

CHAPTER 2

LITERATURE REVIEW

In this chapter the author presents some theories that support this study. The theories are related to learning vocabulary and learners' autonomy.

2.1 Theoretical Framework

2.1.1 EFL Learners Perception

EFL students' perceptions are students who have an opinion about something that they get from the teaching and learning process and how they react to it. Perceptions refer to students' opinions, reactions, and interpretations of the teaching and learning process.

According to Sidhu (2003), students' perceptions are their points of view on things that happened in the classroom, and they provide suggestions or arguments for a teacher or other students to help them learn more effectively. Perceptions are points of view on classroom experiences, where students provide suggestions or arguments to enhance learning effectiveness. EFL students are students who are learning English as a Foreign Language, usually at school and in English language centers. EFL students range in age from toddlers to senior citizens. In addition to school and tutoring EFL students can also learn through the internet, media and books.

EFL (English as a foreign Language) Learners is a student that learn English not spoken English as the primary language. Usually EFL Learners are School students, Universities Students, Professional, Tourist that are not from English speaking country. Gebhard (2006) defines EFL Learners as the learners that studying English by individuals who reside in areas where English is not spoken as a first language. According to Harmer (2007) defined EFL learners as those who are receiving instruction in English while enrolled in short courses or studying the language at country that are not speaking English.

EFL Learners sometimes face an obstacle such as grammar, pronunciation, vocabulary acquisition, cultural difference, and to speak to others in real life with English. According to (Brown, 2001; Nation, 2000; Thornbury, 2004) the factors include vocabulary learning, those are: meaning, appropriate use, pronunciation, spelling, and connotation. Key factors influencing vocabulary acquisition are: Meaning: Understanding the definition and contextual relevance of words, Appropriate Use: Using words correctly based on context and situation, Pronunciation: Mastering the accurate phonetic articulation of words, Spelling: Correctly writing the words, Connotation: Grasping the implied or emotional associations of words.

2.1.2 Learning Vocabulary

Vocabulary learning is a learning process used to increase vocabulary in language. Vocabulary learning can be learned from the internet, media, and books. Besides, learning vocabulary can improve writing, speaking, reading, and listening skills.

Vocabulary learning is central to language acquisition, whether the language is first, second, or foreign. 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. (Abercrombie, 1949). The English language is composed of four skills: speaking, listening, reading, and writing (Teppa, R., Rorimpandey, R., Posumah, J. 2022). According to Brown (2001), Nation (2000), and Thornbury (2004), vocabulary learning involves several factors, such as meaning, appropriate use, pronunciation, spelling, and connotation. Technology and media, such as language apps, games, or movies, provide engaging tools for learning vocabulary.

Among those skills is vocabulary. A person may find it difficult to express their ideas if their vocabulary is small. For pupils to strengthen their four language skills, vocabulary is essential. According to Nation (2001) elucidated that vocabulary acquisition is important for all language skills (listening, speaking, reading, and writing) in ESL (English as a Second Language) and EFL (English as

a Foreign Language). Learning vocabulary is very important for the success of their study since most textbooks and journal articles are written in English. Consequently, strategies of learning vocabulary in language learning become key issues nowadays for EFL teachers to help them achieve their learning objectives (Wahyudin et al., 2021). According to Nation (2001) to use a word, we need to know the word's structure and what grammatical patterns can be used. Many linguists now consider ancient languages to play an important, if not the central, role in grammar. Schmitt (2010) explained that grammar could provide a structured context, which helps EFL students understand how words can change their function depending on the role of grammar within a sentence. Schmitt (2010) explained that grammar could provide a structured context, which helps EFL students understand how words can change their function depending on the role of grammar within a sentence. Schmitt also emphasized the importance of learning grammar patterns related to vocabulary to improve communication skills effectively. According to Nation (2001), understanding meaning is central to learning vocabulary. Nation also stated that effective vocabulary learning involves not just remembering the form of words but also understanding their contextual meaning. He further explained that learning meaning includes nuances, collocations, and the relationships between words within a language.

Moreover, Schmitt (2000) noted that the process of understanding the meaning of a word involves several stages, starting from knowing the basic definition, context of use, synonyms, antonyms, and usage in sentences or phrases. Schmitt also suggested that learning the meaning of a word requires repeated exposure in different contexts to deepen understanding and facilitate long-term retention of vocabulary. Apart from grammar and understanding vocabulary meaning, vocabulary acquisition could also be increased through repeated practice, often referred to as "drilling." The participants above learned using this technique by recording their pronunciation when using newly learned vocabulary. This approach to learning is supported by experts, such as Nation (2001), who stated that drilling or repetitive practice is a method to improve memory.

According to Nation, repeating words in structured exercises can help EFL students strengthen the link between the form and meaning of words, enhancing memory retention. Nation also recommended combining drilling with context-related exercises to make words easier to remember in real-life situations. Supporting Nation's view, Schmitt (2010) observed that drilling vocabulary can help EFL students build the necessary foundation before using new words in more complex contexts. Schmitt added that drilling enhances memory by increasing significant exposure to new words.

2.1.3 English Movies

English movie is an image and sound recording in English that can be stored digitally or physically which has many genres such as comedy, horror, thriller, fantasy, fiction, non-fiction, documentary, crime, adventure, romance, action, etc. besides that movies can also be watched through theaters or through digital platforms such as Netflix. Movies are also a medium of learning vocabulary skills.

Movies, sometimes referred to as motion pictures or films, are a type of visual art and entertainment that uses moving images to illustrate concepts, tell tales, or record and portray actual or imagined occurrences. Movies are usually made by employing cameras to capture still photos or by using animation techniques to create moving images. To improve the watching experience, they are accompanied by sound, such as music, sound effects, and/or speech.

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. according to Herron (1994:163), Movies provide background information that activates prior knowledge, which is crucial for promoting the four skills activities in the classroom. Netflix has been leading the digital revolution in the audiovisual market (Steemers,2015). OTT platforms offer easy-to-use, attractive services, as well as binge watching titles based on personalized user preferences (Johnson, 2017). Netflix has emerged as a crucial resource for language learners. According to Dizon (2018), his research demonstrates how some foreign language learners were able to see films in the target language English through Netflix. They said that these videos were beneficial. them a great deal to learn new vocabulary and

language skills through real information, they also made pronunciation and intonation improvements. At last, they realized the possibility of Netflix to boost motivation because it was an entertaining method of learning English.

According to Nation (2000) and Thornbury (2004), vocabulary learning involves understanding word meaning, appropriate use, pronunciation, spelling, and connotation, all of which can be naturally acquired through movies. Watching movies allows students to encounter vocabulary in meaningful contexts, helping them to associate words with situations, actions, and emotions. Subtitles in English movies serve as a valuable tool for vocabulary learning, allowing students to match spoken words with their written forms and meanings. Students can also learn the spelling of words by paying attention to subtitles or reading related movie scripts. Learning vocabulary through English movies encourages students to adopt a more autonomous approach to learning, as they can select content that matches their interests and goals.

2.1.4 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.

According to Benson (2016) After more than 40 years of research, autonomy in language learning and teaching can be seen as an important and desirable trait of language learners that needs to be considered while teaching languages. The impact of advancing technology is the emergence of new technologies, which is also closely related to learner autonomy. Autonomous learning refers to the learner's ability to decide what to learn (Santiana et al., 2023). According to Andriani dan Abdullah (2023) The present study explored how Project-Based Learning invigorates the EFL students in acquiring linguistic knowledge and how it shapes the EFL students' learning autonomy.

Learning vocabulary through English movies encourages students to adopt a more autonomous approach to learning, as they can select content that matches their

interests and goals. According to oxford dictionary when students take charge of their own education, both in terms of what they learn and how they acquire it, they are exhibiting learner autonomy. It begins with the premise that students may become self-directed and can learn to approach their studies independently and pro-actively.

According to Fletcher-Wood (2021) setting learning goals and organizing schedules and study plans can help students feel a significant increase in ability which can motivate them to learn independently and set new, more challenging targets. Responsibility could be enhanced in learning by providing opportunities for students to evaluate their own progress (Scharle & Szabo, 2000). In line with this, learning strategies also played a role in increasing students' sense of responsibility when they felt more empowered over their learning process (Huang & Benson, 2013).

In addition to responsibility, motivation also played an important role in learner autonomy. This statement was reinforced by expert opinions, as discussed by Ushioda (2011). Motivation that arose from students' interest in learning materials was crucial for developing their independence. This motivation also enabled students to engage in the learning process and take responsibility for their progress in learning new vocabulary. Furthermore, Littlewood (1996) stated that learner autonomy often increased the motivation of EFL students, thus enhancing their sense of responsibility in their vocabulary learning process.

Besides responsibility and motivation, self-control also played an important role in learner autonomy in learning vocabulary through watching English movies. According to Nakata, Huang, and Benson (2013), self-control was part of the broader framework of learner autonomy, serving as one of its components. EFL students who could regulate themselves well-tended to be more responsible.

Furthermore, Haggard and Taskiris (2009) explained that a person's ability to control their actions could influence events in their lives. In addition, Murray (2014) revealed that students with a high level of self-control were usually more capable of facing challenges and finding solutions in their learning process. This also enabled them to learn independently for extended periods.

2.2 Study of Relevant Research

Previous study that conducted by Andrian et al., (2019) with the title the improving of vocabulary through animated video shows that the research is to find that Video influences their education and develops into a crucial tool for supporting pupils' learning. In this research the authors use action research for this research study. The result of this study is the most crucial aspects were using videos to instruct pupils and provide detailed explanations. The gap of this study is using animated videos in their research study besides that this study using action research and for the participant is using student 7th grade in academic year 2018/2019.

Apart from the research above, here is also one study that discusses students' perception of vocabulary learning through movies that conducted by (Tumengkol et al., 2022) shows that finding out how students felt about using films to learn vocabulary was the aim of this study. Besides that, this study using questionnaire for the data collection and using quantitative method. The result of this study they can learn English by watching English-language films, particularly for vocabulary mastery. In addition, students will be more engaged in something novel and imaginative in this technological age. The gap of this study is using questionnaire for the data collection and using quantitative method.

The last article was conducted by (Albiladi et al., 2018) with title Learning English through Movies: Adult English Language Learners' Perceptions, the purpose of this research is to investigated how English language learners felt about using films as a teaching and learning method for the language. And for the data collection this research using adult learners as participant. This research uses method qualitative and for the data collection using semi-structured interview. The result of this research is the participants expressed support for using films to learn English. The findings showed that there appeared to be consensus among the involved language learners about how beneficial it was to watch films. Interestingly, the participants recognized several advantages associated with language acquisition. The gap of this research is using adult people for the data collection. Unfortunately, the 3 articles above can still be analyzed more deeply

using variables, methods, participant intake which can be discussed using this research.