

CHAPTER I

INTRODUCTION

A. The Background of the Study

English is known as an international language among people around the world. The role of English has always been chosen to interact and connect to other people from other countries. Speaking, writing, reading, and listening abilities are the four communication skills taught in English language education. These four distinct language abilities are also known as productive and receptive abilities. Speaking and writing are productive skills, also known as active skills since they require students to produce language. While reading and listening are receptive skills, also referred to as passive skills, they do not need learners to make language; instead, they receive and comprehend it.

Those skills are essential to be mastered by English learners; learners have to have enough vocabulary to do them. Without learning vocabulary, students cannot communicate effectively and express their ideas in both oral and written form, and they listen to discover the meaning of what others say (Arpan, 2015). It is supported by Dzulfahmi and Nikmah (2019) said that the most important thing for English learners to communicate well is having enough vocabulary. Besides, Wahyuningsih (2018) stated that the cause of learners' poor writing skills is a lack of vocabulary. Meanwhile, Nunan (2005) stated that the collection of words that a person knows is their vocabulary. Vocabulary is the most significant ability in English that should be noted out of all the others because vocabulary is at the

heart of language. Pupils would struggle to understand words or sentences without learning vocabulary (Sudirman, 2020). Grammar and vocabulary have a collaborative relationship that allows them to communicate effectively. Vocabulary refers to the words in a language, whereas grammar refers to the methods and procedures for putting those words together in sentences. When grammar and vocabulary work together, ideas are communicated.

However, this research focuses on vocabulary that is easier to learn first. Vocabulary mastery is an essential part and necessary for expressing our thoughts and comprehending what others say. In other words, it refers to a person's ability to communicate his ideas and to understand what other people are saying.

Moreover, The COVID-19 pandemic has profoundly altered education. The COVID-19 has caused schools worldwide to close; over 1.2 billion children are out of school worldwide. As a result, education has undergone significant transformations, with the rise of e-learning, in which instruction is done remotely and via digital platforms, according to Li & Lalani (2020). We are surrounded by information and communication technology in our daily lives; for example, technology makes learning more accessible and interesting. Because of e-learning, teachers must find a way to make learning more fun and different, even face-to-face. Besides, learners who study at home can use any of the media as their material.

English movies are one of the media, which is very good to enrich students' vocabulary. However, watching movies is another fun strategy that can be used by students or teacher techniques to develop student's skills, including their vocabulary. Adnan (2014) stated that by watching movies, students are introduced to the actual context of language and a wide range of vocabulary they cannot learn in the classroom. Moreover, movies provide audio and visual materials that help the students understand the language more easily (Hu, 2006). It is possible by watching movie giveaways of enriching vocabulary, and it will be familiar for students' minds because they hear it regularly and use it in their life (Arpan, 2015). Watching English movies can be an easy way to enrich vocabulary; besides entertainment, English learners can also know the new words and memorize or

write it down on paper. So, it will not just learn from books, eBooks, podcasts, and so on. Although learning vocabulary through watching a movie could increase vocabulary mastery, some students find that movies are only entertainment. It isn't easy to focus on the plot in the movie if you pay attention to the words.

Moreover, watching a movie takes a long time and quickly gets boring. Mirvan (2013) A movie usually extends the active time to more than an hour, making it a tedious task for pupils to see the film through to the end. To overcome this problem, the English teachers should find out how to make learning vocabulary in the classroom different and have fun by using the movie as media learning.

In the context of Indonesian EFL, there have been various studies related to watching English movies that some researchers have conducted. Murshidi (2020) focused on the evidence about the effectiveness of movies in teaching and learning English as a foreign language by summarizing the findings and implications that learning English by watching movies can help students acquire English with all the aspects of the language. Furthermore, a study by Lestari (2018) focused on using English subtitles in increasing students' vocabulary. Meanwhile, Dzulfahmi & Nikmah (2020) focused on the effects of using movies in improving vocabulary. Yet, studies focusing on students' perception toward movies to enrich vocabulary mastery are scarce. Even though watching movies to enrich vocabulary has been conducted before but based on the differences in perceptions. Students' perception is one of the essential aspects in determining the efficiency of any educational activity. The more favourable the students' perception of the activity, the more conducive it will be, and the actual results will be.

This study investigated EFL Students' Perception Toward Watching English Movies to Enrich Vocabulary Mastery in the English Language Education Study Program of UKI. Students' perceptions of watching English movies may differ; some may find it interesting, easy, and beneficial. In contrast, some students may find it tedious and difficult. As a result, this research was carried out in an attempt to close this gap. The result of this study will hopefully give EFL teachers or educators insight into learners' perceptions towards watching English movies to

gain information in advance of a new method for learning in today's pre-service EFL teacher education, especially in vocabulary mastery.

B. The Questions of the Study

According to the background above, the researcher formulated the problem of the study in the form of the question as follows, “How are the EFL students’ perceptions toward watching English movies to enrich vocabulary mastery?”

C. The Objectives of the Study

The study's objective was to identify and find out the EFL students' perception toward watching English movies to enrich vocabulary mastery in the English Language Education Study Program of UKI.

D. The Scope of the Study

This study aims to discover and examine the EFL Students' perception of watching English movies to enrich vocabulary mastery. Due to the researcher's time and budget constraints, the participants in this study are limited to the students' batch 2019-2017 in the English Language Education Study Program of UKI only. In addition, The data was collected using a questionnaire through Google Form. Therefore, as a result, the findings may only apply to students in a specific study program; they cannot be applied to students at other institutions.

E. The Significance of the Study

By the conduct of the study toward watching English movies to enrich vocabulary mastery, the researcher hopes the result of this study would give benefit to:

a. Theoretical Benefits

This study is intended to demonstrate the benefits of knowledge. The findings can be utilized as a guide for next researchers, particularly in the Faculty of Letters and Languages field.

b. Practical Benefits

1. For the Teachers:

To provide an effective tool for education and gives knowledge to teachers about a new technique for boosting students' vocabulary mastery through the use of movies as a learning media.

2. For the Students:

To serve as a source of inspiration and assistance to students in strengthening their vocabulary knowledge and gaining better comprehension of the English language.

3. For other Researcher:

To better understand movie and vocabulary mastery, and hope to do further research on the subject.

