CHAPTER I

INTRODUCTION

In this chapter, the writer discusses the introduction, consisting of research background, research problem, research objective, research significance, and research scope. This foundational framework serves to provide a clear context and structured direction for the entire research.

1.1. Research Background

English is an international language whose acquisition and proficiency are essential for international communication. Therefore, English maintains critical importance not only in the world of education but in the world of work, English is one of the requirements or skills to be accepted in a job. Pustika (2021) has the opinion that many aspects of human life like education, technology, tourism, health, economy, and so forth incorporate English to show that English is very close to life today. From the explanation above, we can see that English has a very important role in our lives, one of which is in the world of education. In today's world of education, English has been studied since elementary school, but there are still many who cannot or find it difficult to learn English.

Vocabulary deficiency commonly surfaces as a persistent obstacle in the process of learning English that is owned in English so that someone finds it difficult or cannot speak English properly and correctly. With this problem, there is a way to overcome it, namely increasing English vocabulary by watching English films using English subtitles which can improve English vocabulary skills. According to Faqe (in Sari & Aminatun, 2021) “watching films with English subtitles will improve the learning of vocabulary and enable learners to gain

vocabulary. It also helps learn about English words, grammar, idioms, and new slang".

In addition to improving English language skills, Pratiwi and Ayu (2020) state that the use of English subtitles during film viewing facilitates vocabulary expansion and improves spoken language competencies. Using English subtitles not only increases vocabulary, but students are also able to comprehend what a discourse means. and the intonation of the conversation clearly so that students can imitate it. Adnan (2014) said that pupils are exposed to the language through seeing films and various vocabularies which they could not learn in class but they could get by watching the movies. Arpan (in Ananias, 2021) explains that viewing movies can help pupils learn new words and will help them retain them because they will hear and use them frequently in daily life. Watching English movies is an easy way to improve vocabulary. Movies are one of the interesting and fun media as a medium of learning today. Sabouri and Zohrabi (2015) say that learning English films can help reduce problems such as lack of vocabulary, slow reading, poor grammar, and low conversational skills. Moreover, watching movies does not always have to be in the cinema, but students can do it anywhere such as smartphones, computers, or laptops which are easy to carry anywhere and very practical. Ayu (2020) said, "These online movies can help students to learn English more easily anytime and anywhere".

Thus, this research was made with the aim of knowing students' perceptions of the use of films to improve students' vocabulary mastery. This research will investigate, "Students' Perceptions of Using English Movies in Improving Their Vocabulary Mastery at the 10th Grade of SMA St. Fransiskus 2 Jakarta Timur". The findings of this research could help students develop a more favorable opinion of using movies in the classroom to help them learn new words.

1.2. Research Problem

Based on the background above, the writer formulated the research problem in the form of a question, “What are students’ perceptions of using English movies to improve their vocabulary mastery at SMA St. Fransiskus 2 Jakarta Timur?”

1.3. Research Objective

Based on the background and research problem above, the writer can formulate the objective of this research was to identify and find out the students' perceptions of using English movies to improve their vocabulary mastery at SMA St. Fransiskus 2 Jakarta Timur.

1.4. Research Significance

The purpose of this research is to demonstrate the value of knowledge. The findings can be used to influence future studies, particularly those in the tenth graders of SMA St. Fransiskus 2 Jakarta Timur. The writer expects that the outcomes of the investigation will help:

a) For the Teachers

To English teachers who read this paper hopefully can provide an excellent educational tool and to educate teachers on a new technique for boosting students' vocabulary mastery by using movies as a learning media to improve their vocabulary mastery.

b) For the Students

To provide students with motivation and aid in improving their vocabulary knowledge and comprehension of the English language with new learning media techniques.

c) For the other Researchers

To gain a greater understanding of the movies and vocabulary mastery, they can conduct a further study in the same location, also they can use the fundamental things from this study to improve on this research.

1.5. Research Scope

This research is set to know the students' perceptions of using English movies to improve their vocabulary mastery at SMA St. Fransiskus 2 Jakarta Timur. There were 40 students chosen by the writer, the participants in this study were limited to the students of tenth graders (MIA/IIS) the academic year 2021-2022. The data will be collected through questionnaires.