

CHAPTER I

INTRODUCTION

This chapter discusses the background of the research, research questions, purposes of the research, and limitations of the research.

1.1 Background of the research

In the era of globalization and increasingly connected communication, mastery of English has become a very important skill in various aspects of life, in education, careers, and cross-cultural interactions. One of the crucial aspects of mastering the English language is vocabulary. According to Bai Zhihong (2018), Vocabulary is the foundation for forming sentences and conveying ideas and meanings, and is the main requirement for communication, so the availability of a large and stable vocabulary is very important and essential. Without sufficient vocabulary knowledge, foreign language learners will struggle to use all four skills in English (Gorjian, 2014). That is the reason why without sufficient vocabulary, EFL students will have difficulty learning the language. In addition, McCarthy (1990) claims that although students have a good command of grammar and can pronounce L2 (second language) sounds successfully, communication in the L2 cannot occur meaningfully in the absence of words capable of expressing a wider range of meanings. Having a large vocabulary helps us express our ideas precisely in communication. Therefore, having a good vocabulary makes it easier for EFL students to communicate well with each other.

However, mastering vocabulary is difficult because it requires a process to understand and remember words. As said by Ghalebi et al (2020), learning new vocabulary items is always a challenge for foreign language learners, one of the main difficulties that learners face is how to incorporate a large number of foreign words into memory. In addition, most foreign language learners find it difficult to speak or communicate with teachers, lecturers, or friends this can be due to a lack of understanding of their vocabulary. Developing vocabulary ability requires high motivation from students and is a dynamic process that involves a variety of variables and the practice of different skills. It also requires appropriate teaching-learning methods to improve students' vocabulary acquisition.

Among the various methods of learning English, watching English movies has become popular as an interesting and effective learning media to improve vocabulary mastery. According to Ismaili (2013), Movies are an enjoyable source of entertainment and improve language acquisition. Therefore, watching an English movie allows one to be exposed to various situations, conversations, and language expressions used by native speakers. Furthermore, Webb (2010) also says students can improve their vocabulary skills by using movies. Watching movies provides an opportunity for students to learn the language and acquire new vocabulary. In addition, in the process of watching movies, viewers are indirectly involved in a broader cultural and social context, which can enrich their understanding of the English language.

Many people have proven that watching English movies is effective for improving vocabulary comprehension. Some YouTubers in Indonesia who are self-taught also say that they learn English from watching English movies, like YouTubers named Indah and Fiki Naki. There are also many studies that prove the effectiveness of watching English movies in mastering vocabulary. Although watching English movies has great potential to improve vocabulary, individual views on the effectiveness of this method can vary. Students' views on the habit of watching English movies in the context of vocabulary acquisition have not been studied comprehensively or thoroughly. Therefore, the researcher is interested in conducting a study entitled "Students' Perception of the Habit of Watching English Language Movies in Improving Vocabulary Mastery: A Study in the English Education Study Program at Jambi University". This research is expected to provide a better understanding of students' views on watching movies in English as a way to improve their vocabulary. In addition, it is hoped that the use of media such as watching English movies in the teaching-learning process can increase students' interest and make it easier for them to learn the language. The findings of this study can provide valuable input for the development of more effective teaching methods, especially in the context of language acquisition.

1.2 Research Question

Based on the background above, the formulation of the research question is *What are the students' perceptions towards their habits of watching English movies in mastering vocabulary?*

1.3 Purposes of the Research

Based on the problems above, the purpose of this research is to find out the students' perception towards their habits of watching English movies in mastering vocabulary. After achieving its objectives, it is hoped that this research can provide significant results for students and future researchers. so that this research can be useful and useful.

1.4 Limitation of the Research

This research is limited to several aspects. First, it limits the number of participants because researcher want to focus on the problems in the research so that the research is more focused and facilitates discussion to achieve research objectives. The participants chosen to take part in this research were students of the Jambi University English Education Study Program who had taken Reading, Listening, Writing, and Speaking purposes who were familiar with English movies or often watched English movies. Second, this research focuses on students' perception towards their habits of watching English movies in mastering vocabulary.