

CHAPTER 1

INTRODUCTION

This chapter presents a wide-ranging description of the study. It comprises the background of the study, formulation of the problem, operational definitions, the aim of the research, and significance of the study. Below is a further description.

1.1 Background of the Study

Presently, English is increasingly becoming a crucial language to master. Dutta (2019) stated that English has become an integral part of almost every field (e.g., education, business, economy, entertainment, internet, etc.). Hence, today's English position is significant as many job sectors are hiring employees who are proficient in English (Sari & Aminatun, 2021). Thereupon, to be proficient in English, four skills must be mastered, namely reading, writing, listening, and speaking. Alqahtani (2015) found that learning English vocabulary plays an important role in all language skills (i.e., listening, speaking, reading, and writing). Since limited vocabulary will make it difficult for learners to improve their listening, speaking, reading, and writing skills (Mahdi, 2018; Saeedakhtar et al., 2021, as cited in Mangare et al., 2021). It can be summarized that enriching English vocabulary is essential and has an influence on English language proficiency.

There are various types of media that can be used to enrich English vocabulary, such as listening to music, reading books, watching movies, etc. One effective medium is through watching English movies. Sabouri et al. (2015) stated that English movies could help solve various problems, such as limited vocabulary, poor grammar, lack of understanding, slow reading, and low-level conversational skills. Even Thammineni (2016) recommends that all learners who want to learn English watch English movies in their free time as additional practice. This is because English movies can help learners improve various English skills, including enriching English vocabulary. Through watching English movies, learners will hear many new words and

phrases, primarily idioms and everyday expressions. Writing down or memorizing new words, phrases, or expressions heard while watching movies to use in everyday conversation is a valuable experience (Thammineni, 2016). Therefore, watching English movies can be a fun way to allow someone to learn or get more English vocabulary.

Nevertheless, enriching English vocabulary through English movies also has more categories, such as using standard subtitles, bimodal subtitles, or without subtitles. Indeed, these three methods have their advantages and disadvantages. Nonetheless, in this study, the researcher focused more on the second method, i.e., enriching English vocabulary by utilizing bimodal subtitles in English movies. Bimodal subtitles are English texts in the form of transcriptions of English audio. As Semahi (2021) said, bimodal subtitles are a helpful tool to improve and motivate learners to learn new vocabulary. Even from 2015, in Naghizadeh and Darabi's research, bimodal subtitles are more influential in teaching and learning vocabulary than other subtitles tested in the research. Thus, learners can use bimodal subtitles in English movies to effectively enrich their English vocabulary.

The researcher found a phenomenon or case where an English Education student at a university in Tasikmalaya, West Java, Indonesia, often used bimodal subtitles when watching English movies. The participant frequently watched English movies using bimodal subtitles to learn English independently, not under the pressure of college assignments. Then, the participant utilized bimodal subtitles that transcribed precisely what was said in the movie, where it can be accessed from the settings feature on Netflix or Disney+ Hotstar. Thus, the participant is exposed to a large amount of English vocabulary, which can be considered as an autonomous learning medium to enrich English vocabulary. Holec (1981, as cited in Tuan, 2021), as one of the earliest proponents of autonomy, defines autonomous learning as the ability to take charge of one's own learning. In simple terms, autonomous learning is defined as independent learning or self-direction. Hence, autonomous learners are able to make their own decisions in determining

learning contents, objectives, methods, and techniques; defining learning progressions; monitoring acquisition procedures; and evaluating learning outcomes (Tuan, 2021). In summary, the participant was able to enrich her English vocabulary just by watching English movies with bimodal subtitles, which was enjoyable. Since the researcher found the case, the researcher is interested in researching it.

This study is essential to strengthen and expand previous research with a gap that can be a differentiator from previous studies. In previous studies, the researcher has yet to find any research whose findings describe how the procedure of using bimodal subtitles in English movies can enrich one's English vocabulary. Almost all previous studies have focused more on proving whether bimodal subtitles in English movies can improve vocabulary mastery or not. As in the research conducted by Hoogendyk et al. (2014), BavaHarji et al. (2014), Naghizadeh and Darabi (2015), Faqe (2017), and Yulia and Fazaki (2022) because they do quantitative research. As for one study that conducted qualitative research (case study) from Semahi (2021), however, that study is more focused on finding out the effectiveness or role of using bimodal subtitles in English movies in improving vocabulary learning for EFL students.

The conclusion is that even though this research topic has similarities with previous studies, in this study, the researcher focused more on finding out and describing the procedure for enriching participants' English vocabulary through the use of bimodal subtitles in English movies. The procedure in question starts from selecting sources or media that can be used to discover lots of new vocabulary to applying the new vocabulary acquired into the participants' daily lives.

1.2 Formulation of the Problem

Based on the background above, the problem formulation of this research is "How does the procedure for enriching the English Education student's English vocabulary through bimodal subtitles in English movies?"

1.3 Operational Definitions

To avoid misinterpretation, the researcher has explained the keywords of this research.

- 1.3.1 Bimodal Subtitles** : Bimodal subtitles refer to a form of transcription of English dialog or audio into English text. In this research, the participant used bimodal subtitles, which transcribed exactly what was said in the movie, thus exposing the participant to a lot of English vocabulary.
- 1.3.2 English Movies** : English movies refer to a series of moving images that tell a story recorded with English audio or dialog. In the context of this study, the participant was free to watch any type and genre of English movies, both short or series movies (continued or multi-episode).
- 1.3.3 English Vocabulary Enrichment** : English vocabulary enrichment refers to the process of expanding and increasing the repertoire of words in English. In the context of this research, the participant took advantage of the use of bimodal subtitles in English movies to enrich her English vocabulary.

1.4 Aim of the Research

Based on the problem formulation above, this study aims to describe the procedure for enriching the English vocabulary of an English Education student by using bimodal subtitles in English movies.

1.5 Significance of the Study

1.5.1 Theoretical Use

This research is expected to provide a theoretical contribution to reinforce and develop previous study theories with different research

gap, i.e., this research is more concerned with finding and describing the procedure of English vocabulary enrichment of an English Education student by utilizing bimodal subtitles in English movies.

1.5.2 Practical Use

This study can give students a practical contribution where they can improve their English skills by enriching their English vocabulary through autonomous learning. Students can take advantage of the use of bimodal subtitles in English movies as a self-learning medium to enrich their English vocabulary. This allows the brain to get used to the English vocabulary exposure in the movie, automatically making the brain process or absorb English vocabulary acquisition faster.

1.5.3 Empirical Use

This research is expected to provide empirical insight regarding how bimodal subtitles in English movies can be utilized as an autonomous learning medium to enrich English vocabulary. Also, it provides insight to students regarding English vocabulary learning since the process of enriching English vocabulary is not only about increasing the number or quantity but also the quality in terms of understanding the form and meaning of words to its use in the context of daily life.