

## CHAPTER II

### LITERATURE REVIEW

This chapter contains literature review of subtitles, subtitled video and vocabulary. It covers definition of learning, definition, role and the importance of vocabulary, video as the media of learning vocabulary, the definition of subtitled video, video as the motivation in learning vocabulary and independent learning.

#### **A. Definition of Learning**

Learning is an active process of what learners do to explore what has been experienced around them when the learner. According to Hamalik (1983), learning is “a form of growth or change of individuals which stated by new behaviour as the result of experience and practice” (p. 2), while Sukewi (1994) stated that learning is a change of behaviour because of the result of practice and experience with the environment. Furthermore, Cronbach et al (as cited in Sadirman, 1990) saw learning as a behavior performance by series of activities, such as reading, listening or imitating. It means that learning is the activities that the learners can do based on the training or experience, such as reading, listening, speaking or others. It happens from the awareness of previous experience as the result of individual interaction with the study object using the learners’ sense.

#### **B. Learning Vocabulary**

Vocabulary is important in foreign languages. In general, “vocabulary can be defined, roughly, as the words we teach in the foreign language” (Ur, 1996, p. 60). However, she pulled out that not every single word can be defined as singular

meaning. For example, mother-in-law has a meaning of one person, not two persons.

Vocabulary is also a key of success in learning language, because it has an important role in language, especially for EFL students. Four skills of English can be learned easily if their vocabulary mastery is good. By having many vocabularies, students can express their feelings. On the other hand, they can understand what people say easily. Nation (2001) revealed “Studies of native speakers’ vocabulary seem to suggest that second language learners need to know very large numbers of words. While this may be useful in the long term, it is not an essential short-term goal” (p. 9). The benefit of vocabulary learning for students not only can be used when they learn in class, but also when they use language as a tool for communication.

When learning, sometimes students do not have any attention in their vocabulary development, whereas vocabulary is necessary to give students something to suspend on learning structure. Wei (2007) explained that in the past, vocabulary teaching and learning were often given little priority in second language program, but recently there has been a renewed interest in the nature of vocabulary and its role in learning and teaching

The importance of vocabulary learning can be evidenced by application in real world. An example, students who have good vocabulary mastery will be confident with their speaking activity. Thus, it is necessary for students to know many vocabularies in their study.

Based on the statement above, it can be concluded that learning vocabulary is the most important part in learning language. The part of vocabulary in learning is to help understand what they are studying. In addition, Mehrpour (2008) explained in general, there is a relation between one's knowledge of vocabulary and student's proficiency in English. The more concern of vocabulary is its contribution to the learning process by the students. Students who have good word power or knowledge of vocabulary are usually more successful language students. Thus, vocabulary is important to be studied by the students, especially for EFL students.

### **C. Role of Vocabulary**

Vocabulary has an important role, especially in English language teaching and learning. Parvareshbar and Goorchaei (2016) stated that knowledge of vocabulary is the raw material for the language. Harmer (1991) argues, "If language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh" (p. 153). He also emphasizes the importance of learning vocabulary and states that very little can be expressed without grammar, while without vocabulary, nothing can be delivered. It means, vocabulary has an important role because it provides the raw material of the language, also language can not be used if there is no vocabulary.

### **D. The Importance of Vocabulary**

Vocabulary is important in learning English. According to Nation (2001), as cited in Alqahtani (2015) explained that in ESL (English as a Second Language) and EFL (English as Foreign Language), learning vocabulary plays a role in all

languages (listening, speaking, reading, and writing). Wallace (1982) also stated the main reasons why vocabulary is important because:

- A. Language exists in two forms, which are spoken and written, both of them need the vocabulary to develop itself.
- B. Production in learning English needs vocabulary as a foreign language rather than only need to recognize it.

It means that vocabulary is important in EFL and ESL context because vocabulary plays a role in language, exists in language and it is needed in learning language production. In addition, vocabulary is important because it plays role in all languages, exists in spoken and written language and is needed in production of foreign languages.

#### **E. Video as the Media in Learning Vocabulary**

One way to support learning English is using video as the media. According to Canning-Willson (2000), “video is at best defined as the selection and sequence of messages in an audio-visual context.” Video is one of kind of an audio-visual context because it is the media that is audible and visible. Audible means can be heard, and visible means can be seen. It has more benefits than others, such as it can visualize abstract things or non verbal vocabularies, to overcome the limitation of place and time, to overcome the limitation of people’s senses, to attract students’ attention, and develop students’ knowledge. Video delivers material in context, the language is delivered more lively since students can hear the language and watch the situation of the language use at the same time. It can help the students to master English vocabulary way better.

## F. Subtitled Video

Subtitles are textual versions of the dialog or commentary in films or screens. According to Ghaemi and Benjamin (2010, p. 40), O’Connell (2007, p. 169) defines subtitling as “supplementing the original voice soundtrack by adding written text on screen.” While Shuttleworth and Cowie (1997, p. 161), define subtitling as “the process of providing synchronized captions for film and television dialogue.” It is usually translating from L2 to L1 or transcribing the meaning in the same language.

Subtitles are the caption of dialog or commentary in the videos, such as films, series, programmes and games. Usually, subtitles are placed at the bottom of the screen. It can explain the translation from L1 to L2 or transcribe the dialog in the same language in written form.



**Picture 6.1** The Example of Subtitle

Subtitle can be used in video, or it is called as subtitled video. Subtitled video represents words and pictures in oral forms are more probable to activate both coding systems in the processing than words or pictures alone. It can help the viewer in understanding what is said in the movie when it uses foreign language. In the

teaching and learning foreign language, subtitled video can develop word recognition skills of the students.

Subtitled video also can be used to learn English vocabulary. Paivio (1971, as cited in Harji, Woods & Alavi (2010)) suggests that when pictures are added to the meaning, the number of signals connected with the message increases. Viewers, in this case, are the students who will be more probable to keep the message in mind. These information input foundations make the process of language learning enhanced, improve the comprehension of the content, and increase vocabulary by looking at the subtitled words in meaningful and stimulating circumstances.

#### **G. Video to Motivate Students in Learning English**

Before learning, the students need to be motivated. Motivation is a process that requires students to perform physical or mental activities for achieving their goals (Schunk, Pintrich and Meece, 2008). The students can achieve their goal if they have motivation from the beginning.

There are some ways to increase students' motivation, one of them is using video. According to Abdullah (as cited in Ma'rifah, 2012), the use of media such as attractive pictures, cassette, and video or film can increase students' interest and attention. Also, Kathleen (1998) stated that the use of video in ESL or EFL class will motivate students in a useful way. In addition, the context increases the probability that the second language input will be comprehensible. Moreover, the settings that are presented in video teach not only the language, but also they teach culture which many students need to know as much as they need to know English. Students who are new to the culture feel comfortable because they can see how

others have handled typical problems such as in the school, family, or in their environment. Automatically it will increase their motivation in learning English.

#### **H. Independent Learning**

Students usually have their own time to learn something outside the structured-time, and learn something that they like. This activity may be called “Independent Learning”. According to Wenden (1991 as cited in Sam et al., 2012), independent learning can be done if the learners are confident in their capability to manage their own learning. Independent learning skill also is one of the secrets to be successful in tertiary level learning. Meyer et al (2008) stated that independent learning is ‘self-regulated’ their learning in which the students are having an understanding of their learning; being motivated to take responsibility for their learning; and working with teachers to structure their learning environment. Independent learners recognize that they are the learning experts for their own learning. In other words independent learning is an activity that is entirely under the control of the learner. However, independent learners need to manage their time to learn something with their own initiative and their capacity.

To be more motivated to achieve independent learning, learners need to develop three criteria; their self-confidence in making and acting upon their decisions, an appreciation of the value of reflecting on learning and the ability to take decisions about evaluating their learning approaches, whether what they have been doing turns out to be effective or whether they need to try another approach (Ranabahu and Tamala, 2006). Besides, learning vocabulary using English subtitled videos might play the role of an appropriate self-study tool in the language learning

process. Furthermore, videos give learners the flexibility to learn at their own paces and from their own interests. Besides, learners enjoy a great deal of control, freedom, and flexibility over what they learn while watch the videos.