

## CHAPTER I

### INTRODUCTION

#### A. Research Background

Vocabulary is, in general, a list of terms that are used in conversation. Understanding meaning in context can be aided by having and mastering a large vocabulary. According to Alqahtani (2015), noted that vocabulary is a collection of words used to communicate. In addition, Ghalebi et al. (2020) stated that vocabulary is crucial for second or foreign language learners since it's necessary for self-expression in speaking and writing. Vocabulary mastery is considered an important aspect in foreign language learning, to express our ideas and to be able to understand the words of others.

Lack of vocabulary mastery hinders successful communication skills (Susanto, 2017). Thus, it becomes the primary tool for critical thinking, supporting listening skills, writing effectively, conveying complex ideas, understanding text and meaning, communicating, and improving self-expression. Improving vocabulary among English language learners is a challenge faced by English as a Foreign Language (EFL) students. According to Dewantara and Septiana (2018), students' lack of English vocabulary mastery is generally influenced by several factors, including students' lack of knowledge about vocabulary or learning model or media that do not attract students' attention. Therefore, it is necessary to use a learning media that is interesting, fun, and can help enrich their vocabulary.

There are several ways to develop students' vocabulary mastery, and one of which is using videos or movies as a learning media. Movies with English subtitles

can be used as an interesting alternative learning media to create fun and interesting learning and help improve students' vocabulary. Sari and Aminatun (2021) showed that movies, as audio-visual aids, have been proven to help students in improving limited vocabulary, poor grammar, speaking skills, and listening skills. Students will also be motivated to achieve learning objectives through the combination of sound and visuals, and it is proven to keep them from getting bored.

The use of subtitles in movies can facilitate understanding the video material. Subtitles are very important to understand the context or storyline of a movie, because subtitles meet the needs of students by providing words that match what is spoken so as to increase understanding and get the information (Andriani & Angelina, 2020). According to Sadiku (2018), movies with English subtitles provide an authentic environment that gives learners the opportunity to understand a wide range of vocabulary in real contexts and verbal or nonverbal communication which is certainly beneficial for learners' vocabulary acquisition.

Additionally, Hestiana and Anita (2022) stated that the combination of images, sound, and text in movies with subtitles provides an authentic learning environment and exposes students to real-life contexts and natural language use. They also argued that watching movies with subtitles can help students improve their comprehension and retention of vocabulary by providing visual and textual clues that aid comprehension. As stated by Rao (2019), utilizing movies with English subtitles in ESL or EFL learning includes providing awareness of authentic language scenarios, motivating students and relieving anxiety, all while exposing and enhancing language diversity.

In a similar vein, movies featuring English subtitles offer additional educational opportunities. Thammineni (2016) found that watching movies in an English classroom helps in many ways. First, watching movies will help students hear how to connect words and where to place intonation on certain words and sentences. Second, students learn English in a very natural way, listening to informal English, rude words, and phrases that are often found in books or dictionaries. Third, students' perception of word pronunciation will be shaped by listening to native speakers. Fourth, students will learn words and phrases, particularly idioms and colloquial expressions, through watching movies. Fifth, viewing films encourages students to use the words they hear in context and clarifies how to do so.

Adding empirical evidence on the application of movies with English subtitles, this study was conducted to examine students' perceptions of the use of movies with English subtitles to improve vocabulary. The researcher formulate the serearch question as follows:

### **B. Research Question**

Based on the research background, the researcher formulates the research question as follows:

“What are students’ perceptions of movies with English Subtitles for vocabulary acquisition?”

### **C. Objective of the Research**

Relevant to the problem statement, the objective of the research is to find out students' perceptions towards movies with English subtitles for vocabulary acquisition.

### **D. Significant of the Research**

Theoretically, this study is expected to add insight and knowledge about the application of movies as a tool to improve vocabulary and as a reference for future studies. Practically, this study is expected to provide information to English teachers, as an encouragement to create appropriate learning subjects and materials that are able to improve students' vocabulary. Teachers will also be motivated to find strategies to improve students' English skills. This study will also benefit students, not only to know their vocabulary level, but also to inspire them to improve other skills, such as listening, speaking, and knowing some new words and phrases.