

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

Subtitled videos are considered a useful tool in learning English. The presence of subtitles in the videos allows students to better understand the message in the video. This notion is in line with the statement of Faqe (2020) and Furaidah et al. (2016) who stated that watching videos with subtitles enhances EFL students' understanding of the contexts in which the new vocabulary is applied. In addition, through English-subtitled videos, students can achieve other language learning objectives, including enhancing listening, reading, speaking, and pronunciation. Further, Rahmawanti et al. (2021) revealed that teaching foreign languages with subtitled videos can help students become more motivated, overcome ambiguities, and reduce non-native students' anxiety. Besides, the use of subtitled videos can also improve students' engagement in learning (Sabouri et al., 2015). Thus, it can be concluded that the use of subtitled videos in English language learning is beneficial for students.

The use of subtitled videos in English language learning is also implemented in English Club extracurricular activities at a junior high school in Tasikmalaya, West Java, Indonesia. The teacher taught English by using English-subtitled videos related to the material in order to increase students' understanding. The teacher perceived that showing English-subtitled videos after the teacher explained the material could help students understand the material better. After the English-subtitled videos are shown, a question-and-answer session is held regarding the content of the English-subtitled videos. The extracurricular English Club not only uses English-subtitled videos as its learning media, however, by applying English-subtitled videos to learning English it does not only focus on one material or skill, but also focuses on various skills and other aspects of learning English, such as listening, speaking, vocabulary, and grammar. However, during pre-observations, it was found that there were some students who did not respond when they were asked questions

related to the English-subtitled videos that had been shown. This shows that these students did not understand the content of the videos, which is not in line with the teacher's perception and the statement from previous research by Birulés-Muntané and Soto-Faraco (2016), which stated that watching videos with subtitles improves learners' ability to appropriately comprehend the language's words and sounds, which improves their language comprehension. Therefore, it is necessary to investigate what exactly the students' perceptions are regarding learning English by using English-subtitled videos in order to find out what students think and what they feel while learning English through English-subtitled videos.

Research on various aspects related to the use of English-subtitled videos as learning media in learning English has been carried out. The first, Furaidah et al. (2016) conducted a quantitative correlation study regarding the relationship between the habit of watching English-subtitled videos and its impact on reading proficiency. The data analysis's findings indicated a positive relationship between reading proficiency and the habit of watching videos with English subtitles. Second, Rahmawanti et al. (2021) conducted a descriptive case study regarding students' perceptions of using English-subtitled movies toward students' spoken grammar understanding. Based on the study's findings, every participant admitted that watching English-subtitled movies impacted their comprehension of spoken grammar. They also concurred that watching movies with English subtitles can be a useful tool for mediating the learning of spoken grammar. Third, Lestari and Yosintha (2022) conducted an experimental quantitative study regarding the impact of watching videos with English subtitles on EFL students' vocabulary learning. The research findings indicated that watching English-subtitled videos affects vocabulary learning. In conclusion, studies on the use of English-subtitled videos as a learning medium in English language learning indicate that there is a positive relationship between reading proficiency and the habit of watching English-subtitled videos, can affect students' understanding of spoken grammar, and can influence vocabulary learning.

This present study was conducted differently from the previous research conducted by Rahmawanti et al. (2021), which not only focuses on students' perceptions of spoken grammar understanding, but will reveal students' perceptions of all aspects resulting from English language learning conducted through English-subtitled videos. However, both have similarities, namely, in finding out students' perceptions using a descriptive case study. Therefore, this present study aimed to reveal the students' perceptions of learning English through English-subtitled videos in one of the junior high schools in Tasikmalaya, West Java, Indonesia. By revealing students' perceptions of learning English using English-subtitled videos, it can contribute to teachers in designing learning media to be used in English language learning, so that the English learning atmosphere becomes livelier and more enjoyable, and learning objectives are achieved.

1.2 Formulation of the Problem

The research question in this study is "What are the junior high school students' perceptions of learning English through English-subtitled videos?"

1.3 Operational Definitions

To avoid misunderstandings about the terms contained in this study, the researcher provides definitions related to this study as follows:

1.3.1 Learning English

Learning English refers to the process of acquiring English skills by junior high school students in English club activities through English-subtitled videos.

1.3.2 English-Subtitled Videos

A type of audio-visual media that displays moving images accompanied by sound, as well as dialogue or spoken narration at the bottom of the screen in English. It is created based on fictional stories in the form of animated videos. Furthermore, it is used in English learning by junior high school students in English club activities.

1.3.3 Perceptions

Junior high school students' perceptions are interpretations formed from their knowledge and experiences in learning English using English-subtitled videos, which are seen from three aspects of perception, namely cognitive, affective, and conative.

1.4 Aim of the Research

This study aims to disclose the junior high school students' perceptions of learning English through English-subtitled videos.

1.5 Significance of the Study

This research is expected to provide practical and empirical contributions to the English language learning process. In practical contribution, this research is expected to be a consideration for educators in designing effective learning media to be applied in English language learning. Furthermore, in empirical contribution, this research is expected to provide insight regarding junior high school students' perceptions of learning English through English-subtitled videos.