

# CHAPTER I

## INTRODUCTION

### 1.1. Background of the Study

In the early stages of examining how children acquire language, we can notice how strongly vocabulary shapes their ability to understand and use that language. Fitri (2018) highlights that vocabulary is a critical component of language competence, forming the foundation for effective communication across speaking, listening, reading, and writing. This understanding reinforces the need to take vocabulary acquisition seriously. Similar views are expressed by Hariyono (2020) who notes that children benefit from early exposure to vocabulary, as it supports their overall language development. These insights suggest that vocabulary acquisition should be prioritized from an early age.

Vocabulary can be acquired in various ways; it can be learned in class or out of class, which we know as informal learning. Khan et al. (2023) say that informal learning is the type of learning that occurs outside a regular formal classroom. In this context, parents serve as children's first teachers and play a crucial role in selecting strategies and methods that best support their child's vocabulary acquisition. Their involvement remains important even after children begin formal schooling. This perspective is reinforced by Wati (2016) who highlights the significant role of parents in children's academic achievements, then Zhu (2021) who finds that parental influence strongly affects children's learning outcomes. These observations reveal that active parental engagement is crucial for facilitating vocabulary acquisition among young learners.

In selecting strategies to support a child's informal English vocabulary acquisition, parents can adapt their approaches to match the child's individual characteristics and interests, such as hobbies or favorite activities. For example, using movies, digital flashcards, or other engaging media can make learning more meaningful and enjoyable. Supported by Dyosi (2018), as cited in Eshach (2007), explains that informal learning is often reinforced through interaction with people,

hobbies, television programs, the internet, and social experiences. Considering that children tend to be highly interactive, movies provide a medium well-suited to their engagement needs. Albiladi et al. (2018), as cited in Tafani (2009), also suggest that movies offer an interesting and interactive method for teaching English. Apart from being interactive, another characteristic of young learners is imagination. Shin and Crandall (2013) state that young learners adore make-belief and are imaginative. Efrizal (2018) explains that movies can show pictures on the screen that look alive, so movies can support a child's imagination in understanding the concept the word represents.

It was observed that a parent preferred to use movies as an informal medium to facilitate their child's English vocabulary acquisition. During these sessions, a parent allowed her child to select the movies while actively providing guidance and supervision throughout the activity. The sessions were typically conducted on weekends, particularly on Saturdays, creating a structured and supportive environment in which the child could naturally encounter and internalize new English words. This approach demonstrates how parental involvement, combined with the strategic use of media, can foster meaningful vocabulary acquisition in a young learner.

This study on a parent's experience using movies as a medium to acquire English vocabulary for her child as a young learner is based on differences in research methods and participants. Previous research by Irmanda et al. (2021) investigated students' perceptions of short movies in English as a medium to support vocabulary mastery, using narrative inquiry as a research method. Another study by Erlangga & Ayu (2022) entitled *Exploring Secondary Students' Perceptions Towards Learning English Through Movies*, differs in its context, particularly in terms of participants and the research focus. In contrast, this research explores parents' experiences with using movies as a medium for acquiring English vocabulary through narrative inquiry. This study is important because it positions parental experiences as a foundation for developing motivational models and learning strategies. In addition, this research contributes by offering new insight

into how parent perceive and support the use of movies in a child's English vocabulary acquisition, an aspect that has received limited attention in previous studies.

## **1.2. Formulation of the Problem**

Therefore, to guide this research, the following research question is:  
What is the parent's experience of helping her child's English vocabulary acquisition through movies as a young learner?

## **1.3. Operational Definitions**

The researcher provides four definitions related to this study to avoid misunderstanding the terms set out in this study as follows;

### **1.3.1 Second Language Acquisition Theory**

Second language acquisition refers to the process of learning a language other than a child's native language, specifically English in this context. It involves the gradual development of comprehension and use of English vocabulary through informal exposure, such as watching movies.

### **1.3.2 Vocabulary Acquisition in Children**

Vocabulary Acquisition in Children refers to how a child learn and maintains new English words through movies. This process includes identifying, understanding, and applying new vocabulary, facilitated by repeated exposure, multimodal stimuli, and reinforcement via parent-child interactive discourse.

### **1.3.3 Movies as a Medium for English Language Learning**

Movies as a Medium for English Language Learning means using movies to help a child gain English vocabulary. Movies offer an engaging platform that enables a child to recognize and comprehend unfamiliar words in a meaningful way. A parent supports this learning by discussing movies and reinforcing vocabulary through related activities.

### **1.3.4 The Role of Parents in Language Learning**

In this study, a parent supports her child's English vocabulary acquisition through movies by providing and selecting suitable movies, explaining new words a child does not understand, reinforcing her in daily activities, and monitoring progress.

#### **1.4. Aim of the research**

According to the research question, this research aims to explore parent's experience of helping her child, as a young learner acquires English vocabulary through movies.

#### **1.5. Significance of the Study**

##### 1.5.1 Theoretical Uses

This research will expand the theory about language acquisition, especially vocabulary in children.

##### 1.5.2 Practical Uses

Practically, this study can be used as a reference and consideration for parents to use movies as a medium and strategies for a young learner's English vocabulary acquisition.

##### 1.5.3 Empirical Uses

This research will provide insight into parents' experience of using movies as a medium for a child's English vocabulary acquisition.