

Chapter One

Introduction

Researchers in this research discussed a number of factors that are addressed in this chapter. First, this chapter outlines the background of the study. In context with this, the researcher explains why researchers are interested in knowing about students' perceptions of learning vocabulary strategies through movies. Second, the researcher presents two research questions as well as the objectives of the study. The significance of the study explains the benefits received from this research. Lastly is the organization of the research.

Background of the Study

Vocabulary is a collection of words that are closely related to language, including English. Vocabulary is a crucial part of learning English, and expanding students' vocabulary knowledge assists in the improvement of students' language abilities (Altalhab, 2016). Vocabulary is a crucial component of communication skills such as listening and speaking. As a result, vocabulary is one of the fundamental elements that humans require to communicate.

Understanding vocabulary is necessary to enhance main language skills: listening, speaking, reading, and writing. Dealing with listening abilities, having good understanding of adequate vocabulary knowledge allows individuals to grasp what others say and how to reply. Similarly, in speaking, possessing considerable

vocabulary knowledge enables people to express themselves more clearly. It results in better understanding of their counterparts towards what they are saying and avoiding confusion between them. Aside from that, comprehending vocabulary is vital for students' writing and reading abilities. Students' writing skills demand them to use effective sentences. Meanwhile, effective phrases can be realized by owning ample vocabulary knowledge and understanding. Then, in addition to reading abilities, possessing sufficient vocabulary knowledge enables students having comprehensive understanding on what the author is attempting to convey in their writing.

Students must have plenty of vocabulary if they want to be either good at English or be good English speakers (Ambarwati & Mandasari, 2020). Students recognize that strong vocabulary comprehension skills are essential to their academic and communication success. The students also need to understand the vocabulary that they would use in learning to complete their reading and writing skills. Therefore, students have to learn vocabulary to improve their English skills.

Research indicates that mastering vocabulary could be done in various ways such as by listening to songs, reading books, watching television, playing games, and watching movies (Feng & Webb, 2020). Utilizing movies as a learning medium for students is now a good choice of learning method. Watching movies is a means of entertainment that makes it easier for students to learn new vocabulary.

Utilizing a diversity of media and resources can make vocabulary instruction more interesting and effective (Feng & Webb, 2020). Textbooks and workbooks may constitute a medium. Most traditional textbooks and workbooks include vocabulary

exercises, definitions, and context sentences. They offer a structured methodology for instructing and acquiring vocabulary. Flashcards are another method for acquiring vocabulary. Physical or digital flashcards are versatile vocabulary-learning aids. You can make flashcards with words on one side and images or definitions on the other. There are also many applications and websites that enable the creation and use of digital flashcard.

Identification of the Problem

Learning English important for Indonesians. Unfortunately, students constantly encounter a variety of challenges during the learning process. Among them are differences in language and lack of motivation. This also happens in their English learning process as L2 students with Indonesian as their native language. In addition to other challenges, students have trouble learning English. The first issue that students run into is the language barrier. This language barrier is the most common difficulty experienced by second language learners. Considering that English is not their first language, learning English vocabulary is difficult for them. Due to the many differences between English and Indonesian.

Another challenge that students have when learning English vocabulary is a lack of student motivation to learn English. Students' motivation to study improves their learning process, making learning motivation one of the most important factors for students (Muthik et al., 2022). Students must be able to learn multiple disciplines, not simply English. Meanwhile, the concepts students must comprehend are difficult to

grasp. According to Hariri et al. (2021), "results show that student motivation and learning strategies were positively and significantly correlated." This, along with a shortage of study time, diminishes student motivation.

With the numerous obstacles that students face, there are several methods they can utilize to increase their English vocabulary. First, they can learn English vocabulary by reading books. The usage of books is a strategy that teachers regularly apply in the classroom (Altahab, 2016). The most popular learning strategy is the employment of books in the student learning process. Students can improve their English vocabulary by reading a variety of literature. However, currently, relatively few students are interested in reading books. Even though there are many types of books, not only educational books. Students can always learn English vocabulary by reading books of any kind. Students can always learn English vocabulary through books with any type of reading. Starting from the documentary genre, non-fiction, fiction, fantasy, sci-fi and other genres that are interesting to students' perceptions.

Second, students can improve their English vocabulary by watching English movies. Movies, unlike books, are an efficient method of learning English vocabulary that can boost students' vocabulary knowledge (Sari & Aminatun, 2021). This method of learning is more appealing than the learning process through books. Teenagers today are more interested in watching movies than reading books because watching movies can be one of their sources of amusement. A movie is an audio-visual medium that may present viewers with a variety of experiences, story concepts, points of view, sensations, and atmospheres. Movies can become the most popular sort of

entertainment as well as a type of entertainment that is appreciated by people of all ages by incorporating a variety of new elements. As a result, the usage of movies in the vocabulary learning process is expected to stimulate students' attention and provide additional motivation to the student's learning process. Students also thought that watching English movies could motivate them. This implies that students are motivated to learn English by watching English movies (Sari & Aminatun, 2021). The internet's convenience in this day also makes it easier for everyone to watch movies anywhere and at any time.

Aside from watching movies, which is one method for students to learn and release stress, playing can also be a method for students to learn vocabulary. Learning while playing might boost student enthusiasm to learn. However, not all games can be used to help students learn. There are only a few games that can be utilized to help students acquire English vocabulary. Some of them include flip-card games, word-guessing games, and spelling bees.

Another simple and common method for students to learn English vocabulary is to study through the Internet. Because of the convenience of online learning, students can study whenever they choose. Today, students only need their devices to learn English, and an e-dictionary could be a useful tool for online English learning (Ambarwati & Mandasari, 2020). Aside from that, students can study anywhere they like.

Delimitation of the Research

Researchers only focus on students' perceptions of learning English vocabulary through watching movies in this research. The objective of this research is to discover strategies for learning English vocabulary based on students' perceptions. Participants in this research were students who watched English movies and used them to learn English vocabulary.

Research Questions

The following are two questions that researchers used as a reference for research regarding The Student Perceptions of Vocabulary Learning Strategies through Movies.

The following questions are:

1. What are the strategies for learning English vocabulary through movies according to the perceptions of EFL students?
2. What are the benefits of learning English vocabulary through movies according to EFL students' perceptions?

Research Objectives

Based on the research questions, the objectives of this research are as follows:

1. To find out students' strategies in the English Language Education department at the Private Islamic University in Yogyakarta learn vocabulary through movies.
2. To find out the advantages that students in the English Language

Education Department at the Private Islamic University in Yogyakarta get from learning vocabulary through movies.

Significance of the Research

The research was conducted with the intention of assisting students, teachers, and other researchers. So that these parties can learn about vocabulary learning strategies through movies that can help them enhance their English vocabulary.

The students. It is suggested that this research would be able to assist students in determining their language learning strategies through movies, thus increasing their learning motivation. After choosing the best strategy to study, students should be able to overcome their obstacles in acquiring English vocabulary. Finally, students' English vocabulary knowledge can improve, and they can enjoy their learning experience.

The teachers. It hopes that this research will aid teachers in developing learning strategies for students learning English vocabulary. So that teachers can learn about the strategies and media that will be used in the classroom for student learning. This learning strategy is also supposed to offer a non-monotonous impression in classroom teaching and learning activities, as well as to increase students' excitement for acquiring English vocabulary.

The researchers. It is hoped that this research can be used as a source of information for researchers' research. Researchers working on the same or similar research topics are expected to use this research as a reference in their research. Researchers are also expected to be able to use this research as a source of additional information for their

research.

Organization of the Research

This research has been divided into five chapters. The first chapter provides a general outline of the research. This section includes the research background, identification of the problems, delimitation of the research, research questions, significance of the research, and organization of the research. The second chapter is a literature review. The usefulness of vocabulary as a communication tool is described in this chapter, as are the obstacles students confront when learning English vocabulary. This chapter also discusses the theories behind learning English vocabulary through watching movies. The methodology chapter is the third. In this chapter, researchers will cover everything relating to research methodologies. This chapter includes the research's methodology, research participants, research instruments, and data collecting method.

Chapter four is all about finding and discussion. This chapter goes over the data analysis results in detail. In addition, the researcher explained the findings of the research analysis. Chapter five concludes with conclusions and recommendations.

This chapter explains the research findings' conclusions as well as recommendations.

Meanwhile, the recommendations are intended for students, teachers, and future researchers.