CHAPTER II
REVIEW ON RELATED LITERATURE

A. Listening

1. Definition of Listening skills

Listening is the most important thing in building good relationship between individuals. The ability to send and receive messages is necessary for active listening. For communication to be effective, listening skills must be paired with questioning abilities. Because communicating with someone who cannot listen effectively will be ineffective no matter how well you communicate. Because it is a crucial talent that students must acquire, listening is a crucial skill in learning foreign languages, especially English as a second language. Every person has a distinct level of difficulty, whether it be in speaking, comprehending grammar, or simply not understanding vocabulary.

Hasyuni (2006) argues that appropriate material can make students want to learn. And according to the level of difficulty of students, presented in various activities In addition, the material taught must be relevant to their lives so that they will get the best listening ability. The English language has four main components: speaking, writing, reading, and listening. One of the four fundamental English language abilities, along with reading, writing, and speaking, is listening. Students must learn to listen from a young age, from kindergarten through higher education, because they will need them to pass written English language tests both locally and nationally. Listening is the activity of paying attention to the speaker and trying to get meaning from something heard (Hamouda, 2013)

The communication skill of listening instructs pupils to comprehend, interpret, and assess what they hear. Effective listening can enhance interpersonal relationships by lowering conflicts, fostering better

understanding, and fostering greater cooperation. Listening is assumed as the most critical for language learning, as today during the communicative language teaching era when language is taught by face to face communication listening is important skill in this regard (Vandergrift and Goh, 2021:396). Listening is an active, purposeful process of making sense from what we hear (Nunan,2003:24). Listening is a key second language skill, it has a vital role in the language acquisition process, and its development is prime concern to language teacher.

The majority of people undoubtedly have trouble hearing other languages when they are listening. For example, listening to sounds that are different from everyday sounds, tone of voice, speed of speech, understanding of vocabulary, and accents (Hinthao Y, 2007). In other words, when a native speaker speaks too quickly, it is difficult for listeners to anticipate what the native speaker will say or do next. Because they will

become distracted and only hear the vital parts. Second, recognizing vocabulary in listening skills is the next problem that listeners find when listening (Renandya & Farrell, 2011). Because of their limited vocabulary, listeners frequently grow frustrated because they are unable to comprehend what native speakers are saying.

According to Nunan (2015), there are four variables that influence how difficult it is to listen, the first three of which are the number of speakers and the speed at which they speak. The second is the listener and how they respond. Third: vocabulary, grammar, and content. The final consideration is the supporting component, or whether there are any images, diagrams, or other tools to aid in listening.

One of the things that English teachers and lecturers should do to help students become better English speakers is to teach listening. One of the key components in determining a person's language proficiency is measuring their listening skills. Aside from

that, listening skills can occasionally be enjoyable. For example, listening to the radio, singing along to English music, and especially seeing English-language movies are all activities that are directly tied to good listening abilities. (Lynch (1997, cited in Schmitt, 2002) also states: "listening involves spoken language, usually accompanied by other sounds and visual input, with the aid of relevant prior understanding and the context in which we are listening".

According to Brown (2001), students always listen more in class than they say, demonstrating the value of good listening skills. This demonstrates the value of hearing in daily life and the ability to communicate meaning through listening.

According to Pourhossein Gilakjani and Sabouri (2016), hearing involves selecting the essential information, remembering it, and connecting it to the process between sound and form of meaning. It also involves auditory discrimination and auditory grammar.

According to Sarikopan (1999), listening is the capacity to recognize and comprehend what others are saying. The first step in learning a new language is listening, which for learners is about how spoken language is turned into input. Thus, hearing is the initial step in acquiring a language by comprehending verbal communication, in Sarcopan's view.

2. **Listening purpose**

Understanding the content of the information being listened to is the essence of listening. Listening has objectives, among others, to obtain information, find new words or ideas, distinguish sentence structures, solve problems, evaluate something that is listened to (evaluate), and communicate main ideas. The main function of language is as a means of communication in society (Saddhono, 2012).

Listening briefly is the process of listening to get the necessary information. Therefore, listening has

different purposes. Ghazali (2010) states that the purpose of listening is:

(1) Pay attention to the speaker's words in order to learn and gain information, (3) Listen to assess, (2) listen to appreciate the beauty of hearing (4) listening to appreciate the listening material, (5) listening to communicate one's own ideas , (6) Listening with the intention of being able to accurately detect sounds, (7) Listening to think critically and creatively about difficulties, and (8) Listening for a speaker to persuade oneself of a problem or an opinion that has been in doubt or listening carefully. Persuasive.

According to Saraswati and Rara (2018), Gary T. Hunt (2012), the following are the goals of listening: obtaining knowledge about professional work; 2) Better at interacting with others in daily life at work, at home, and in social situations; 3) Gather information to make sound judgments. 4) To be in a position to respond appropriately to all he hears.

Sutari (2000) elaborates further on the purpose of listening, namely: (1) get facts, (2) analyze facts and ideas, (3) evaluate facts or ideas, (4) get inspired, (5) get entertained, (6) improve speaking skill.

After obtaining facts or data, listeners then carry out an analysis of these facts or ideas by considering the results of listening with their knowledge and experience. In evaluating the facts, the facts received by the listeners are considered sufficiently accurate and relevant to the knowledge and experience of the listeners, meaning that the facts are acceptable. Conversely, if the facts received are of inferior quality, The listener will reject the truth as being inaccurate and less pertinent to their knowledge and experience. Through listening activities can get a variety of ways to help in solving the problem at hand. To get entertainment, among other things, you can do it by listening. For example listening to singing on the radio, watching television, and seeing live performances.

According to Hunt and Logan in Saddhono and Slamet the purpose of listening is:

1) to be able to gain knowledge from the speaker's utterances; 2) to enjoy some speech material (performance), especially in the arts; 3) to assess listening materials; 4) to be able to enjoy and appreciate the listening material; 5) to communicate ideas, ideas, feelings to others fluently and precisely; 6) to be able to distinguish sounds correctly; 7) to be able to solve problems creatively and analytically; 8) to be able to convince oneself of a questionable problem or opinion.

3. **The Types of Listening**

Listening can be divided into two types of listening, namely interactional listening and transactional listening.

a) Interactional listening, can be referred to as two-way listening, it is often socially oriented and for

the most part it does so to meet the listener's social needs. Both the listener and the speaker engage in interactive listening. Examples of this kind of listening can be seen frequently at family gatherings, in casual chat, or at social gatherings.

b) Transactional listening It is referred to as one-way listening. As the listener cannot in this situation confirm or explain the information being communicated by the speaker, the major purpose of this sort of listening is to convey or communicate information. This kind of listening is frequently observed in lectures, speeches in front of an audience, and newscasts.

According of Henry Guntur Tarigan (2008: 37-59) listening divides into two kinds, namely extensive listening and intensive listening.

a. Extensive listening

Extensive listening is the activity of listening to things that are more general and freer to an utterance,

it does not need to be under the direct guidance of a teacher. In general, extensive listening can be used for two different purposes. Extensive listening can also be referred to as the listening process that is carried out in everyday life, such as listening to radio broadcasts, television, conversations of people on the street, in markets, sermons in mosques and so on. Some types of extensive listening activities include:

1) Social listening is listening activities carried out by the community in social life, in markets, on the street, and so on.

2) Secondary listening is a listening activity that is carried out incidentally. An example of secondary listening is when we are studying and suddenly we hear the voices of our family members joking around in the living room, the sound of the radio, television, or other sounds that are around where we live.

3) Aesthetic listening or appreciative listening is listening activity to enjoy or experience something. For example listening to poetry readings.

4) Passive listening is the activity of listening to a subject that is carried out unconsciously

b. Intensive listening

Intensive listening is to understand the desired meaning. Some things that need to be known in intensive listening include intensive listening basically listening for understanding, intensive listening requires a high level of concentration of thoughts and feelings, intensive listening basically understands formal language and intensive listening requires the production of the material being listened to. The types included in intensive listening include:

1) Critical listening Listening is a kind of listening activity in the form of looking for errors or mistakes and even good and true points from the

speech of a speaker with strong reasons that can be accepted by common sense. In general, critical listening is more likely to examine the location of deficiencies, errors, and inaccuracies contained in someone's speech or speech.

2) Concentrative listening or listen to some kind of study. According to Dawson (in Tarigan: 2008: 49) the activities included in concentrative listening are: (a) following the instructions contained in the conversation; (b) looking for and feeling relationships, such as class, place, quality, time, sequence, and causation; (c) obtain or obtain certain points of information; (d) gain in-depth understanding and understanding; (e) to feel and live up to the speaker's ideas, goals or organization; (f) understand the speaker's ideas; (g) seek and record important facts.

3) Creative listening Listening is a kind of listening activity that results in the enjoyment of the

listener's imaginative reconstruction of sounds, sights, movements, and kinesthetic feelings suggested or stimulated by something he is listening to. This creative listening activity includes the following activities: (a) associating meanings with all kinds of listening experiences; (b) build or reconstruct visual images properly while listening; (c) adapting or adapting images with imaginative thoughts to create new works in writing, painting and staging; (d) reach a solution or solution to problems and at the same time examine and test the results of the solution or solution.

4) Exploratory listening, probing listening, or exploratory listening is a kind of intensive listening activity with the intent and purpose of investigating something more focused and narrower. In listening activities like this, the listener alerts his attention to exploring and

discovering new things that attract attention, additional information about a topic and issue, gossip or interesting gossip.

5) Interrogative listening is a kind of intensive listening activity that requires more concentration and selection, focusing attention and choosing points from the speaker's speech because the listener will ask many questions. In this interrogative listening activity, the listener narrows and directs his attention to obtaining information by interrogating or questioning the speaker. Dawson (in Tarigan, 2008: 52).

6) Selective listening is listening intelligently and carefully to a variety of successive language features (tone of voice, sounds, foreign sounds, simultaneous sounds, words and phrases, and grammatical forms). The only possible way to get used to the acoustic form of language is to listen to it or listen to it selectively. One of the main

advantages of selectively listening to grammatical structures is that the structures absorbed by this process tend to create habits in our brains. Even after we stop listening, especially for such wordings, our brain continues the process of automatically classifying everything we have heard. Some languages demand certain adaptations or adjustments to the following suggested sequence of procedures, but for most of the features of this successive language should be selectively examined in the following order:

a) Tone of voice

Tone of voice, whether falling or rising or staying level, is definitely one of the first things a child notices about a new language. When one listens to a foreign language for the first time one usually gets the impression that there are really no limits to the variations in pitch or pitch of the variety of words, phrases, and sentences.

However, gradually, the more a person listens to a language, the higher his awareness that there are actually a number of very strict boundaries within which people (as speakers) act with their voices.

b) Foreign Sounds

As soon as a person listens selectively to the various tones of a language, which usually takes at least a week or more, certain foreign sounds, both consonants and vowels, naturally attract his attention. Therefore, the next aspects that must be listened to selectively are foreign sounds in the language. If one sound is used quite often, the good and wise way is to focus only on that one sound. Everything else is lost to one's attention as long as one's attention is focused on listening to every incident. In a very short time it will be seen that this sound is not

always the same. There are small differences but enough as the basic characteristics are found so that one can determine what exactly determines the same distinctive sound (the same process can be followed in listening to other sounds which are very different from the sounds of Indonesian).

c) Simultaneous sounds

After listening selectively to unfamiliar sounds, we should begin to direct attention to sets of sounds that go together. If we begin to distinguish between sounds that coincide, we begin to find that similar similarities travel in groups.

d) Words and phrases

Anyone who pays close attention to a foreign language will immediately see and find combinations of sounds that occur over and over again. If someone hears repeatedly an

identical combination of two or three syllables, then it is very likely that it is a word or root word. When one hears repeatedly combinations of five or six syllables, these seem to be phrases. One of the most important phrases in selectively listening to words, or selectively listening to phrases and sentences, is trying to understand the context in which the meanings are contained. Listening selectively to words usually begins by paying attention to each sound combination that appears repeatedly, which seems to be more prominent in the flow of speech.

e) Grammatical forms

In most languages, what we call "words" do not always appear and appear in the same form. Sometimes an addition is attached to the word.

So, based on the description above, it can be concluded that there are two types of listening, namely

intensive listening and extensive listening. Extensive listening consists of social, secondary, aesthetic and passive listening. Meanwhile, intensive listening consists of critical, concentrative, creative, exploratory, interrogative and selective listening

4. **Audio Visual**

According to Van et al. (2021), using media to help students learn English will bring a strong potential to enhance language skills for learners and promote the process of learning English. Students can better understand the sensitivity of hearing by seeing English-language movies while learning the language. how seeing English-language movies affects kids' ability to listen. There are several tactics that can be used to improve listening abilities, including audio-visual and audio-interactive strategies. several kids and teenagers like English-language movies.

The use of Audio-Visual, the application of video in the classroom, and the advantages of showing animated cartoons with English subtitles have a great effect and are very motivating for students (Fast, 2010). Because the sounds and movements are a representation that complement the information delivered, animated movies can have a profound impact on teachers or pupils. Cartoons depict things that are not typically seen, aside from encouragement and enhanced excitement, even as an alternative to the natural world. Positive qualities that can promote critical thinking and discussion in a class of kids can be found in cartoon-themed education with English subtitles.

According to Istifadah et al. (2022), Audio-Visual is more effective to be applied for listening skill and comprehension. movies or video clips that are considered audiovisual media (AVM). The use of AVM can improve teaching methods and boost students' interest in studying English. Researchers are attempting

to use this to speed up the learning process. By watching English-language movies, they can enhance their listening skills and get interested in learning the language.

Additionally, the electronic storage of moving images is known as audio visual media (Smaldino et al., 2008). As a result, audio-visual media contain transformable sounds and images and can aid students in understanding the idea of listening to English by providing appropriate sound and moving pictures for context and translation. Swank (2011), citing the importance of visual materials in listening, claims that roughly 40% of our conceptions are founded on visual experience, 25% on auditory, 17% on tactile, 15% on random organic feeling, and 3% on taste and smell. As a result, audio-visual media is critical for improving the ability to learn English listening comprehension since it brings together many sensory elements to achieve 100 percent clarity.

Watching movies with English subtitles, according to Karakas and Sarikopan (2019), may make it easier to interpret foreign-language movies. The degree of pupils' English listening comprehension can be aided by visual materials with English subtitles. They can pick up English listening skills unknowingly by watching animated movies with English subtitles. This indicates that the main reason for include them in reading the subtitles is so they can also hear the subsequent pronunciation used by the native speakers in the movie. The movies' English subtitles are intended to help viewers improve their vocabulary, listening, and reading skills.

B. Movie

1. Definitions of the Movie

Barsam and Monahan (2010) define movie is a story that capture in set of celluloid strips/films, which are shown on a screen with a certain speed to give an impression of moving. The production of these films

has an impact on the film business as well because of how quickly technology advances. The essential characteristic of cinema itself hasn't changed it's still a "moving picture" but modern film making relies more on digital technology than celluloid strips.

Movies have been a big part of human life. Barsam and Monahan also stated that movie is "the most popular art form". As a form of art, movies are on a par with other artistic forms. Film, as a form of expression, is comparable to other artistic media in that the fundamental qualities of other media are woven into the richness of their own fabric, according to Boggs and Petrie (2008), who recognise this fact. Films employ the fine art compositional aspects of line, form, mass, volume, and texture. Like painting and photography, film exploits the subtitle interplay of light and shadow. Like sculpture, film manipulates three dimensional space. The video concentrates on moving images, similar to pantomime, and, like

dancing, these images have rhythm. Like music and poetry, films have intricate rhythms, and like poetry in particular, they express ideas through pictures, metaphors, and symbolism. Films communicate verbally and visually in the same way that theatre does: verbally, through conversation; visually, through movement and gesture. Finally, much like books, movies stretch or shrink the boundaries of time and space, allowing for unfettered movement inside them.

Besides of all Film shares this commonality, but also differs from all other forms of media in that it moves freely and continuously.Film is able to surpass the fixed constraints of painting and sculpture in terms of the intricacy of its sensory appeal and its capacity to concurrently communicate on several levels thanks to the constant interaction of sight, sound, and movement. In fact, film outperforms theatre in its singular capacity to describe events, expose numerous points of view, manipulate time, and create the sense

of infinity. Films, as opposed to plays, can offer a smooth, uninterrupted flow, obfuscating and minimizing transitions without compromising the coherence of the narrative. Films, as opposed to books and poetry, communicate directly through actual pictures and sounds rather than through the use of ethereal symbols like words on a paper.

Geddes & Sturtridge asserted that media have a significant part in the process of producing literary content. If the instructor selected the right media, the lesson might be presented to the pupils successfully. One form of media to generate writing material is the movie. A movie is a collection of moving images and sound that conveys a narrative. An optional technique for encouraging pupils' critical thinking is a movie. It aids in the integration of audio with motion video before being written into a story movie by pupils.

Khan (2015) discussed "Utilizing Movies in the ESL Classroom to Improve Non-Native Students'

Language Skills" in his speech. She claimed that increasing access to audiobooks, such as movies, can significantly boost second language acquisition for non-native English language learning contexts. She made the case that movies give English teachers a creative opportunity to aid them in more effective teaching. In order for it to thrive in the future, support for education is a must. Schools can take a more proactive approach to promoting the use of films in ESL teaching by being more adaptable, encouraging, and proactive.

2. **Subtitles in students' listening skill**

In general, the purpose of translation is to reproduce various types of texts, including religious texts, literary texts, scientific texts, philosophical texts and so on. In short, the process of making subtitles or subtitles is a type of film translation that helps viewers to understand the content and meaning of the film they are watching (Nurfitria, 2015).

Gorjian (2014) mile stated that Subtitling is an audiovisual of a branch translation that the viewer can see the statements in dialogues on the screen at the same time watch the images and listening the dialogues.

According to Matveyska (2014), translation is defined as the act of converting spoken source language dialogue into the target language in the form of synchronous text, often displayed at the bottom of the screen. It at least enables the target population to constantly feel odd and out of place. As a result, the translation language should adhere to acceptable linguistic norms and be brief, succinct, and straightforward. The source language is translated into the target language, and translations often appear at the bottom of the screen.

Al-Aqili (2015) also made reference to the fact that translations can help students learn the original text of native speakers, clarify concepts, and use the

target language in everyday situations even though they have limited access to native speakers.

Karakas and Saricoban (2012) show that by watching films with English subtitles it is easier to get the meaning of foreign language films. With visual media equipped with English subtitles, it can facilitate the level of students' understanding in their English listening. With visual media equipped with English subtitles, it can facilitate the level of students' understanding in their English listening. Animated films with subtitles in English can be a medium that they don't realize that they are learning English. This means that besides reading the subtitles, their focus is also listening to how the subtitles are pronounced by the native speakers (actors and actresses) in the film. Subtitles with English as the target language in the film encourage them in other skills, such as vocabulary, listening and reading.

Subtitles in films are divided into two, namely subtitles and dubbing. In terms of media and place, subtitles have more limitations, such as time and layout restrictions, display time and also a maximum limit of 2 lines and 35 characters in only one subtitle appears (Sayogie, 2008). While dubbing is the process of converting foreign language broadcasts into Indonesian language broadcasts carried out by dubber. A dubber is a person who performs dubbing activities (voice filling) using distinctive and unique vocals or sounds (Ivon Rose, 2000).

Video images benefit students as found in Ting Hung's (2009) study, where participants benefit from the visual part of the video, which supports them to self-analyze their own performance; thus, students become independent learners and critical thinkers not only for themselves but for the learning processes of others; focus on image analysis, understanding videos and identifying their "weaknesses and strengths".

In addition, according to Beare (2008), videos support students to become more aware of their learning process. They allow learners to get immediate feedback into videos more effectively than "simple teacher corrections".

Ramal (2006) also said that through videos, direct feedback can be provided besides the opportunity to have self-monitoring and self-evaluation. In addition, English films with educational moral values are not only entertaining but can also motivate and encourage students to master English subjects, especially in mastering the listening skills of native speakers.

3. **Types of Subtitles**

In movies and videos, subtitles can be used in a variety of ways. Binary, standard, reverse translation, and numerous other options are available for translation (Karima, 2019). However, there are generally two different translation types:

1) Interlingual subtitle

A new language has been added to the movie in place of the original. While watching or listening to the movie in the original or target language, the audience member or language learner also reads the subtitles in their own language.

2) Intralingual subtitle

The original language and subtitles of the film are identical. Intralingual subtitles are for people who have a hard time hearing. As a result, all audio sounds, such as footfall indicating that someone is approaching, banging at the door, and the sound of a car horn coming from outside, are displayed with this type of subtitle. There are also intralingual subtitles for foreign language learners, in addition to the aforementioned ones.

C. Review On Previous Studies

There have been some research doing the research about the effect of using english subtitle movie, Here the researcher took couples of research journals. The first is from M. Ilham Bahtiar (2023) entitled "Exploring English Subtitles on YouTube Video for The Enhancement of English As A Foreign Language (EFL) in Students' Listening Comprehension". He studied 40 students of sampel. The result of him research found the Learn how the experimental and control groups differed in their outcomes. To assess if there was a significant difference in means between the two sample groups or not, a t-test was run on the SPSS data. Examining the posttest data for the experimental and control classes, a separate sample t-test was performed.

The sig. (2-tailed) obtained from the post-test results between the experimental class and control class was 0.00 It revealed that the result of Sig. (2-tailed) was < 0.05. From the data presented, it can be

concluded that the alternative Hypothesis (Ha) is accepted which means there is an effect of English Subtitles on YouTube Video to students'listening comprehension. Final results showed that students who learnt listening skills through YouTube videos with English captions outperformed students who studied the same skills through YouTube videos without English subtitles. Overall, the use of English subtitles in YouTube videos for EFL students' hearing comprehension demonstrates significant promise, including students in greater comprehension of English learning activities, notably in listening comprehension.

The second research previously came from Zetry(2022) entitled "The Influence Of English Subtitled Cartoon Videos In Teaching Listening Ability". Students in SMP 5 Bengkulu's eighth grade served as the study's subjects. Two categories were chosen as samples by the researchers, who employed

cluster random sampling as their sampling method. 30 students make up Class 8A, the experimental class, while 30 students make up Class 8B, the control class. The researchers utilized SPSS version 16 to analyze the data using the independent and paired sample T-test format. Based on the analysis of t-test formula, the sig. value is 0.000. It could be stated that 0.000<0.05. It means that null hypothesis (Ho) is rejected, while alternative hypothesis (H1) is accepted. The author draws the conclusion that using animation movies with English subtitles has a substantial impact on students' listening skills in SMP 5 Bengkulu.

Previous third thesis research from Mega dkk(2022) This research is conducted in order to entitled "analyze the correlation between watching movie with and without subtitles on students listening comprehension for the Eight Grade Students of SMP N 2 Pematang Raya". The findings demonstrated that

using movies both with and without subtitles improved student engagement, performance, and grades. Results from the pretest and posttest show that student achievement has increased. The standard deviation is 6.74, the mean pretest score was 54, the mean posttest score was 82. As a result, the findings of the mean value and standard deviation demonstrate that watching films with subtitles in Grade 8 at SMP N 2 Pematang Raya helped students' listening comprehension.

Previous four thesis research from Chandra Nilawati & Rizky Lutviana entitled " Improving students listening skill using Scooby Doo English subtitle movie". Based on these findings, the second session showed improvements in the students' listening abilities. Up to 23 students (88% of the class) achieved scores above KKM in the second session. Additionally, students take an active role in their education. Additionally, by paying attention to

the teacher's explanation, asking questions, providing answers to inquiries, and completing assignments, students' interest and motivation are increased. Students think that educational activities paired with the "Scooby-Doo "The Case of the Luna Ghost" movie might boost motivation and interest in learning.

Above are some previous studies, which have conducted research on the effects of English subtitle movie. by looking at the research above, the researcher will also try to research in one of the schools in Bengkulu, with research is "The effect of EFL students' listening skills using toy story english subtitle movie". By using a quantitative method,Quasi Experimental.

D. Conceptual Framework

From the literature and background of this research, Speaking abilities are crucial for students to master, it can be said. Given that students spend more

time listening in class, listening skills are the most crucial component of language acquisition and instruction.

A conceptual framework, according to Notoatmodjo (2018), is a set of connections between the concepts that you intend to measure and observe in the study. The conceptual framework needs to be able to demonstrate the connection between the two variables under investigation. The following is a description of how the research's concepts were developed:
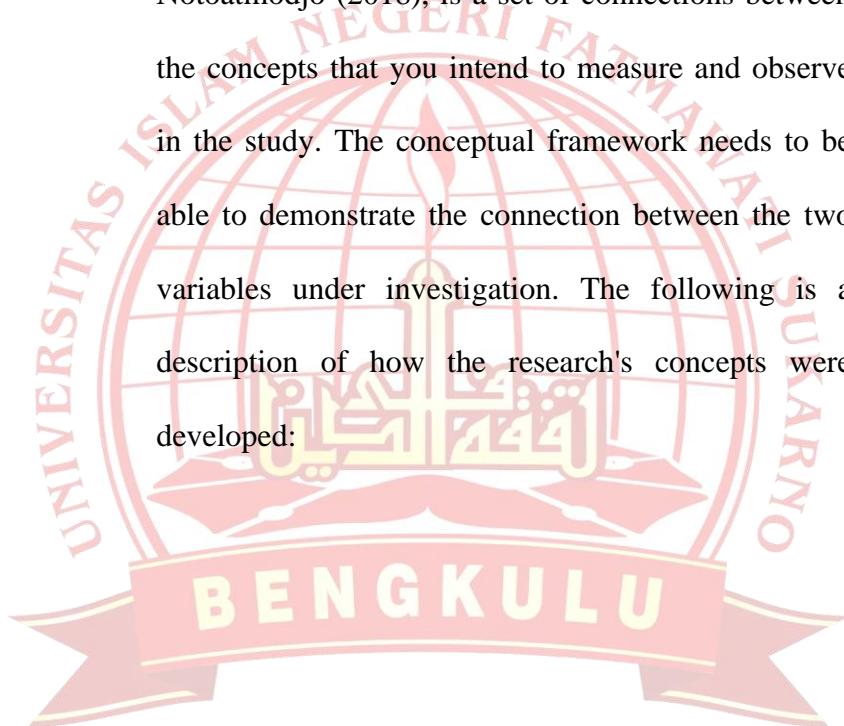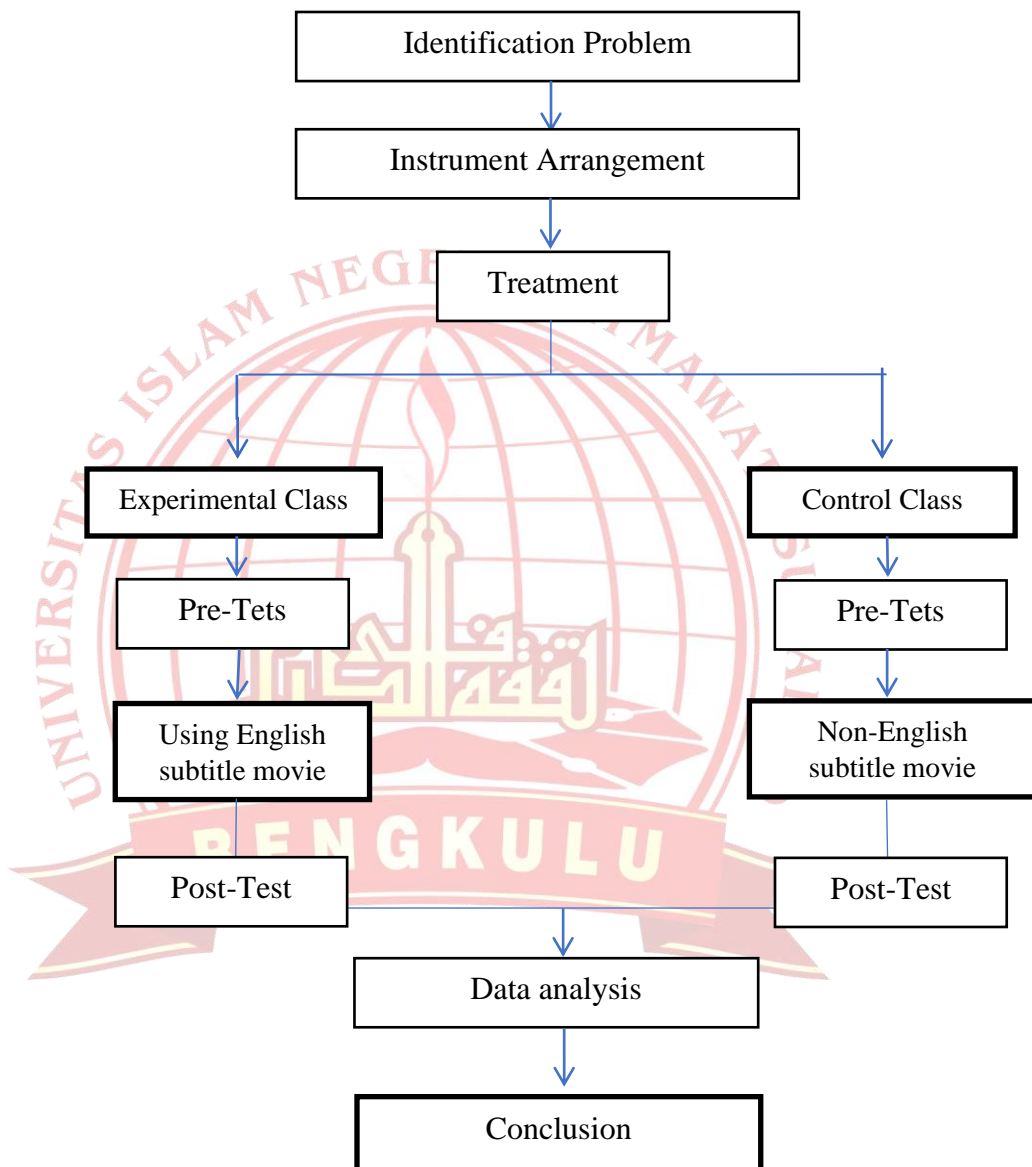
Figure 2.1 : Conceptual Framework

E. Hypothesis of the Reserach

The hypothesis is a temporary answer to the research problem formulation, where the research problem formulation has been stated in the form of a question sentence (Sugiyono, 2021: 99). Why say temporarily, because the answers given are only based on relevant theory, not yet based on empirical facts obtained through data collection

So, the researcher formulates the hypothesis as follows:

1.(H1): It is suspected that using English subtitled films is more effective in EFL students' listening skills

2.(H2): There is a significant difference in students'
listening skills through English subtitled movie
compared to English non-subtitle movie.