CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter contains some theories that can support the researcher's arguments.

2.1 Problems of Learning English in 21st Century

In an increasingly global society, learners in developing nations such as Indonesia are seeking tertiary education in universities abroad because they believe that these institutions are the best preparation for becoming successful in the society. For learners who are learning English as a foreign language, an English EFL classroom can be a little overwhelming as they do not share the same language for daily use (Sadiman 2009, p. 1). They have to give more effort to follow and understand the materials being studied. Hence, many EFL learners find learning English is difficult.

According to Khajloo (2003, p. 56) the lack of motivation is the most crucial issue to the teaching and learning of English. The learning environment that usually only takes place inside the classroom with the teachers giving them many texts to read and more presentations to pay attention to, makes learners lost their interest in learning English. Generally speaking, it is important that learners develop the intrinsic motivation to learn English either inside or outside the classroom by trying out various learning media.

2.2 Perception

In Cambridge Dictionary, perception means vision, feeling, and comprehension. According to Septiana (2016, p. 169) perception is a process related to the entry of information into human's brain through the five senses. Walgito (2004, p. 53) stated that perception is a process that happens after stimulus has been received by the five senses and then immediately directed to the brain so that people is aware of what they see, feel, hear, and etc. Desiranto (2004 cited in Septiana 2016, p. 170) then explained that the perception produced by an individual is a result of that individual's experiences. So, it can be concluded that perception is a mental process that happens to humans which will determine how people interpret the information obtained through their senses.

Walgito (2004, p. 89) proposed some conditions before perception process happens to an individual; there is an object of observation, stimulus, and receptor (the five senses). Good receptors can accept the stimulus and then direct it to the central nervous system as an awareness.

Krech and Cructhfield (1948 cited in Rakhmat 2003, p. 50) also proposed some factors that affect perception, which are:

1. Attention Factor

   Andersen (1972 cited in Rakhmat 2003, p. 50) stated that attention is a psychological process when a stimulant becomes more conspicuous in the consciousness of an individual than the other stimulants.

Rakhmat (2003, p. 52) then added that what we pay attention to is affected by situational and personal factors. Situational factor sometimes is called as external attention determinant or *attention getter*. Stimulants are watched because they have conspicuous characteristics such as; movement, intensity, novelty, repetition, and etc. Whereas, personal factors that affect attention are biological factor, socio-psychological factor, attitude, habit, and desire.

2. Functional Factor

Krech and Cructhfield (1948) explained that the objects of attention in an individual's perception usually are what will fulfill their purpose. Amongst other relevant things which affect perception are attitude, motive, need, interest, experience, and expectation (Rakhmat 2003, p. 52).

3. Structural Factor

Based on structural factor, if an individual is a part of a community, the individual's perception can be affected by the community's characteristics in the form of assimilation effect.

Walgito (2004, p. 127) also suggested three main aspects of perception, which are:

1. Cognitive aspect

Cognitive aspect is related to components such as knowledge, opinion, experience, method of thinking and the method of gaining knowledge.

2. Affective aspect

   Affective aspect is related to components such as beliefs, feelings and emotions of an individual towards a certain object or a situation.

3. Psychomotoric aspect

   Psychomotoric aspect is related to components such as motivation, attitude, and behavior of an individual in mutual accord to his/her perception of a certain object or a situation.

   Perception is always changing or in other word, relative. An individual's perception about an object or situation can be totally different with other individual's perception of the same thing. Thus, perception cannot be directly observed but must instead be inferred from observable responses. To measure the perception of the research participants, the researcher decided to take Walgito's the perception aspects theory above as the indicators of the questionnaire.

2.2.1 Learners' Perceptions

According to Arini (2016. p. 12) learners' perceptions is a process of construction of the impression or belief done by the learners to a message, information, or material.

Daryanto (2013 cited in Arini 2016, p.12) stated that it is important for people to understand the concept of perception to avoid misunderstanding in the teaching and learning process. In short, learners' perception is important to produce a good belief that can influence their behavior in the teaching and learning process.

2.3 Movie

Movie is a combination between photography and cinematography with a collection of pictures and moving objects that produce a scene (Mariah 2009, p. 42).

The purpose of watching a movie usually is to get an entertainment. But, movie also has informative and educative functions. This is collateral with the mission of movie industry since 1979, that states besides as an entertainment media, movies should also be used as a means of education (Effendy 2008, p. 212).

As what has been stated above, movies can be used as an effective educational media. There are some beneficial factors of movies as learning media by Riyana et al (2013, p. 220) which are:

1. Movies can depict a process.

2. Movies can make time and space impression.

3. The image is three-dimensional.

4. The effects in movies can add to the realness of an object.

5. Movies can convey the voice and gesture of a native speaker.

6. Movies can give authentic inputs. The outside world can be seen through a movie.

7. Movies can easily attract learners' attention by showing moving objects, colorful images, and various sounds.

8. Movie is a denominator of learning. Both fast learners and slow learners can gain something positive and beneficial from watching the same movies.

9. Movie is more realistic, can be repeated, paused and so on as needed.

So, besides being used as an entertainment purpose, movies also provide educative information to the audience.

2.4 Movies as Media in English Learning

Millennials, the current generation of students named by Bickam et al (n.d.) who are born between 1980 and 2000 are the first to be surrounded by digital media. On average, Millennials spend 6.5 hours each day immersed in electronic, digital, and broadcast media. They listen to music, surfing the internet, play video games, watch videos and movies, fiddling with their mobile phones and accessing social media every day.

Fjallstrom (2010, p. 1) in her master degree thesis stated that nowadays movies and other video-type media have become part of young people's lives. Thus, as technology begins to infiltrate the realm of education, teachers start to bring movies inside the classroom as a media of teaching and learning.

Gagne et al (1970, p. 20) stated that media is various types of components or learning resources that can stimulate learners to learn. Briggs (1970) in Sadiman (2009, p. 6) said that media is any equipment or tool that can deliver information and stimulate learners to learn. Generally, media is a tool that can be used to transfer or show knowledge to learners. So in

conclusion, movies can also be used as a media since it also convey messages and information to the audience.

Movies provide interesting and motivating clues to accompany audio or written inputs, therefore it supports comprehension and production of foreign language input and output (Hanley, et al, 1995; Herron, et al., 1995; Wen, 1989; Weyers, 1999 cited in Ismaili 2013, p. 122). Many students also concluded that movie fragments help enhance memory and recovery of information in reading and listening (Pezdek et al 1984, cited in Ismaili 2013, p. 122).

Livie and Lentz (1982) in Arsyad (2013, p. 20) suggested four functions of instructional media especially of audiovisual media which are:

1. Attention function, which means that the media should be able to attract and direct the attention of the learners to be able to concentrate on the content of learning being displayed.

2. Affective function, which means that the media should be able to motivate learners in undergoing learning activities.

3. Cognitive function, which means that the media should be able to facilitate the achievement of the purpose to understand information indicated by the media.

4. Compensatory function, which means that the media should be able to help the learners to remember the information and recall it back when needed.

If a media has met the four functions above, then it can be said that the media has the potential to become an effective learning media.

2.4.1 Subtitle

Although many people like watching movies, some foreign learners still have difficulties in following and understanding the materials. Therefore, to help these learners movies have been enhanced with subtitles either in the mother tongue or the target language. Based on Cambridge English Dictionary, subtitle is spoken words, phrases, or sentences converted into written form and inserted under a video or movie to understand what are being spoken.

Gernsbacher (2015, p. 1) states that subtitle is beneficial for everyone starting from children, teenagers, young-adults, and adults. Now, the question is, what subtitle is good for learning English?

According to Mitterer and McQueen (2009, p. 1), the subtitle should be in the target language. This is because subtitle in the target language of the movie indicates what is being spoken and can also improve the learners' pronunciations by mimicking how certain words sound in that language, while unconsciously add more vocabularies. So, in order to be a good learning media for learners to learn English, the subtitle which is used in English movies should also be in English.

2.4.2 The Benefits of Learning English by Watching English Movies with English Subtitles

English is a foreign language for Indonesian people. Learners cannot understand it as they understand their mother-tongue. Therefore, learning English becomes difficult for them. Books and other printed materials have been the basic tools of teaching for centuries, and they are still of great importance. But as the time goes, these types of media cannot cover all the needs and fix the problems of the learners in learning English anymore. Learners in this era need more authentic inputs and learning media that not only gives them improvement in one or two skills.

Different kinds of input such as oral speech, written text, and visual cues have unique qualities of their own that may facilitate the acquisition of language (Baltova 1999, p. 1). Considering to the concept of authentic language input, Gilmore (2007 cited in Bahrani 2013, p. 1) defined authentic language input as the language produced by a native speaker or writer for the audience or readers that carries real messages. Authentic language material focuses on every feature of the language (Gilmore, 2007 cited in Bahrani 2013, p. 70). According to Nunan (1999 cited in Bahrani 2013, p. 1), people can find authentic language input from various sources of audio-visual mass media technologies. Various audio-visual mass media materials

refer to videos and movies which are accompanied with audios and written materials.

Movie is an example of media that delivers authentic language input to the audience. It conveys many information such as cultural messages, moral values, context, body language, facial expressions, can teach language skills and presents various component of language at the same time (grammar, real pronunciation, vocabulary, homophone, stress, and intonation) which many other media cannot give (Baltova 1999, p. 1). Furthermore, watching movies is an interesting activity for many people. Learners can learn English while enjoying the music, seeing colorful images and beautiful objects, jokes, amazing effects, memorable acts of the actors and actresses, and immerse themselves in the interesting story.

2.5   Formal and Informal Language Learning

Following the concept of formal and informal language learning, there are some distinct differences between them. Rogers (2004 cited in Bahrani et al 2014, p. 4) stated that formal language learning is highly institutional and occurs in structured settings. It means that formal language learning takes place at schools where it is bound by the rules set up by the school and the government, and taught by teachers. In addition, Lightbown and Spada (2001 cited in Bahrani et al 2014, p. 4) stated that informal language learning is unstructured and happens outside the classroom such as at home or at the office where learners are exposed to the target language.

Wong and Nunan (2011 cited in Olmedo 2014, p. 7) revealed that learners who spent more time practicing their English outside the classroom are more successful in improving their proficiency than students who only spent more times learning English inside the classroom.

One example of informal language learning activities is watching movies. As an activity that many people from different gender and age enjoy to do, watching movies can be used a fun way to learn new languages. According to Hanley et al (1995, cited in Ismaili 2013, p. 122) movies provides interesting and motivating materials to accompany audio and written inputs, therefore it supports comprehension and production of foreign language input. Thus, English movies that equipped with English subtitles can facilitate learners' language acquisition and become an effective media to enhance learners' proficiency in EFL learning.

As mentioned before, the aim of this research is to investigate learners' perceptions on watching English movies with English subtitles to learn English in informal setting. If a certain tool or activity is to be regarded as valuable and significant in education, it is necessary to be able to link the tool or activity to theories of learning. The social theory of learning presented by Wegner (1998 cited in Fjallstrom 2010 p. 23) focuses on learning in a social context and underlines that learning is not an isolated activity but an ongoing process. Learners who watch and discuss a movie are most certainly in a social context and a movie discussion can be seen as a moment of social interaction from which students can learn numerous things.

Furthermore, Dewey (1998 cited in Fjallstrom 2010 p. 23) believed that language learning has to be brought closer to society; something that can be done by building bridges between the informal learning outside of school and the formal learning in school by using materials, activities and media that the learners are already familiar with.

Chaudron (1995 cited in Fjallstrom 2010, p. 24) also came to the conclusion that learning outcome is affected by the availability of authentic target language input. According to Nunan (1999 cited in Bahrani 2013, p. 1), people can find authentic language input from various sources of audio-visual mass media technologies. Various audio-visual mass media materials refer to movies or videos with audios and written materials. Hence, movies can be part of authentic language input source since they convey cultural messages, moral values, context, body language, facial expressions, can teach all five language skills and presents various component of language at the same time (grammar, real pronunciation, vocabulary, homophone, stress, and intonation) which many other media cannot give (Baltova 1999, p. 1).

In addition, learners' motivations and behaviors were discussed by Chambers (1999 cited in Fjallstrom 2010, p. 25). If personal characteristics such as behavior, attitude and motivation are vital for language learning it is important to look at how movies can have an effect on these factors.

From the results of the researches above, the researcher drew a conclusion that movies as audiovisual media could be a great media used in

the learning and acquisition process of a language. Furthermore, an audio-visual media equipped with target language subtitles could give more benefits to the learners in learning language beyond the classroom wall.

2.6   Concept Model

According to Singarimbun and Effendi (1989, p. 33) concept is the term and definition used to describe abstract events, circumstances, groups or individuals who become the center of social science. Through the concept, researchers are expected to simplify their thinking by using one term for several events related to each other. In this research, the concepts are as follows:
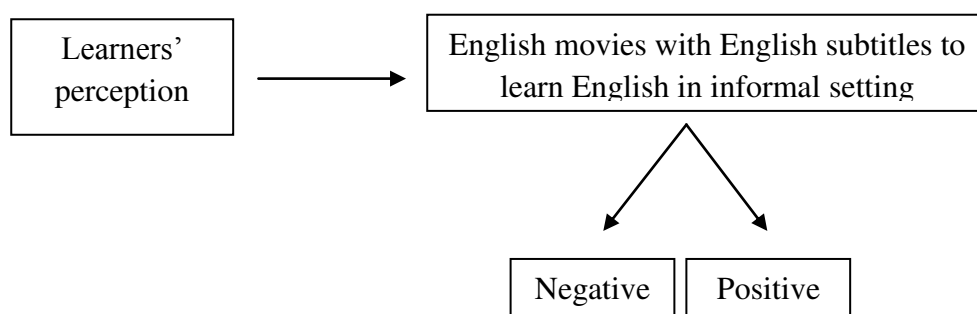

Figure 2.1 Research Concept Model

Walgito (2004, p. 89) stated that perception is a process that happens after stimulus has been received by the five senses and then immediately directed to the brain so that people is aware of what they see, feel, hear, and etc. Good receptors can accept the stimulus and then direct it to the central nervous system as awareness.

Movie is an example of learning media. By watching movies learners are given stimulus and expected to be able to process it so they can get the information provided by the movies. Thus, there is a relationship between learners' perceptions and watching English movies with English subtitle to learn English.

2.7 Previous Researches

Previous researches are needed in this research as they help the researcher to gather more information of the related research topic such as what data analysis technique usually used, what research design that can be used, and to find whether there are studies that can be followed up or remodeled so they can give more benefits to society. The previous researches related to the effectiveness of watching English movies with English subtitles in learning English are as follows:

1. **Hsieh, et al in 2010 with their research entitled "The Effect of Movie Viewing on Learning English as Foreign Language".**

   Hsieh et al conducted this research to know what genres of movies that most students enjoy watching, what are their opinion about the effectiveness of movie viewing as an interesting, enjoyable, and beneficial English learning media, and whether subtitles can boost up the result or not. This research is a descriptive quantitative research. The samples of this research are 242 students majoring in English at Yuanpei University. The students were divided into two groups; group A which the researcher gave a movie entitled *1408* to

watch and group B which was given a movie entitled *Bedtime Stories.* After the students finished watching the movies, the researcher administered questionnaires for the students to answer. The data collected from the questionnaires analyzed by using Statistical Product and Service Solutions Program (SPSS) in version 12.0. The results that derived from the research are 82% of students chose comedy as the genre they most enjoy watching out of 9 movie genre choices. 75% of the students agreed that subtitles are helpful to help them understanding the movies and 90% of the students agreed that movie viewing is effective in English learning activity.

2. **Fjallstrom in 2010 with her research entitled "Film and Streaming Media as Resources in English Teaching".**

The research aims to find out how teachers use film and steaming media in education and the benefits that they bring for the learners. The research uses semi-structured explanatory interview method which often used in in-depth interviews. The purpose is to understand what the respondents think and feel about the topic. The samples of this research are English teachers from different middle schools in Norrbotten, Sweden. There are seven teachers from different schools who were interviewed. The names of the schools are not listed in the research to protect their privacy. The results of this research are the teachers have positive opinion about the usage of film and streaming media in the classroom. They often use film and streaming media for a

topic of discussion, written assignment, group presentation, or for introducing a theme to the learners. All seven teachers also claimed that the use of film and streaming media in the classroom increased the learners' motivation, interest, and gives authentic inputs.

3. **Mitterer and McQueen in 2009 with their research entitled "Foreign Subtitles Help but Native-Language Subtitles Harm Foreign Speech Perception".**

The purpose of this research is to know which one between native (L1 of the participants) subtitle and foreign (the target language) subtitle will be more effective in the learning and acquisition of language. This research uses experimental research method. The participants are native Dutch people with intermediate proficiency of English. They were picked randomly. The participants are asked to watch the same English movie, but half of them are provided with Dutch subtitle (native) and the rest are provided with English subtitle.

The results of this research prove that the foreign subtitle which is the same language spoken in the movie helps to give additional information of vocabulary, pronunciation, and comprehension. Hence, it provides lexically-guided learning. On the contrary, native subtitle tough it is easier to read,it provides misleading information about the phonological form being spoken. The research then shows that 70% of the words and phrases taken from the dialogues of the movie can be

repeated correctly by the participants who were provided with foreign subtitle.

The differences between the previous researches and the present research are; first, the present research was conducted inside Indonesia, while the previous researches were conducted outside Indonesia. The second difference is the present research chose students of English Language Education Program Batch 2016 at Universitas Brawijaya Malang as the sample, while the previous researches used other people as the sample. Third, the present research focused on investigating learners' perceptions on watching English movies which is equipped with English subtitle to learn English in informal setting while the first research was aimed to know students' opinion about the effectiveness of watching movies with subtitles as a teaching and learning media, the second was aimed to know how teachers use movies in the classroom and what benefits that they have, and the third was aimed to know which one between native language subtitle and target language subtitle was more effective in the learning process of a language. The next is the present research used a descriptive statistical survey method while the first research used descriptive quantitative method, the second one used semi-structured explanatory interview, and the last used experimental method.