

## CHAPTER 2

### LITERATURE REVIEW

#### 2.1. Theoretical Framework

##### 2.1.1. Second Language Acquisition Theory

Learning a second language involves understanding how individuals acquire a language that is not their first. According to Krashen (1983) SLA is fundamentally a process of natural acquisition rather than conscious learning. Then, Rohmah (2024) argues that Second Language Acquisition (SLA) examines this process and how learners develop skills in another language. A second language (L2) can be any language someone wishes to learn, such as English as a foreign language. SLA encompasses learning that occurs naturally in daily life, as well as through formal classroom education. It also explores how authentic materials, such as movies, can enhance vocabulary development and language use in meaningful and practical ways.

Many studies have highlighted the significant role of Stephen Krashen's second-language acquisition (SLA) theory as a grand theory that explains how children can enhance their English vocabulary through exposure to movies. For example, Cai (2024) demonstrates that audiovisual materials such as TV series can facilitate incidental vocabulary acquisition by providing repeated and meaningful exposure, based on Krashen's Input Hypothesis. Then, Zeng (2025) investigates the optimal forms of input through the lens of Krashen's theory, finding that input slightly above learners' current level ( $i + 1$ ) is particularly effective for vocabulary development. Furthermore, Napa et al., (2025) show in their case study that high school EFL students benefit from movie subtitles — they gain vocabulary when exposed to both audio and text, supporting Krashen's idea that comprehensible input in a communicative context enhances learning.

As the foundational framework of this study, Krashen's SLA theory initially introduced the monitor model in the 1970s, and later refined it into the

input hypothesis model in the mid-1980s, providing a comprehensive understanding of how natural and meaningful input supports vocabulary acquisition. This theoretical foundation strengthens the argument that exposure to movies offers the kind of comprehensible input necessary for children to acquire new English vocabulary (Chen, 2022).

Five major hypotheses have been proposed, namely:

1. The acquisition-learning hypothesis

Many linguists and language educators recognize an important system regarding how people develop language skills. This hypothesis distinguishes between two separate systems: language acquisition and language learning. (Dervic & Spahic, 2018). Krashen (1983) states that acquisition is a natural, subconscious process that occurs through meaningful interaction, similar to how children acquire their native language. In contrast, learning is a conscious effort involving formal instruction, rule study, and error correction, which leads to knowing about the language rather than using it actively. Dervic & Spahic (2018) conclude that learners gain explicit knowledge of the language, and acquirers can use and produce the language effectively.

While the distinction between acquisition and learning is clear, Krashen also addresses how both systems may operate together in language development. Krashen (1983) further explains that acquisition and learning are two distinct systems that may operate simultaneously within the learner. While acquisition develops subconscious linguistic competence, learning provides conscious knowledge about language forms. However, learned knowledge does not transform into acquired competence. Instead, it functions as a monitor, which can edit or correct language output under specific conditions, such as when the learner has sufficient time, focuses on form, and knows the relevant rules. This indicates that although acquisition remains the primary source of spontaneous and fluent language use, learning can coexist with acquisition and play a supportive role in language performance.

Movies support natural vocabulary acquisition because they provide the

type of meaningful and comprehensible input that Krashen (1985) identifies as the central condition for subconscious language acquisition. In movies, spoken language is consistently paired with visual actions and situational cues, allowing children to understand new words through context rather than through explicit explanation. For example, when a character says *'run' while running, the child can automatically link the word to its meaning*. This integration of auditory and visual input makes the message clearer, which enhances the level of comprehensibility essential for acquisition. Cai (2024) explains that audiovisual input strengthens incidental vocabulary acquisition because contextual cues help learners infer meaning naturally. Therefore, these findings indicate that movies provide the type of context-rich input through which children acquire vocabulary naturally.

## 2. The monitor hypothesis

This hypothesis explains how acquisition and learning contribute to language production, meaning that a child's ability to use a second language mainly comes from acquired competence. According to Schütz (2005) the monitoring function is the practical outcome of learned grammar, where acquisition initiates speech, and learning acts as an "editor" or "monitor."

The monitoring hypothesis also states that three conditions must be met for monitoring to work effectively (Krashen, 1999, p. 246). First, there must be enough time for the language user to select and apply grammatical rules properly. Second, the focus should be on the form of the language rather than its meaning, meaning that attention is given to accuracy and structure. Third, the user should be familiar with the grammar rules and concepts of the language being learned. However, when speaking, it is more important to focus on meaning and content than on grammar and form. Krashen (1999) argues that placing too much emphasis on grammatical correction can interfere with effective communication. In the context of watching movies, children can listen and adjust their use of new words, especially when guided by parents or caregivers.

Movies support the monitoring process by providing repeated, contextual examples of vocabulary, phrases, and sentence structures. Through audiovisual exposure, children can compare their own language output with what they hear on screen, noticing differences and making corrections naturally. This aligns with Maulida and Warni (2024) highlight that multimodal media facilitate self-correction and metalinguistic awareness in young learners.

In addition, Al-harbi (2020) states that the combination of audio and visual cues enhances children's understanding of both language form and meaning simultaneously. Observing and imitating authentic language in movies allows young learners to refine vocabulary and phrase usage while engaging in a meaningful and enjoyable learning experience. Therefore, movies not only provide rich comprehensible input for natural language acquisition but also create opportunities for learners to actively monitor and improve their language output in line with the principles of the Monitor Hypothesis.

### 3. The natural order hypothesis

Many language experts, including Dulay & Burt (1974), Krashen (1983), and Corder (1986) agree that when people learn a new language, they tend to acquire grammar in a certain natural sequence. This idea is known as the Natural Order Hypothesis, which means learners go through grammatical structures in a predictable order (Krashen, 1983, p. 12). However, Krashen disagrees with teaching grammar in a fixed sequence if the goal is true language acquisition Schütz (2005). His research with language learners finds that the order in which grammatical forms and endings are acquired in a second language is somewhat different from the order in which they are learned in a person's first language (Krashen, 1983, p. 14).

On the other hand, Chen (2022) argues that second language learners develop grammatical items in a predictable sequence, a view aligned with Krashen's Natural Order Hypothesis, which proposes that certain structures emerge earlier regardless of age or learning conditions (Krashen & Terrell, 1995). Studies on child L2 learners, rooted in Dulay and Burt (1974) Early

findings and more recent corpus-based analyses show that high-frequency and semantically salient morphemes such as the progressive *-ing*, plural *-s*, articles, and the copula *be* tend to appear in the early stage. Mid-stage forms, including irregular past tense, auxiliary *be*, and the possessive *'s*, typically develop once children have established basic structural understanding. Meanwhile, later-acquired morphemes such as third-person singular *-s*, regular past *-ed*, and contracted forms generally emerge only after learners' grammatical systems become more advanced.

In this study, a parent observed that her child naturally acquired the grammatical structure, such as the sentence "you are beautiful," after watching movies. This structure includes the copula *are*, which is classified as an early-acquired morpheme because it frequently carries clear meaning, and is strongly supported by contextual cues. This observation aligns with research showing that children tend to acquire early grammatical structures first when they are embedded in rich, meaningful input, as described in Krashen's Natural Order Hypothesis.

This research emphasizes that grammar remains important, but children can acquire grammatical structures naturally through exposure to movies. By seeing and hearing language in context, they gradually absorb patterns and use them correctly without explicit instruction. Movies provide repeated, clear examples, helping young learners develop both vocabulary and grammar through meaningful engagement, in line with Krashen's idea that language is best acquired through natural communication rather than formal drills.

#### 4. The input hypothesis

Krashen's Input Hypothesis aims to explain how people acquire a second language. This theory emphasizes acquisition, which happens naturally, rather than formal learning. It states that language is acquired only when learners understand messages, or what Krashen calls 'comprehensible input.' (Krashen, 1983, p. 58). Learners can understand language that contains grammar they have not yet learned, as long as the communication is clear and connected to

what they already know (Schütz, 2005). Krashen (1985) points out that children learn their first language by hearing simple sentences repeated by parents or caregivers. He recommends that language teachers use similar methods for beginners, such as simple sentences and visual aids related to familiar topics.

In this study, movies might serve as effective input because they provide vocabulary and language in complex, meaningful situations that go beyond the everyday conversations children usually have. As Maulida and Warni (2024) say that watching English movie allows learners to acquire new vocabulary within meaningful, context-rich situations, enhancing both comprehension and retention.

Movies and audiovisual media create rich, contextualized input combining natural dialogue, visual cues, emotional expressions, and situational settings that help learners infer the meaning of unfamiliar words. Cai (2024) shows that audiovisual input via film or video series can significantly facilitate L2 vocabulary acquisition, especially when exposure is frequent, and the content is contextually rich. Studies show that movies provide rich, contextualized input through natural dialogue, visual cues, emotional expressions, and clear situational settings that help children understand unfamiliar words.

##### 5. The affective filter hypothesis

The affective filter hypothesis concerns emotional factors that can block language input from being acquired. According to Schütz (2005) and Zafar (2010) several affective elements significantly influence second language acquisition, including learners' motivation, self-confidence, and anxiety. Krashen argues that successful language acquisition requires high motivation and self-esteem, combined with low anxiety about using the new language. When motivation is low, self-confidence is weak, and anxiety is high, these negative emotions create a "mental block," raising the affective filter and preventing comprehensible input from being fully absorbed for acquisition (Schütz, 2017; Zafar, 2010).

In the context of this study, watching engaging movies may help lower

children's affective filter, making them more open to learning new vocabulary. Therefore, parents' experiences with using movies to introduce English words illustrate a practical application of Krashen's theory in supporting children's second-language learning.

Based on the theoretical review and previous research findings, the researcher aligns with an approach to second-language learning that emphasizes vocabulary acquisition through authentic, contextualized materials, particularly English-language movies. Children's experience shows that regular exposure to movies helps them understand and retain new vocabulary, as dialogue, visual context, and emotional expression strengthen comprehension. Furthermore, the role of parents in selecting appropriate movies and guiding the viewing process proves crucial in maximizing the learning benefits, supporting both vocabulary and understanding, and fostering intrinsic motivation and active engagement.

In the context of Krashen's theory, the five hypotheses briefly support this strategy. For instance, the Input Hypothesis is illustrated through vocabulary comprehension in meaningful contexts; the Affective Filter is lowered by enjoyable learning experiences and parental support; while elements of Monitor, Natural Order, and Acquisition-Learning are implicitly reflected as children imitate, self-correct, and naturally absorb language structures. Therefore, the author advocates for a second language learning approach that is natural, meaningful, and learner-centered, where the use of movies combined with parental involvement serves as a key factor in enhancing vocabulary acquisition, communication skills, and overall motivation to learn.

### **2.1.2. Vocabulary Acquisition in Children**

Vocabulary is the most important element in learning a language. Jack and Willy (2002), as cited in Fitri (2018) state that vocabulary is a core component of language proficiency and provides many of the foundations for how well students speak, listen, read, and write. In addition, adequate vocabulary mastery is very important for the successful use of a second

language, because without a broad vocabulary, a person will not be able to use structures and functions of communication that can be understood. (Togatorop & Sihotang, 2020).

Mastering a large vocabulary is crucial for foreign or second language learners. Without it, students of foreign languages will struggle to develop the four language skills. Vocabulary conveys opinions, ideas, and feelings. When someone has an extensive vocabulary, they can express their opinions, ideas, and feelings effectively. Vocabulary is a set of words known to a person or entity, or a part of a specific language. According to Fauzi et al., (2021) vocabulary is the core factor of language skills that provides much of the basis for how learners speak, listen, read, and write. Therefore, acquiring vocabulary is very important for students learning English as a foreign language.

Acquisition and learning are different. Al-harbi (2020) says that acquisition and learning are two different things, such as differences in the growth process, acquisition is a tree that grows naturally in its original habitat, while learning is a building that is man-made and forced into the environment. As stated by Krashen (2017), acquisition and learning are distinct processes. Krashen argues that acquisition is a subconscious process where learners naturally “pick up” a language without being consciously aware of its rules, aligning it with implicit learning. In contrast, learning is a conscious effort involving the study of linguistic features and rules, characterizing it as explicit learning.

In addition to Paul Nation's view (2024) provides a strong framework for comprehending how vocabulary actually becomes ingrained in a person's memory. He emphasises that three things are most important: where we direct our attention (focus), how much we give it (quantity), and how deeply we think about it (quality). He uses these to develop six practical principles: attention, accuracy, repetition, time-on-task, elaboration, and analysis. He contends that these are not only useful for planned study, but also for unintentional learning, such as when children acquire new English words through movies. What's

really useful for this study is how Nation's ideas connect neatly with the role of parents. When parents actively help their kids while watching movies, for example, pausing to explain a word, asking about its meaning, or encouraging their child to use it, they're not just increasing how often the child hears the word (quantity). They're also improving how well the child processes it (quality). That's exactly what Nation says makes vocabulary stick.

Thus, in relation to the objectives of this study, investigating a parent's experience in facilitating her young child's English vocabulary acquisition through movies, Nation's framework provides a valuable theoretical perspective. It underscores that parental involvement not only increases the frequency of vocabulary exposure but also promotes meaningful and deep engagement with new words, which is essential for effective vocabulary acquisition.

### **2.1.3. Movies as a Medium for English Language Learning**

In this study, movies are the media that are used to assist children as young learners in English vocabulary acquisition. As said by Efrizal (2018) as cited in Azhar (2011), movies as pictures in a frame, where frame by frame through the projector lens mechanically so that the pictures on the screen look alive. Then Fitri (2018) says that movies are produced by recording photographic images with cameras, or by creating images using animation techniques or visual effects. Based on the statements from the researchers and related to the characteristics that children have, it can be said that movies can be one of the media used to acquire vocabulary for children, because children will be attracted by the attractive pictures shown by movies.

Besides that, not only interesting pictures, Fitri (2018) states that children will not only learn language but also culture and expressions from native speakers whom they watch. Togatorop and Sihotang (2020) say that movies are visual aids that show a picture with sound coming out through stereo sound. Then Togatorop and Sihotang (2020) says movies are a roll of material that is sensitive to light and is used in a camera for taking photographs or moving

pictures for the cinema, and movies are a story, play, etc., recorded on movies to be shown in the cinema or on television, etc. In movies, they are introduced in various situations and cultural contexts, so that children can understand the meaning of words through direct observation of the situation, facial expressions, and intonation of the characters.

Children can acquire a wide range of skills from movies because movies inherently combine two forms of media—audio and visual—within a single platform. According to Khan, Mushtaq, and Ali (2023), some movies, especially those specifically designed to introduce new words and phrases to children or those that include songs and rhymes, can significantly enhance vocabulary and language skills. Furthermore, movies are videos that incorporate children's books or storytelling that not only aid in developing listening and comprehension skills but also foster an understanding of language structures. This indicates that movies can support the acquisition of various language skills, including vocabulary, grammar, and sentence structure. However, this research focuses specifically on young learners' vocabulary acquisition through watching movies. Research shows that the use of audio-visual media, such as movies, can accelerate language acquisition, especially in children learning a second language, because they find it easier to visualize and associate new words.

#### **2.1.4. The Role of Parents in Language Learning**

Parents play a crucial role in children's language acquisition, particularly when supporting English vocabulary development through media like movies. Lightbown & Spada (2013) emphasize that when parents take part in their children's language learning, they help make the home a place full of language activities and conversations. This gives children more chances to use and hear language in real-life situations, which makes it easier for them to learn effectively. When utilizing movies as educational tools, parents serve not only as guides but also as mediators who assist children in comprehending

vocabulary and understanding deeper language contexts (Lightbown & Spada, 2013).

In acquiring vocabulary, the parents play taking crucial role in it. According to research by Hu et al., (2025) when parents actively interact with their children by explaining words, discussing meanings, or clarifying context, they enhance the child's understanding and retention of vocabulary. Such engagement can include asking questions about the movie, prompting children to use new words, and connecting unfamiliar terms to real-life situations. This involvement supports both comprehension and meaningful use of language, creating a more effective and positive learning environment.

Furthermore, Sénéchal & LeFevre (2002) reveals that parents who are active in teaching language at home, such as by discussing vocabulary that appears in movies, tend to enrich children's vocabulary skills. This interaction creates scaffolding, which is assistance provided by parents so that children can achieve a higher understanding. In this context, the experience of parents involved in accompanying children watching movies plays an important role in providing the social and linguistic support needed to improve English vocabulary acquisition.

## **2.2. Study of the Relevant Research**

Many studies concerning the use of Movies have been conducted. For example, Irmanda et al. (2021) entitled Students' Perspective Towards English Short Movies as Media to Assist Their Vocabulary Mastery in Online Learning has reveals that their respondents gave experiences in using English short movies as a medium to help their vocabulary mastery. Based on researchers' findings and discussion, students have expressed positive perspectives on the use of short movies as media. Students felt that movies could assist them in mastering vocabulary, students also felt happy, and students stated that short movies, as a medium used were quite easy to access.

Albiladi et al., (2018) investigate adult English language learners' perceptions regarding the use of movies as English teaching and learning tools. The study finds that language learners perceive movies to be an effective and beneficial way of learning English, as they not only can develop language skills but also learner autonomy and cultural awareness. Then, students perceive that movies are fun, authentic, and enjoyable, which makes the learning process more appealing to language learners.

Another study Erlangga and Ayu (2022) entitled Exploring Secondary Students' Perceptions Towards Learning English Through Movies reveals that learning English through movies is positive. Students gained many benefits from watching English movies for learning English, including the ability to refine their pronunciation. Students can also learn how to pronounce English words and improve their vocabulary mastery.

Malaysian researchers Singh et al. (2021) have researched parents' perceptions of how screen time affects their children's language. The results of their research reveals that most parents believed that screen time improved their children's language skills, but there was no significant relationship between children's reported screen time and parents' perceptions of how it affects language. Malaysian children were exposed to screens at a young age, and their screen time exceeded the American Academy of Pediatrics' recommendation. The study's findings suggest that Malaysian parents should be more aware of screen time limits for their children as well as positive screen viewing practices.

However, there are several limitations to the research above, such as the context that will be explored. Previous researchers explored the students' perceptions of movie users as a medium for mastering vocabulary and mothers' perceptions of the use of screen time in affecting children's language. Therefore, researchers conducted this research to investigate a parent's experience of using movies as a medium in a child's English vocabulary acquisition.