

VIEWING KOREAN MOVIES WITH ENGLISH SUBTITLES: THEIR
INFLUENCE TO COMPREHENSION SKILLS

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Chapter 1

THE PROBLEM AND IT'S SCOPE

It is often claimed that watching subtitled films and series implicitly influence in enhancing the comprehension skills of the viewers. For the past years Korean Dramas became a trending topic in the Philippines that catch the attention of the researcher.

Korea's coercion are most watched to Filipinos not just by their fashion, music and dance moves but most particularly the viewing of Korean Drama's.

Korean movies became a part of the daily lives of the viewers, watching it and internalizing the whole story of such korean movie for deeper understanding makes every viewers to have a habit of reading and understanding unfamiliar words. However to understand the story , subtitles exist to understand the dialogues and lines delivered by the characters.

Majority can't denied that errors in reading and grammatical error became a common problem among us specifically to the students which is very important to become aware of these problems because it is alarming that some are really good in reading yet firm in terms of understanding.

Reading comprehension is a process of understanding and interpretation of what is being read. It is also the method that contains of making predictions, interacting with the text, decoding meaning that are place within the (Tortello, 2004). Providing “the active construction of meaning” (Jennings, Caldwell & Lerner, 2006)

Viewing different kind of movies and even video clips has been part of the daily lives of over millions of people around the globe. It introduces people to different kind of world because of it's different shows from different TV stations. What makes it more interesting is that knowing some of the channels also introduces foreign shows such as Japanese, American and Korean shows in Asia.

As watching has been part of the daily lives of over millions of people around the globe, especially the Korean movies from different tv stations that from South Korea via Tvn which suggest Total Variety Network which may be a South Korean nationwide general entertainment network owned by available cable and IPTV platforms. This shows and produce famous and record breaking movies such as The World of Married with the rating of 28.371% as this year. Sky Castle last 2018 , Crash Landing on You and many more.

Theoretical Framework

The research is influenced by Schema Theory of David Rummelhart, Cognitive Learning Theory by Jerome Bruner and Jean Piaget and Dynamic Skill Theory by Kurt Fischers

Schema Theory

Schema theory explains how readers use their background knowledge to understand and comprehend the text they are reading regardless of the language. The fundamental meaning of Schema Theory assumes that written text does not carry meaning depends on how the readers decode the text base on the prior knowledge of the readers.

Cognitive Learning Theory

This theory is an explanation of how individual's mental process, such as observation , attention, categorization and retrieval from long term memory can be influence by internal and external factors. There are difficulties and delay occurs in learning when the cognitive process are not working efficiently. Thus comprehending from visual and audio material can be influence too by these factors.

Dynamic Skill Theory

This theory explains that individuals comprehend certain context in multiple and dynamic skills, such as viewing, reading, listening and other skills.

Their capabilities to comprehend the context also differ from one another.

This theory also consider it's impact of interpersonal and contextual factors in learning. "At the guts of the idea is that the skill, which is the capacity to act during a certain context" (Fischers,1998).

Conceptual Framework

Comprehension depends on different sources of knowledge as well as the processes that use such knowledge. It is widely agreed to be not one, but a lot of things. At the least, it is agreed to entail cognitive processes that operate different kinds of knowledge to achieve to achieve different kinds of reading, listening task and comprehension task. However, comprehension occurs as the reader builds not only one but more mental representations of a text. Among all representations an accurate model of the situation is describe by a text which is the product of successful deep comprehension.

Figure A as the schematic diagram shows the illustrations of the interplay of the independent variable that discuss about the components of viewing

comprehension that will be used to measure the comprehension level of the learners based on their age, sex and the hour they spent watching Korean movies and dependent variables. And the remedial instructions for the respondents as the output of this study.

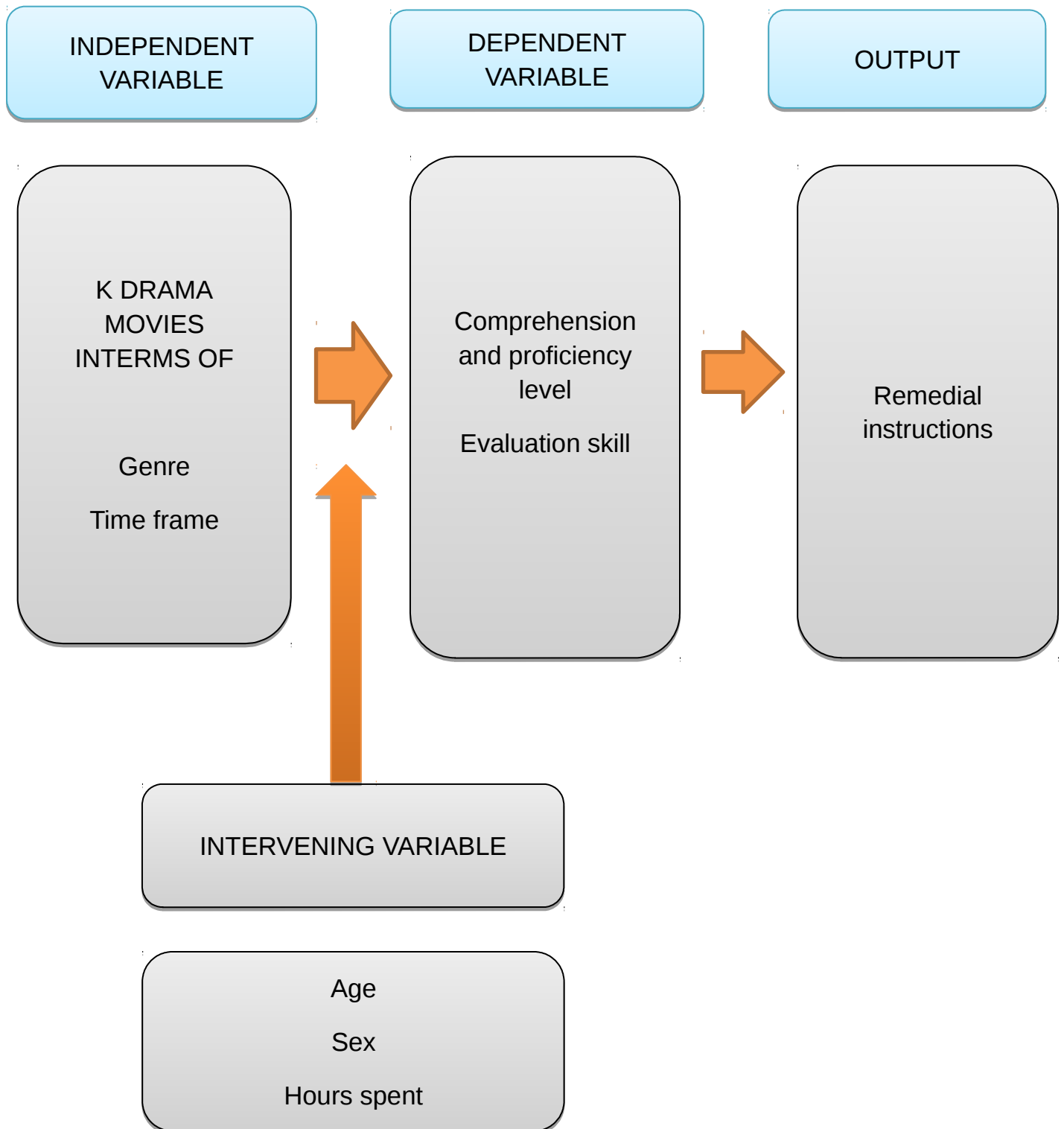


Figure A. The Schematic Diagram

Statement of the Problem

This study aims to assess the comprehension level of the Grade 11 students at North Central Mindanao College in terms of movie comprehension by level test provided and remedial instructions are given in order to improve the students way of comprehending the subtitled movie. It also deals vocabulary learning and language learning. This study answers the following questions.

1. what is the socio-economic profile of the respondents in terms of:

- a. sex
- b. GPA in English
- c. family monthly income

2. What are the level of comprehension of the grade-11 students in terms of:

- a. vocabulary
- b. reading

3. Is there a significant difference between viewing Korean drama with English subtitle and comprehension skills?
4. Is there a significant relationship between comprehension skills and the time spent in viewing Korean drama with English subtitle?

Hypothesis

Hypothesis was formulated and tested empirically at 0.05 level of significance.

H1- there is a significant relationship between viewing Korean drama with English subtitle

Scope and Limitations

This study focused on the comprehension skills measured by some proficiency level test given to the Grade 11 students at North Central Mindanao College based on the students comprehension level to figure out their comprehension capacity. The time frame of this study was during the first semester of S.Y 2019-2020.

Significance

Comprehension skill is very important because it makes makes people become an advocate of their selves and for their families. Being able to read and understand communication surely empowers people in making decisions in their lives. Human brain is an amazing part of the body and lives.

This study would benefit the following:

Department of Education: The result of the study will serve as the basis on how subtitled movies can help the student to deepen their understanding, develop their vocabulary and improve the students acquisition of language. And it needs to be implemented in different schools under the department as conformity to the curricula and to be introduced to the teachers and learners.

School Administrations. This study will serve as the basis of the school to make recommendations towards practices of teacher's methodology, find solutions in the comprehension problem face by the students because of the distractions exist at present and ensure the motivation of teachers to improve the quality of teaching.

Teachers. This will serve as a guide to the students learning process by applying the most effective ways in terms of improving the students comprehension level. So that teachers will encouraged the students to learn language and improve their comprehension level in an engaging and fun way which is by watching Korean video clips.

Students. This study can help the students to appreciate the art of learning another language, deepen vocabulary and improve students comprehension level to be able to be more productive. And lastly, To be able to apply these learning in their future careers for whatever path they will take.

Future researchers. This study will serve as guide as well as reference to other researchers that will be interested in tackling a similar study.

Definition of Terms

To understand the study more, the following terms were defined through the help of different resources available and how this words are used in the study.

Acquisition. In this study this term refer to the act of obtaining or beginning to have something obtained.

TvN. In this study this term refer to the South Korean nationwide network.

Comprehension. In this study this term refer to the ability to understand completely.

Intralingua. In this study this term refer to any language used to represent the meaning of the original language.

NCMC Students. In this study this term bears to the Grade 11 students in North Central Mindanao College.

Dubbed. In this study this term refers to the foreign videos that are translated to English language.

Firm. In this study this term refer as determined manner.

Decoding. In this study this term refer to the ability to apply the knowledge of letter sound relationships.

Remedial instructions. In this study this term means re test or intended only for the students who are experiencing learning difficulties.

Correlational. In this study this term refer to the connection of variable.

Implicitly. In this study this term refer to something that is implied but not clearly or directly said.

Grammatical error. In this study this term refer to unconventional or faulty used of verb tense and misplaced modifier.

Chapter 2

REVIEW OF RELATED LITERATURE

Related Literature

These will bridge between the readers and the studies already been done and concluded by the authors and other researchers. In addition this also give a great chance to appreciate the existing evidences that have already been collected, proven and published by the previous researchers.

Effect of subtitles on movie comprehension

Subtitle is a wonderful tool that let people explore films from other culture and countries. It is mostly known for their purpose of translating the oral dialogue of films or television programs into written text. This often involves viewers whose L1 is not the same as the language in the spoken dialogue and are given subtitles for them to understand what is going on.

Hinkin, Michael (2009) conducted two studies to seem into the consequences of subtitled movies on the comprehension towards movie content. The mentioned investigation involved a 10 minutes movie clip presentation from a movie entitled A Few Good Men and See No Evil. In this investigation the subjects completed three types of multiple choice recognition question in every movie presented. Participants recognition questions includes pictorial only questions, verbal only questions and

combined information questions. Thus, experiment 1 was designed to investigate the difference between the levels of comprehensions if verbal information was presented in lined with the participants native language.

Experiment 1 resulted that participants performed well on verbal only and combined information questions when their native language was being use in the subtitles as apposed to the language track. Findings clearly shows that reading verbal information in subtitles is more coherent rather than just listening to the soundtrack.

Experiment 1 provides a fundamental understanding of how language soundtracks and subtitles influence movie comprehension.

Subtitled media are usually used when using foreign verbal intonation. While in other hand, experiment two built on the results of experiment 1 through incorporating of unfamiliar language. During the investigation set of questions being use in experiment 1 were also used in the next experiment, however, two French vocabulary test were also used in experiment two to measure incidental foreign . Persistent towards the result of experiment 1, participants performed better in verbal only and combined information questions using their native language as subtitles. This finding bridge the conclusion that movies with subtitles yields better performance with verbal cues such subtitle.

A study of Hayati and Mohmedi (2009) constitute a preliminary effort that examine the effectiveness of subtitled movie on listening comprehension. To achieve it's objective two hundred students, ninety were picked based on proficiency test. Number of participants were divided into two. The first group watch a movie clip with subtitles and the other one watch a movie clip without subtitles. The material consisted of six episodes with five minutes approximate time each videos of a DVD entitled Wild Weather. After each viewing six sets of multiple choice test were given to examine the comprehension skill. Results shows that subtitled group performed at a greatly higher level than those group who watch the given movie clip without subtitles.

Effect of subtitles in Vocabulary Learning

Another the same focus of study by Bird and Williams (2003)who conducted two studies to scrutinize the effects of subtitled movies in word meaning learning. Study led to the conclusion that subtitling can improve the learning of novel words.

Study of Koolsta and Beentjess (2009) explore into whether children in the two primary schools in Netherlands would learn English vocabulary through watching a television program with an English soundtrack and

Dutch subtitles. They concluded that acquiring vocabulary increases in the subtitled condition. In their study two hundred and forty-six Dutch children watched a fifteen minutes of documentary . With the assigned experimental conditions, participants had watch a movie clip with an English soundtrack and Dutch subtitles. With the same group they watch an English soundtrack but this time without subtitles. Vocabulary score for those participants who watched the movie clip with subtitles were higher than those group who watched the documentary clip without subtitles. More words were recognized after watching the subtitled documentary rather than those without subtitles. Koolsta and Beentjes , Children with a high repetition of watching subtitled movie or videos at home will definitely improve their vocabulary than those who have lower frequency of watching subtitled programs. Thus, this findings verify that children can acquire elements of a foreign language through watching subtitled television programs. Result also added as another evidence that subtitles does not served as distraction from hearing the words.

Stewart and Pertusa (2004) mentioned that gains in vocabulary aspect recognition made by intermediate students viewing videos or movies with subtitle . They detail that intralingual subtitles are more effective in enhancing vocabulary recognition.

Different study by Markham (2009) also examined the effect of subtitles on a word recognition skills and find out that the supply of subtitles significantly improved the participants ability in terms of identifying the key words when later heard them again.

The Effects of subtitles on language learning

Numerous studies have investigated the different characteristic of subtitling a second language. Zanon, (2006) look into the contribution of computer based subtitling to language learning and concluded that using subtitles brings positive impact to the learners to appreciate the huge amount of the content. In the same stratification, Kusumarasdyate (2005)also studied the result of subtitled movie. The mentioned study figure out the best and effective teaching device to develop the EFL learners listening skills.

Grgurovic and Hegelheimer (2007) stated that the used of multimedia listening activity with academic lecture as the content to compare the effect of second language subtitles on the comprehension of the lecture. The study resulted that viewers preferred with subtitles and used them more than the transcript

Borras and Lafayette includes the use of subtitles into a short video segments that integrated into different ways on which people process and

share informations. The result of the study indicate that having the opportunity to see and control subtitles impact to both comprehension and as were as language production.

To study the effect using subtitles to the viewers Grigon, Lavaur and Blank (2005) compared to the three versions of a movie sequence. They found out that the dubbed and a movie with subtitled lead to better performance rather than the original version.

To sum it up, it clearly shows that most of the studies done by researchers seem to confirm that subtitles can improve content comprehension, vocabulary acquisition and language learning.

Related Studies

Watching Subtitled Films Can Help Learning Foreign Languages

The research examines how watching subtitled movies increase vocabulary acquisition and English comprehension of the non-English speakers. To test the significant relationship of this hypothesis, a 1 hour long TV drama was film showed to a group of intermediate Spanish students of English as a foreign language. The participants were given a

listening and vocabulary test before and after the viewing to evaluate their comprehension skills and vocabulary acquisition in English, plus a final plot comprehension test. A plot comprehension test was given as a final test.

The results of the listening skills tests revealed that after watching the English subtitled version, participants improved these skills significantly more than after watching the English subtitled or no-subtitles versions. The vocabulary test showed no reliable differences between subtitled conditions. Finally, as one could expect, plot comprehension was best under native, Spanish subtitles. These learning effects with just 1 hour exposure might have major implications with longer exposure times. (Birulés-Muntane & Soto-Faraco, 2016).

The Influence of the Korean Wave on the Language of International Fans: Case Study of Algerian Fans

This research investigate the major influence of Korean pop and drama, also known as Hallyu, to the international language and the linguistic reasons behind its global prevalence, particularly in Algeria. A study was conducted into a 139 Algerian Hallyu fans that responded to the questionnaire used a research instrument for this study. The result

revealed that Korean wave has a major influence on Algerian Hallyu fans as 98.5% of the respondents declared its influence. Because of their fondness of Korean pop and drama they have studied Korean culture through the help of English language. As they continuously watching Korean dramas with English subtitle it become easier for them to comprehend the plot of the events (Al-Haq, 2017).

The Effects of Watching Authentic English Videos with and without Subtitles on Listening and Reading Skills of EFL Learners

Videos with English sub and dub can be as powerful tool to English as Foreign Language (EFL) learners. This research explores to the potential effects of watching authentic English videos such as movies, TV shows, etc. with and without English subtitle on listening and reading skills. The researcher conducted a study to 30 Slovak universities EFL learners were they were divided into three according to their viewing preference: Slovak subtitle group (SSG), English subtitle group (ESG), and no subtitle group (NSG). The three groups were given reading and listening skills, and the results were examined subsequently. Analysis of Variance (ANOVA)

statistical method and the Bonferroni post-hoc test are used to analyzed and compare the test result.

Overall, neither listening nor reading test scores exhibit statistically significant differences between the three groups, although the post-hoc test, which was used for comparing the groups with each other, revealed that a significant difference was detected between the ESG and SSG within the analysis of reading test scores (Metruk, 2018).

Effects of Drama on the Use of Reading Comprehension Strategies and on Attitudes Toward Reading

This research ought to investigate the effect of drama vs. traditional methods on primary school students' reading strategies, comprehension in the drama and on their attitudes towards reading. A pre- and post- test experimental design was applied to this study. 54 grade-5 students of Turkish language course at a state elementary school in Izmir, Turkey serves as a respondents of this research. For the experimental group (28 respondents), a drama technique was applied, while traditional teaching method for the control group (26 respondents). The researcher collected

the data through semi-structured interview technique and “The Scale for Attitudes Toward Reading”.

The data analysis indicates that the drama method is more effective than traditional methods with respect to strategy use. There is no significant difference between the groups in terms of attitudes towards reading. In addition, it has been determined that students in the experimental group have positive perceptions of the drama method (Gongur, 2008).

The Effect of Videos with Subtitles on Vocabulary Learning of EFL Learners

The research examines the potential influence of using videos with English subtitle on the vocabulary acquisition of the English as a foreign language learners in Bulent Ecevit University, Turkey. Two groups of respondents were used as the subject of the study, the subtitled group and the no subtitle group. Four sessions of film viewing with 3-4 minutes long videos were viewed to the two group of respondents. The multiple choice test, vocabulary and comprehension test, were conducted to identify their vocabulary improvements and the attention they spent to the videos.

The results revealed that the most of the participants have high accuracy judgments from the comprehension test, however, bimodal subtitle group performed better in the acquisition of vocabulary (Tuğba, 2017).

Chapter 3

RESEARCH METHODS

Research Design

The research design used in this study was descriptive-correlational approach. It involves analysis and collection of data in order to answers the questions concerning the comprehension skills of the grade-11 students of North Central Mindanao College influenced by viewing Korean movies with English subtitle on the terms of the given variables. The design also ompare the collected data of this study.

Research environment

The research was conducted at North Central Mindanao College, located at purok Lemon Tree, Barangay Maranding, Lala, Lanao del Norte. The school started as a technical vocational school on 1989 and was formerly known as Central Mindanao Technical Institutes. North Central Mindanao College is owned and co-managed by the Undag family. This school is the most populated private school in Maranding, that offers preschool, elementary, secondary and tertiary level of education. In addition school offers multiple scholarship such as TES scholarship, IQD scholarship, CHED –Tulong Dunong, SPES allowance from DOLE to lessen the

students financial problem and free tuition fee for the Junior and Senior high school to those ESC students. The school also has owned radio broadcasting station located at the building's second floor. North Central Mindanao College is still in progress as administration building is currently renovated to occupy bigger space of quality service to all NCMCian student and staff. Moreover, the school composed of diverse tribes specifically the Bisaya and Muslim tribes.

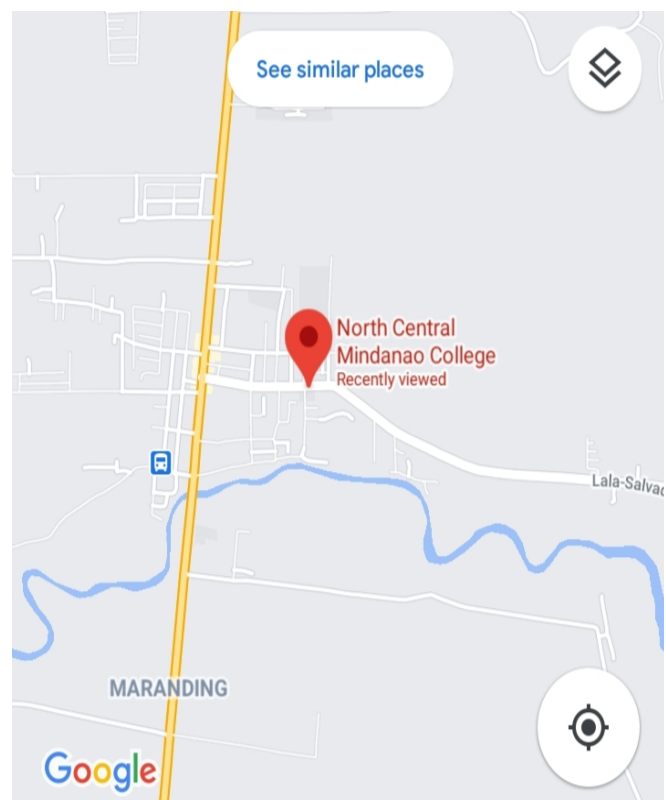
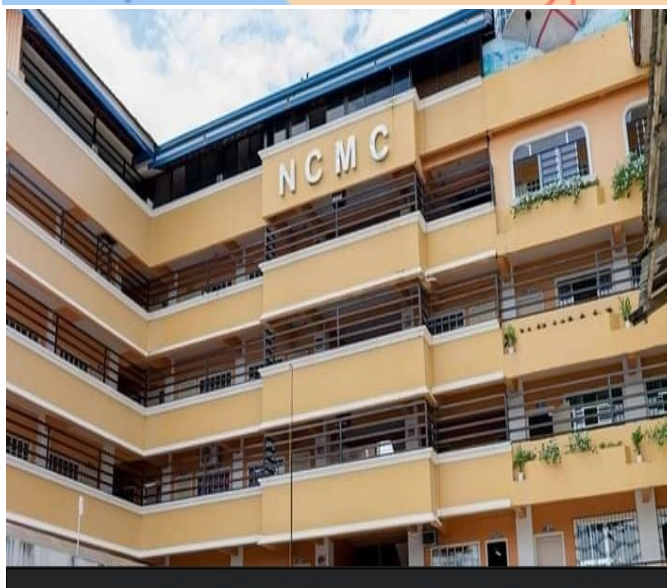


Figure B. The Locale

Respondents and Sampling Procedures

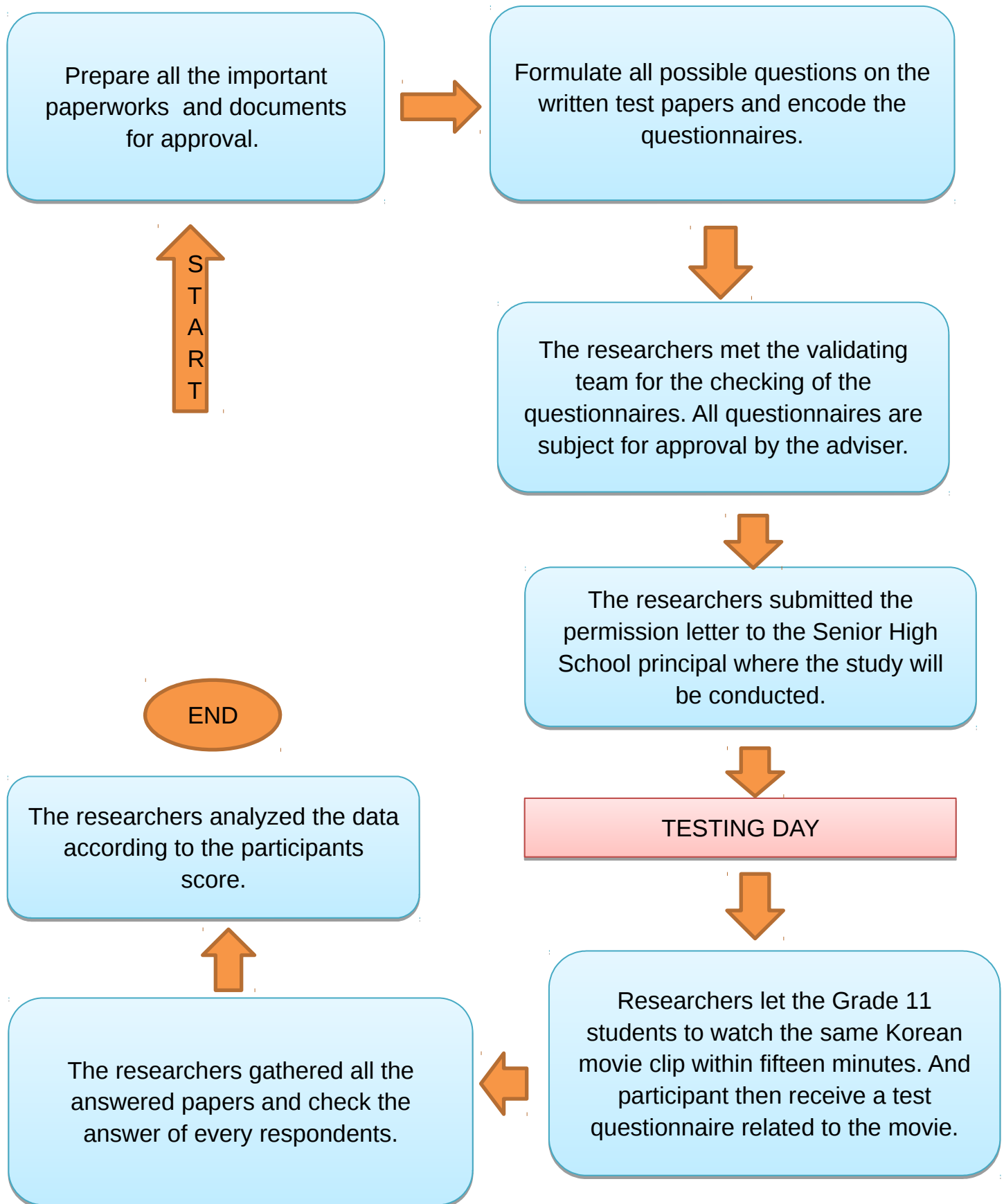
The respondents were the grade 11 students at North Central Mindanao College. The respondents were measured on their comprehension skill. The result and assessment of their comprehension proficiency level will be based on their test score, so in this way it will be to find out the strengths and weaknesses or the target of improvement. The test result will also give a hint to the researchers of this study to know what will be the possible remedial instructions that will be very effective for the students to improve or develop their perceive weaknesses.

Research Instruments and their Validity

With this research, researchers will be using written comprehension proficiency test. These instruments will be checked by the thesis adviser and to English college instructors for validation. The result of the test will be compared and as well as analyzed to indicate the strengths and weaknesses of the students.

Data Gathering Procedures

Researchers prepared all the required paper works and documents for approval to conduct the study. After the letter was approved researchers then formulated the possible questions on the written test papers and encoded the questions by set. After the preparation the questionnaire was subject for approval and validation by the adviser. Researchers then submitted the permission letter to the Senior High School principal where the study will be conducted to organize and will able to set the schedule and time of the mentioned diagnostic test. Before researchers administer test they inform first the participants about the research before administration so as to electrify motivation and interest. Researchers then let all participants watch the same Korean movie clip within fifteen minutes. After watching the movie , the participants received test questions related to the movie. And given twenty minutes to answer the questions. Researchers then gathered all the answered papers and check the researchers then analyzed the data according to the participants score.



Statistical Treatment

To have accurate interpretation of the gathered data, the following statistical tools are to be utilized.

1. Weighted Mean. It also called Weighted Average. A mean where some values contribute more than others.

2. Chi Square. Relating to or denoting a statistical method assessing the goodness of fit between observed values and those expected theoretically.