabulary is understanding the meaning of words. In this step, learners can use different strategies such as asking native English speakers, asking English teachers, asking bilingual friends, translating it using a dictionary, or defining a word based on the context or situation seen. The definition of a word also has different levels depending on the level of the learner, task requirements, situation, and context.

d. Consolidating Word Form and Meaning in Memory

The fourth step in vocabulary learning is consolidating word forms and meanings in memory. It is concerned with memory and the

consolidation of the connection between form and meaning. In this step, learners are required to memorize new words and their two aspects, namely form and meaning. Therefore, learners can use various types of vocabulary exercises such as flashcards, matching exercises, crossword puzzles, or others that can strengthen word form-meaning connections.

e. Using the Word

The final step is to use the word. This step has an important role when the goal is to make learning continue so that vocabulary mastery continues to develop. One of the advantages of using words is that it can ensure that the words and meanings learned will not easily be lost from memory.

Vocabulary, semantics, and language education
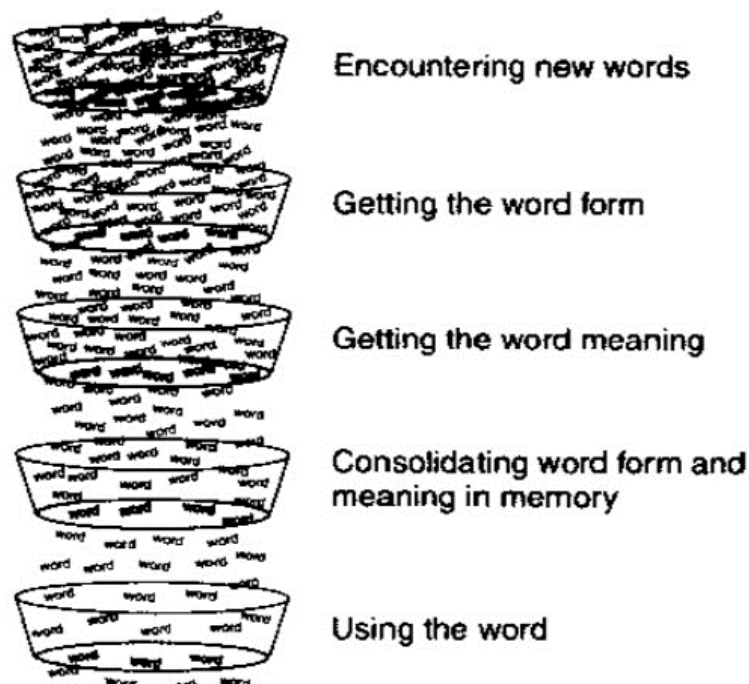
Figure 2.1 Five Essential Steps to Learning New Words by Brown
and Payne (1994)

Moreover, there are some popular strategies that can be adopted for vocabulary learning, such as those suggested by Chamot and O'Malley (1986), Oxford (1990), and Gu and Johnson (1996). In general, they all elaborate on the same strategies, but there are some differences. Chamot and O'Malley (1986) pointed out that there are three categories of strategies, namely metacognitive, cognitive, and social and affective. Whereas, Oxford (1990) divided it into six strategies: memory, cognitive, compensation, meta-cognitive, affective, and social. Additionally, Gu and Johnson (1996) demonstrated that vocabulary learning can use the following four strategies: metacognitive, cognitive, memory, and activation. Further details can be seen in the figure below:

Metacognitive	• Advance organization • Advance preparation • Organizational planning • Selective attention	• Self-monitoring • Self-evaluation • Self-management
Cognitive	• Resourcing • Grouping • Notetaking • Summarizing • Deduction	• Imagery • Auditory representation • Elaboration • Transfer • Inferencing
Social and Affective	• Questioning for clarification	• Cooperation • Self-talk

Figure 2.2 Strategies by Chamot and O'Malley (1986)

Direct strategies:	
1. Memory strategies	- Creating mental linkages
	- Applying images and sounds
	-Reviewing well
	- Employing action
2. Cognitive strategies	-Practicing
	-Receiving and sending messages
	-Analyzing and reasoning
	- Creating structure for input and output
3. Compensation strategies	-Guessing intelligently
	- Overcoming limitations in speaking and writing
Indirect strategies:	
1. Meta-cognitive strategies	- Centering your learning
	- Arranging and planning your learning
	- Evaluating your learning
2. Affective strategies	- Lowering your anxiety
	- Encouraging yourself
	- Taking your emotional temperature
3. Social strategies	- Asking questions
	- Cooperating with others
	- Empathizing with others

Figure 2.3 Strategies by Oxford (1990)

Strategies			
Metacognative	**Cognative**	**Memory**	**Activation**
* Selective Attention: Identifying essential words for comprehension	* Guessing: Activating background knowledge, using linguistic items	*Rehearsal: Word lists, repetition, etc.	* Using new words in different contexts
* Self-initiation: Using a variety of means to make the meaning of words clear	* Use of dictionaries * Note-taking	* Encoding: Association (imagery, visual, auditory, etc.)	

Figure 2.4 Strategies by Gu and Johnson (1996)

From the explanation above, the researcher argues that vocabulary is the most essential part of all language elements that must be mastered by learners if they want to master a language. In addition, vocabulary is the most basic language element that underlies reading, writing, listening, and speaking skills. As a result, by mastering a large amount of English vocabulary, learners will master all four English skills as well. In other words, English vocabulary is the basis of all language elements that are crucial to learning and enriching.

2.1.2 English Movies as Autonomous English Learning Media

Movies are a medium of entertainment typically used as a break from daily obligations, a form of escape, and pleasure. Barsam and Monahan (2010) define movies simply as a series of motion pictures

that entertain people. There are three major types of movies, according to Barsam and Monahan (2010), including:

a. Narrative refers to certain movies that purport to tell stories that utilize formal narrative aspects and are geared toward fiction;

b. Documentary refers to certain movies that emphasize the reality of actual events (non-fiction);

c. Experimental refers to certain movies that are unfamiliar, unorthodox, or obscure and are usually made by independent filmmakers using innovative techniques that attract attention, question, and even challenge their own intellect.

Barsam and Monahan (2010) added that movies can also be distinguished by genre apart from type. Popular movie genres today include horror, science fiction, drama, musicals, gangster, action, biography, thriller, romance, romantic comedy, fantasy, and many others. A movie is indeed a fun medium for entertainment.

Talking about movies as a fun entertainment medium, few experts or previous researchers have argued that English movies can be used as English learning media, either in class or outside class. As mentioned in the background of the study, in the case or phenomenon of the participant in this study, she used English movies as a medium for learning English outside the classroom or as a medium for learning English independently at home. The use of movies itself is often synonymous with autonomous learning because it is enjoyable and can be done anywhere, not just in class. According to the findings from research conducted by Hidayati and Husna (2020), there were 37 students who used English movies as their independent English learning activity. Autonomous learning gives students the opportunity to have choices, identify strengths and weaknesses, and have freedom in the learning process so that it can be interpreted naturally that the elements of autonomous learning tend to be agreed upon and appreciated by students (Hidayati & Husna, 2020).

Learners can take advantage of English movies to learn English, primarily for EFL learners. As said by Simamora and Oktaviani (2020), watching English movies can help learners acquire new vocabulary and idioms. Not only that, but English movies can also help learners in various aspects. According to Thammineni (2016), English movies can help learners develop several skills, among them are listening skills by getting used to hearing native speakers talk to each other, practicing fluency in speaking, knowing how to pronounce a word, and helping learners understand how to apply the English learned in class to everyday situations. It all happened because English movies have brought originality, variety, reality, and flexibility (Sari & Sugandi, 2015). Sharing the same opinion, Khoshniyat and Dowlatabadi (2014) also believe that using English movies can empower learners with vocabulary lists, syntax, and other language skills, enabling learners to improve their English skills.

From some of the statements of previous researchers, the researcher also agrees that watching English movies, especially outside the classroom, can provide a good opportunity for learners to learn English because there is no time limit or intervention from others. On the other hand, English movies can also act as authentic material, allowing learners to be exposed to English through conversations with native speakers in movies. Hence, the process of English absorption will become more natural. This means English movies can be used as a pleasant medium to learn English autonomously.

2.1.3 Bimodal Subtitles in English Movies as a Media for Enriching English Vocabulary

Subtitles are a tool used for viewers to understand the content of a movie or video when watching it in a foreign language. Bruti (2009) defines subtitles as text that is originally spoken but has been written to convey information. By utilizing subtitles, viewers hear a voice in the original language, and a written translation or transcription is displayed,

usually one or two lines of text at the bottom of the screen (Schubert & Link, 2008). Subtitles in foreign movies have existed for a long time. The reason is that not all movies are dubbed into the target language. Moreover, nowadays, the movie industry has developed rapidly and is inseparable from the world of entertainment since movies are meant to be entertainment for the largest and widest audience (Barsam & Monahan, 2010), which makes many foreign movies currently screened worldwide. This makes subtitles indispensable.

Zanón (2006) divides subtitles into three types, including:

a. Standard subtitling (from English dialogue to the learner's mother tongue subtitles);

b. Bimodal subtitling (from English dialogue to English subtitles);

c. Reversed subtitling (from the learner's mother tongue dialogue to English subtitles).

Meanwhile, Kruger (2020) differentiates subtitles into three types, as follows:

a. Interlingual subtitling provides writing translating the source speech in the target language (different languages);

b. Intralingual subtitling provides writing translating the source speech in the same language;

c. Respeaking involves repeating the original voice of the program directly into a microphone connected to a computer equipped with a speech recognition software application.

Technically, bimodal and intralingual subtitling are similar in providing sound and text (subtitles) in one language. However, bimodal subtitling is more specific, right from the English audio to the English subtitles. Afterward, there is an interesting fact related to bimodal or intralingual subtitles. Kruger (2020) stated that bimodal or intralingual subtitles are almost identical to subtitles for the deaf and hard of hearing because this form of subtitles gives the appearance of spoken text. Nonetheless, many non-hearing movie and television viewers choose to

use bimodal or intralingual subtitles. Usually, this is done to ensure that no word of dialogue is missed. Also, sometimes, people learning a foreign language use bimodal or intralingual subtitles to better understand dialogue without resorting to translation into their mother tongue (Abdellah, 2008).

In line with Abdellah's statement above, bimodal subtitles in English movies can indeed be used as a medium for learning English, primarily to enrich English vocabulary for EFL learners. As said by Faqe (2017), bimodal subtitles are the right type for EFL learners to follow because it helps them to see and hear every word. Hoogendyk et al. (2014) added that bimodal subtitles can help develop language proficiency by making learners aware of new and unfamiliar words. In fact, BavaHarji et al. (2014) have proven that bimodal subtitles can affect vocabulary acquisition, which contradicts the findings of Etemadi (2012), who stated that bimodal subtitles do not affect vocabulary acquisition.

Semahi (2021) also agrees that using bimodal subtitles in English movies can provide benefits, especially in terms of vocabulary. This is evidenced by the conclusions from the questionnaire results of the participants who were students, who said that they enjoyed watching movies and preferred bimodal subtitles rather than standard subtitles since it makes the process of learning English easier and more comprehensive. Thereupon, the students agreed with the idea that bimodal subtitles in English movies would help them improve their vocabulary knowledge and provide them with the meaning, spelling, and pronunciation of new words. Additionally, the conclusions from the results of interviews with teachers stated that using bimodal subtitles in English movies would be very helpful in teaching language in general and teaching vocabulary in particular. Consequently, that makes bimodal subtitles in English movies one of the most effective ways for learners to expand their vocabulary.

From some of the results of previous studies that examined the use of bimodal subtitles in English movies, the researcher also feels the same way. The researcher believes that bimodal subtitles in English movies can provide an excellent opportunity for learners to enrich their English vocabulary. Integrating bimodal subtitles into English movies will expose learners to the English vocabulary in the movies. Learners also know precisely what is said in the movie and can apply it when communicating in real life. In summary, bimodal subtitles in English movies can be utilized as an effective medium for enriching English vocabulary.

2.2 Study of the Relevant Research

Hestiana and Anita (2022) expressed that watching movies in foreign languages with subtitles can be a significant educational component in facilitating various language traits, especially vocabulary acquisition. Semahi (2021) added that using bimodal subtitles has been seen as an effective tool for learning a foreign language. This is evidenced by the results of Semahi's (2021) research using student questionnaires and teacher interviews that utilizing bimodal subtitles in English movies can enhance students' vocabulary learning.

Subsequently, when further explored, it turns out that from 2014, other researchers showed the same opinion as Semahi (2021). Hoogendyk et al. (2014) conducted a study using pre-test, treatment, and post-test. After collecting data, the results were that the students' mean score on the pre-test was 57.24, while the post-test mean score was 81.90. This has proven that using bimodal subtitling media in short movies can increase students' English vocabulary. On the other hand, BavaHarji et al. (2014) conducted research by dividing the participants into two groups. The experimental group watched an English movie using bimodal subtitles, and the control group watched an English movie without subtitles. After that, the result shows that the

experimental group, which could hear the dialogue and see printed captions synchronously, revealed better vocabulary acquisition than the control group.

A year later, in 2015, other researchers studied the same topic with comparative methods as BavaHarji et al. (2014), namely Naghizadeh and Darabi. However, they make a more complex comparison. Naghizadeh and Darabi (2015) compared the use of bimodal subtitles, Persian subtitles, and no subtitles in English movies. After conducting pre-test and post-test, it was reported that participants in the bimodal subtitling group learned more new vocabulary. Meanwhile, participants in the Persian subtitles and no subtitles group performed the same and were found to be less effective than bimodal subtitles.

Moreover, in 2017, another researcher conducted research using a comparative method that was different from BavaHarji et al. (2014) or Naghizadeh and Darabi (2015). Faqe (2017) conducted the study in this way: All participants watched an English movie without subtitles and filled out a questionnaire. Then, all participants watched the same English movie again but used bimodal subtitles and filled out the questionnaire again. Thereupon, the result shows that watching English movies with bimodal subtitles facilitates vocabulary learning and motivates students to acquire new vocabulary, phrases, idioms, and slang.

Thereafter, recently, the researcher found research on the same topic from Yulia and Fazaki (2022) that used the same method as Hoogendyk et al. (2014) by doing a pre-test, treatment (watching English movies with bimodal subtitles), and post-test. From the research results of Yulia and Fazaki (2022), it was found that the use of an English TV series with bimodal subtitles appears to have a beneficial effect on the vocabulary development of EFL students. This research has shown that watching English movies with bimodal subtitles helps students organize new vocabulary into meaningful units.

Based on several previous research findings mentioned above, the researcher is also in the same position as them. In a sense, the researcher also agreed that the process of enriching English vocabulary would be faster by

utilizing bimodal subtitles. The reason is that watching English movies with bimodal subtitles will allow learners to get used to being exposed to English vocabulary because they can see and hear the exact words in the movie. Later, learners will acquire new vocabulary, slang, idioms, or phrases used in movies. Not only that, learners will also be able to find out how to pronounce an English word correctly and its placement when communicating in real life.

As previously mentioned in the background section, this research has some similarities with previous studies, primarily with a study conducted by Semahi (2021). Nonetheless, the researcher has encountered one thing that became a research gap, which can encourage and strengthen this research to be carried out. The researcher found that Semahi's research in 2021 only focused on the opinions of participants (both teachers and students) regarding the effectiveness or role of using bimodal subtitles in English movies to improve vocabulary learning in the classroom. Meanwhile, this study is focused on finding out and describing the procedure for enriching the English vocabulary of an English Education student through the use of bimodal subtitles in English movies. Starting from selecting sources or media that can be used to discover many new vocabularies to applying the new vocabulary acquired into the participants' daily lives. Therefore, it is necessary to do this research in order to reinforce and develop the theory from previous studies.