

## CHAPTER 2

### LITERATURE REVIEW

#### 2.1 Theoretical Review

##### 2.1.1 Learning English

Learning is a process that humans undertake to obtain changes in their knowledge and behaviour. In line with this, Woolfolk (1998) stated that learning happens when an individual's knowledge or behaviour changes as a result of an experience in a comparatively permanent way. Furthermore, Prakash et al. (2019) also said that Learning is defined as comparatively long-lasting changes in behaviour, abilities, knowledge, or attitudes brought about by psychological or social experiences. It emphasizes that learning entails experience-driven change. Based on these explanations, it can be concluded that learning is an activity carried out by humans to obtain changes in their knowledge, behaviour, and skills.

Learning English refers to the process of acquiring English skills such as speaking, listening, reading, and writing. In line with this, Wijaya (2015) stated that learning English is acquiring English language skills contextually and acceptably according to the context, conditions, and daily situations of students. According to Krashen's Input Hypothesis, second-language acquisition occurs when learners receive comprehensible input that is slightly above their current level of competency, which can be summed up as  $i + 1$  (where  $i$  = learner's current level,  $+ 1$  = the next step) (Krashen, 1985). Further, comprehensible input ( $i+1$ ) occurs when learners advance in comprehending messages with structures that are slightly above their current level, enabling them to "acquire" the new forms from context (Krashen, 1985). Moreover, according to Astuti and Mustadi (2014), learning English encompasses four language proficiency domains:

speaking, listening, reading, and writing. All four elements of language proficiency are connected to one another. Reading and listening are referred to as receptive skills, whereas writing and speaking are referred to as productive skills, i.e., skills that generate discourse in the form of text and spoken (Rao, 2019). Besides those four language skills, language learners also need to be proficient in both vocabulary and grammatical concepts (Onishchuk et al., 2020). It can be concluded that those four language skills, as well as vocabulary acquisition and grammar concepts, are important to learn in order to master English.

Learning English offers various benefits, including increased communication skills, improved academic areas, better job opportunities, and cultural understanding, as quoted from Ana (2018).

#### 1. Communication Skills

Learning English helps students increase their communicative competence by acquiring new ideas, methods, skills, attitudes, and linguistic codes. In addition, it can help students communicate more successfully in both personal and professional settings.

#### 2. Academic Areas

Learning English can help develop strong cognitive abilities, such as better conceptualization, adaptability, multitasking, and also listening and problem-solving talents. In addition, it can open up access to various online learning resources such as online courses, webinars, e-learning platforms, scientific publications, and other information sources on the internet (Andayani, 2022).

#### 3. Job Opportunities

Students who learn English will have more opportunities in the workforce in the future. They will be more trained and will have greater career options since the majority of job offers these days require knowledge of

English. Therefore, the earlier you start learning English, the better your chances will be in the future.

#### 4. Cultural Understanding

Learning English will enable students to interact with people from diverse linguistic backgrounds and to respect and value the diversity of lifestyles and cultural perspectives. As a result, learning a foreign language will help foster a sense of social and cultural tolerance. In addition, students who are exposed to a different culture grow up to be more accepting of other people's viewpoints and more open-minded.

In conclusion, learning English provides students with better communication skills for both personal and professional interactions, supports academic and cognitive development through access to global resources, opens up better career opportunities in a competitive market, and promotes cultural tolerance and open-mindedness by bridging disparate viewpoints. These numerous advantages, as noted by Ana (2018) and Andayani (2022), underline the significant importance of early and continuous English proficiency in developing well-rounded and globally competent individuals who are ready to thrive in an interconnected world.

#### **2.1.2 Subtitled Videos**

Learning media is a means of supporting the learning process used by teachers in delivering material. In line with this, Musfiqon (2012) stated that learning media can be defined as any physical or virtual instrument that teachers utilize to help students learn material more effectively and efficiently, in order to encourage students to learn more, as well as make the learning materials more quickly accepted by

them. Similarly, Puspitarini and Hanif (2019) said that learning media refer to any tangible or intangible media that teachers utilize to effectively and efficiently convey material to students so that they may swiftly understand it. Additionally, it helps students become more focused, engaged, and motivated to meet learning goals. Thus, learning media can be interpreted as any physical and non-physical tools used by teachers in conveying material to students in the learning process so that learning objectives can be achieved.

Subtitled videos are a tool that can be used in learning English. According to Zanon (2006), subtitled videos contain “images”, “sound”, and “text” which are related to each other. Further, students are able to better understand the meaning of the video with the help of the text, images, and sound elements. Moreover, watching videos with subtitles improves learners’ ability to appropriately comprehend the language’s words and sounds, which improves their language comprehension (Birulés-Muntané & Soto-Faraco, 2016). Besides that, Shaojie et al. (2022) added that students’ understanding, memory, and language processing all improve when they receive simultaneous visual and auditory input (audiovisual) as opposed to single-modality input. Therefore, subtitled videos can be an effective learning tool for English language learners because they offer benefits that can support students’ English language development.

Subtitled videos are divided into three types, as quoted from Zanon (2006), namely: 1) bimodal subtitles are English dialogue to English subtitles; 2) standard subtitles are English dialogue with subtitles in the learner’s mother tongue; and 3) reversed subtitles are dialogue from the learner’s native language into English subtitles. Out of the three subtitle types described, bimodal subtitles are the most suitable for EFL learners to employ since they enable them to see and hear each and every word at the same time. Furthermore, bimodal subtitles align with Krashen’s Input Hypothesis ( $i+1$ ) because they

provide easily comprehensible English input slightly above the students' current level through audiovisual presentation. The combination of seeing and hearing the same linguistic form helps students process language more comprehensively and supports language acquisition as defined by Krashen's theory.

Watching English-subtitled videos can be a great way to learn English because it has benefits for the students' learning process. According to Fitri and Ma'rifah (2022), the benefits of watching English-subtitled videos include helping students improve their language recognition skills, developing different types of linguistic qualities, such as learning the meaning of words as well as the context in which they are used, and learning how the pronunciations in subtitles are pronounced. In addition, it can help students acquire new vocabulary and idioms (Laaser & Toloza, 2017). Furthermore, Karakaş and Sariçoban (2012) stated that English-subtitled visual media can help students increase their understanding when listening to English. To conclude, based on these benefits, the use of videos with English subtitles in English language learning is effective for students.

### **2.1.3 Perceptions**

Perception is an important psychological aspect for humans to respond to an object or phenomenon in the surrounding environment. According to Suharman (2005), perception is a process of interpreting information obtained through the human sensory system. In line with this, Robbin (2003) and Wood (2015) stated that individuals obtain perceptions through sensory organs, which are then analyzed, organized, and interpreted so that individuals obtain meaning from people, objects, circumstances, or other phenomena. From the previous explanations, it can be concluded that perception is a process that starts from the sensory organs, which are then processed so that someone produces a response to something.

Furthermore, perception is formed because two factors influence it (Walgito, 2002), namely: 1) internal factors that originate from within the individual and depend on personal psychology, including opinions, emotions, desires, needs, gender, motivation, interest, etc.; and 2) external factors that are retrieved from outside the individual, including stimulus, environmental culture, and beliefs. This shows that when someone gives their perception of another person, an object, or the surrounding environment, it is caused by internal or external factors that influence it.

Moreover, perceptions given by individuals to people, objects, or phenomena in the surrounding environment can be divided into two types, as quoted from Robbin (2003), namely positive and negative perceptions.

1. Positive Perceptions

It is when a person judges something positively, in line with their expectations of it, or in line with a predefined rule. Further, a person's positive perceptions are influenced by their own knowledge and experiences with the objects that form the basis of their perceptions, as well as their own satisfaction with the objects.

2. Negative Perceptions

It appears when someone has an unfavourable impression of something or certain information and is contrary to the established norms or laws. In addition, individual dissatisfaction with the objects and lack of personal knowledge and experiences can also create an unpleasant impression.

Therefore, it can be concluded that each person's perception, both positive and negative, is greatly influenced by their knowledge and experiences of the objects. Then, the way a person views the objects can also determine whether the perception is positive or negative.

There are three aspects of perception according to Walgito (2002), namely cognitive, affective, and conative/psychomotor. These aspects are explained as follows:

1. Cognitive

Cognitive is behaviour that emphasizes intellectuals, such as knowledge and thinking skills (Meilani et al., 2021). Furthermore, individuals in perceiving something can be motivated by aspects of cognition, namely the individual's knowledge of something based on experiences they have heard or seen in everyday life.

The cognitive aspect involves the components of knowledge, views, expectations, ways of thinking/acquiring knowledge, past experiences, and everything that is obtained from the minds of individuals who do perception.

2. Affective

This aspect involves the feeling component and the emotional state of individuals towards certain objects, as well as everything that involves good and bad judgments based on one's emotional factors. Furthermore, this aspect concerns the organization of a stimulus, meaning that the stimuli received will be distinguished and grouped into one's emotions. Thus, individuals perceive something can be based on the individual's emotions. This is due to the moral and ethical education they receive since childhood, which ultimately underlies the individual in perceiving something.

3. Conative

This aspect concerns the organization and interpretation of stimuli that cause individuals to act and behave in accordance with the interpreted stimuli. Furthermore, this aspect concerns the motivation, attitude,

behaviour, or activities of individuals in everyday life according to their perception of a particular object or situation.

#### **2.1.4 Students' Learning Behaviour in the Classroom**

Learning behaviour refers to students' behaviour in the learning process. This is as stated by Soemanto (2010) that learning behaviour is an attitude that arises from students responding and reacting to every teaching and learning activity that occurs. In addition, learning behaviour is also related to the way students learn in the learning process (Soemanto, 2006). Furthermore, learning behaviour can show students' understanding of the subject matter taught by the teacher. Students who understand the subject matter will respond well, while students who do not understand will respond poorly such as being indifferent, unable to answer the teacher's questions, and unable to do the exercises given by the teacher (Sugiwana, 2014).

Moreover, students' learning behaviour is related to students' learning activeness. According to Suarni (2017), student activeness in the learning process is student involvement in the form of attitudes, thoughts, or actions. Active students are characterized by their involvement in the learning process, such as the ability to ask questions, provide feedback, complete tasks, respond to questions from the teacher, collaborate with other students, and be responsible for the tasks given by the teacher (Busa, 2023). Meanwhile, inactive students tend to be passive during the learning process, such as not asking questions or asking for explanations from both friends and the teacher, not responding when asked questions by the teacher, not expressing opinions, and not paying attention when the teacher explains the material (Suarni, 2017).

From the explanations above, it can be concluded that learning behaviour involves ways or actions that contain attitudes toward the implementation of learning techniques carried out by students in the learning process. Furthermore, learning behaviour can show students' understanding of the material taught and is also related to students' activity in the learning process. The explanation of students' learning behaviour above relates to the learning behaviour of the participants in this study.

## **2.2 Studies of the Relevant Research**

There are four previous studies regarding the use of English-subtitled videos as a learning medium in the English language learning process that are used as references to be studied in this present research. Those previous studies are discussed in the following order:

The first is a study conducted by Furaidah et al. (2016), which determined the relationship between the habit of watching English-subtitled videos and its impact on reading proficiency. This research used a quantitative method in the form of a correlation study. Further, the participants of this study were 33 second-semester students of the English Education Department of Sebelas Maret University in the 2017/2018 academic year. The data analysis's findings indicated a positive relationship between reading proficiency and the habit of watching videos with English subtitles.

The second study, Andriani and Angelina (2020), aimed to investigate the English Language Education Study Program (ELESP) students' perceptions of English-subtitled movies as a learning media, as well as to find out the impact of using English-subtitled movies on the English Language Education Study Program (ELESP) students. This research used survey research as its research method. Furthermore, the participants in this research were 31 English Language Education Study Program (ELESP) students of class C class of 2016. The study's findings demonstrated that students had favorable perceptions of movies with English subtitles. Additionally, they gain

many benefits from watching English-subtitled movies, which could aid in their English language development.

The third, Rahmawanti et al. (2021) investigated students' perceptions of the use of movies with English subtitles on students' oral grammar comprehension. This research employed a descriptive case study. Further, the participants of this study were 10 students who signed up for a spoken grammar lesson. 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.

The fourth is Lestari and Yosintha (2022), who conducted research focusing on finding out the impact of watching videos with English subtitles on EFL students' vocabulary learning. This research used an experimental quantitative study. Furthermore, the participants in this research were 20 students from the third-year English department at Tidar University. The research findings indicated that watching English-subtitled videos affects vocabulary learning.