CHAPTER 1

INTRODUCTION

In this chapter the author discusses the introduction of the entire research. In this chapter the author discusses the background of the research, problem formulation, operational definition, research objectives, and research significance.

1.1 Background of the Study

Movies are a broad medium that can be used in several ways, one of which is in the teaching and learning process. The Oxford Dictionary defines a movie as a story or event that is recorded on film as a sequence of moving images and shown on television or in a theatre Especially now that movies can be accessed through digital platforms, one of which is Netflix. Students and teachers can use movies as their learning medium, especially in developing their skills including vocabulary.

Watching English movies can increase vocabulary because they speak fluent English, besides that Netflix itself also has a subtitle feature with various languages which can facilitate teachers and students in the learning process. Research has shown that second language proficiency largely depends on the range of vocabulary a learner has acquired, and that limited vocabulary knowledge can impede successful communication (Alqahtani, 2015; Anjaniputra & Salsabila, 2018). According to Groot (2000), there is consensus among linguists that a minimum vocabulary base is needed for functional language proficiency. Laufer (1997) and Nation (1990), for example, set the minimal requirement at 5000 words. Although vocabulary has not always been recognized as a priority in language teaching, interest in its role in second language (L2) learning has grown rapidly in recent years and specialists do not emphasize the need for a systematic and principled approach to vocabulary both the teacher and the learner.

EFL students can learn vocabulary through English Movie especially in this digital era that makes it easy for EFL learners to learn from anywhere and anytime in this context is watching English Movie through Netflix. EFL Learners as the learners that study English by individuals who reside in areas where English is not spoken as a first language (Gebhard, 2006).

The phenomenon that the author found in the field recently is that there are 2 EFL students who are increasing their vocabulary through English movies using Netflix. both have been using the application for 1 month. During the 1-month study, they admitted that their vocabulary had increased. The gaps that researchers found in previous studies include using quantitative research methods, using questionnaires to collect data, and using diverse participants from high school students in the 2018/2019 school year, as well as using adults for research participants. The purpose of this research is exploring the experiences and perceptions of EFL students' regarding the use of English movie in learning vocabulary.

1.2 Formulation of the Problem(s)

The research questions addressed in the present study is "What is the perception of EFL students towards learning vocabulary through English movies?"

1.3 Operational Definition(s)

1. **EFL Learners Perception**

   EFL Learners Perception is a view of EFL learners on a phenomenon/issue that is happening around them. They also give their opinion on the phenomenon or issue related to their experience, usually related to the learning process, their understanding of the issue, and their motivation.

2. **Learning Vocabularies**

   Learning vocabulary can be obtained through formal learning at school, learning at English courses, as well as learning independently at home. Learning vocabulary can also be acquiring and understanding the meaning, pronunciation, and application of words in a particular language. Learning vocabulary in this case includes mastering a wide variety of terms, definitions, and the proper application of each term in various situations. Reading, listening, speaking, and practicing are some of the strategies used in effective vocabulary development that are meant to increase word knowledge and improve language skills.

3. **English Movies**

Film, sometimes referred to as motion pictures or movies, is a type of visual art and entertainment that uses moving images to illustrate concepts, tell stories, or record and depict actual or imagined events. Movies are usually created by using a camera to take still photographs or by using animation techniques to create moving images. To enhance the viewing experience, movies are accompanied by sound, such as music, sound effects, and/or speech. English movies have various genres that are suitable for learning vocabulary through English movies.

4. **Learners Autonomy**

Learners Autonomy is a habit of students in learning independently. Learners' autonomy is divided into 3 indicators including Responsibility, Self-control, and Motivation. Responsibility in learners' autonomy includes Planning, setting goals, understanding learning, learning strategies and finally Reflecting and evaluating.

1.4 Aim(s) of the Study

The purpose of this research is exploring the experiences and perceptions of EFL students' regarding the use of English movie in learning vocabulary. The research aims to investigate the impact of English movie on learning vocabulary among EFL students.

1.5 Significance(s) of the Study

Through this study, every aspect in educational system, such as teachers, students, administrator, including the society will further realize how English movie can have an impact on vocabulary learning for EFL students.

1.5.1 Theoretical Significance

The author of this study suggests that the findings can be utilized to further discuss on how EFL Students' Perception in Learning Vocabulary Through English Movies with closer examination and thought for next research.

1.5.2   Practical Significance

Regarding instructors, their duty as educational facilitators should be to assist EFL pupils in their vocabulary acquisition through English movies. Furthermore, the author suggests that many EFL learners would have a large vocabulary that they have learnt from viewing English movies.

1.5.3   Empirical Significance

The author's perspective on this topic can be expanded through the study of EFL students' perceptions of learning vocabulary through English films, which will help them create future teaching strategies for EFL students' vocabulary instruction through films.