

CHAPTER I

INTRODUCTION

1.1 Background of the Study

The one that is most important to acquire in order to communicate in English is vocabulary comprehension. According to Rinekso (2021), vocabulary plays an important role in a fluent understanding of English. Although vocabulary knowledge alone cannot guarantee complete understanding of all messages, expanding such knowledge significantly enhances the recipient's ability to interpret and engage with spoken and written discourse more effectively (Krashen, 2009). Without vocabulary, something or information will not be conveyed properly. Having a wide range of vocabulary allows individuals to convey thoughts with greater clarity, exactness, and creativity (Haque et al, 2024). Furthermore, having a broad and varied vocabulary can help learners communicate more effectively. Vocabulary is crucial for helping students understand any information that is offered in English (Rinekso, 2021).

Additionally, despite enthusiasm and a high level of confidence in learning a language, limitations in vocabulary may make it difficult to speak clearly and cause the learner to slow down in interpersonal interactions. In addition to Sukrina (2010) In fact, most of the students had many problems with vocabulary mastery. Learners had trouble comprehending certain English sentences and had a restricted vocabulary that made it difficult to understand the meaning of the text and students found it difficult to communicate in English.

Realizing the importance of vocabulary, numerous techniques have been used to improve it. Based on earlier studies, researchers have discovered a method for

improving new vocabulary, which involves watching movies to increase vocabulary. As Kabooaha (2016) stated, movies provide more pedagogical options and are a rich resource of intrinsically motivating materials for students. According to Putra (2014) There is no doubt that video technology especially subtitled movies can be a powerful teaching tool to help students learn and acquire new vocabulary. Movies can be an effective tool for learning new vocabulary. Learners can learn the meaning of words, how to spell them, and how to pronounce them correctly by comparing the subtitles with the pronunciation in the film (Yanti et al, 2025). Watching movies can help learners learn how to pronounce a lot of words and pick up some vocabulary from the movies.

Regarding vocabulary acquisition, movies with subtitles play a significant role in expanding students' vocabulary. Learners achieve a deeper understanding and better retention of information when they engage with both verbal and visual elements simultaneously (Mayer, 2002). The combination of audio and visuals highly motivates students to achieve their learning goals. English subtitles in films have a positive impact on students, increasing their vocabulary and motivation to learn English (Meryani, 2021). Additionally, watching subtitled movies can expose students to new vocabulary they have not encountered before. By utilizing movies with English subtitles, it is hoped that EFL students can enjoy the experience while updating their English vocabulary and motivation to learn.

However, the reliance on subtitles can also present challenges for students. Some researchers argue that excessive dependence on subtitles may hinder the development of independent listening skills, as students might become accustomed to reading rather than actively listening (Markham, 1999). This phenomenon can lead to

a superficial understanding of the language, where learners may struggle to comprehend spoken language without the aid of written text. Thus, while subtitles can be beneficial, it is essential to strike a balance between their use and the cultivation of listening proficiency.

According to Sembel N, et al (2021), Vocabulary absolutely affects students' performances in various aspects, such as their academic achievement. The use of English in classes in the English language education department at Universitas Jambi has been almost completely used starting at the beginning of lectures. Many students feel surprised because they do not understand English perfectly due to their lack of vocabulary skills. Therefore, some students are looking for various ways to increase vocabulary skills to participate in lectures optimally. Students have difficulties expressing their ideas when they do not have enough vocabulary in their memory (Lail H, 2018). At the same time, English language education students at Universitas Jambi also have difficulty expressing ideas due to a lack of vocabulary, which causes difficulties in communicating.

There is a lot of previous research related to the use of English subtitles in watching movies to improve vocabulary that researchers found but this research is limited at Universitas Jambi. Therefore, the researcher wants to research "EFL students's perspective on the use of English subtitles in watching movies to enhance vocabulary mastery" in Jambi, especially in the English language education study program at Universitas Jambi.

1.2 Research Question

Based on the background above, the research question is *what is the EFL student's perspective on using English subtitles in watching movies to enhance vocabulary acquisition?*

1.3 Purpose of the Research

Based on the research question above, the purpose of this research is to find out and describe the student's perspective on using English subtitles in watching movies to enhance vocabulary mastery.

1.4 Limitation of the Research

This research needs the scope to limit the information as the researcher conducted. In this research, the researcher focuses on students' perspectives. The limitation of the study is to find out how the perspective of using English subtitles in watching animation or comedy movies to enhance the vocabulary of Universitas Jambi students in the fifth semester of English education study.

1.5 Significance of the Research

This research is expected to contribute to English lecturers, students, and future researchers.

1) For English Lecturers

This research is expected to be able to provide a clear description regarding the EFL student perspective on a way to improve students' vocabulary skills, which can later be recommended to other students as a strategy to improve vocabulary.

2) For Students

This research is expected to be able to give an effective strategy for improving vocabulary which has a big impact on students' English language skills for learning in the English language education study program at Universitas Jambi.

3) For Future Researchers

This research is expected to become a relevant reference for other researchers who intend to conduct future research about improving vocabulary using English subtitles in movies or other topics related to vocabulary in order to enrich the existing study.

1.6 Definition of Key Terms

There are several terms the researcher uses in this study. The following are the definitions of key terms to clarify and explain the terms of the title and to avoid ambiguity in this study.

1) Students Perspective

Students' perspective is the student's point of view on phenomena without the intervention of others based on their own experiences and opinions of using English subtitles for vocabulary mastery.

2) Movie

Movie is defined as a medium that contains moving images and is recorded with sound. Movies also have several genres in them and often tell

an interesting story, thereby increasing students' interest in using it as a learning medium.

3) English Subtitle

English subtitle refers to the word, phrase, or sentence that shows at the bottom of a screen in a movie, translating spoken dialogue from screen and students can hear and read simultaneously.

4) Enhance

Enhance refers to the perceived improvement or strengthening of vocabulary mastery from the students' perspective, as they engage with English subtitles in watching movies.

5) Vocabulary

Vocabulary refers to the collection of words and phrases that students recognize, understand, and aim to master in spoken or written through exposure to English subtitles while watching movies.

6) Challenge

Challenges refer to any obstacles, difficulties, or limitations that individuals encounter when engaging in a learning process or activity, which may impact their ability to effectively achieve desired outcomes.