Chapter One

Introduction

This chapter discusses several points. The first point is about the background of this study. In the background, the researcher presents the reason why the researcher conducted this research. The second point elaborates the limitation of the problem; the researcher explains some factors that limit this research. The third point discusses the formulation of the problem. The fourth point discusses the purpose of the study. Finally, The fifth point discusses significance of the study; the researcher explains the advantages of this research for the researcher, students, lecturers, and other researchers.

Background of the Study

English is learned as a foreign language (EFL) in Indonesia since we are living in the expanding circle country (Robertson & Nunn, 2008). As a foreign language, English is limited to access in this country, since English is not officially spoken in Indonesia. As a result, students of English language learning need to make effort to be familiar with English, because in learning English, exposures are very needed to get used to it. If students do not have adequate exposures, it can be assumed that they will not get a maximum result of learning. Exposures in this case can be in a form of being familiar with English vocabulary. This statement is supported by Bisson, Heuven, Conklin, and Tunney (2013) who said learning and being able to use foreign language vocabulary fluently takes a long time, and the findings show that incidental vocabulary acquisition through exposures can play an

important role in facilitating this process.

Based on a research written by Sabouri and Osbouei (2015),

The main significance of the obtained results lies in the fact that vocabulary

instruction plays a key role in any instructional arena and hence coming up

with appropriate ways for improving this fundamental component of language

in learners can help alleviate much of the learners' problem with the whole

process of learning (p.112).

It means vocabulary is an important key to learn English. Learning English means learning the speaking, listening, writing and reading skills. In addition vocabularies and grammar are also important to support mastering the English skills. This statement is supported by Robertson and Nunn (2008) who said that vocabularies are the basic element of learning second/foreign language. Furthermore, Webb (2010) asserted that vocabulary is the goal of second/foreign language learning. In other words, students are not only required to master the four skills but also vocabularies, to support the learning.

Seeing the fact about the importance of vocabulary, it is a subject that is supposed to be taught in the classroom. However, not all educational departments provide vocabulary course for their students specifically. At the English Education Department (EED), Universitas Muhammadiyah Yogyakarta (UMY) for example, vocabulary is not specifically taught under a certain course. However, according to the researcher's experience and observation in the classroom while he is studying at EED UMY, the lecturer integrated teaching vocabulary in some courses, for example Capita Selecta on Grammar I, Capita Selecta on Grammar II, Listening and Speaking

for Daily Conversation, Listening and Speaking for Formal Setting, Listening and Speaking for Academic Purposes, and Basic Reading and Writing.

Looking at these conditions and considering the importance of mastering vocabularies, students need to be creative in mastering English vocabulary to succeed their English learning. Since vocabulary is not taught under a specific course, students need to find a way to learn vocabulary inside or outside the classroom. In fact, there are many ways in mastering English vocabulary. Based on a research written by Tafani (2009), students claim that using movie is a good way to improve English vocabulary and gives them more chances to practice English. They used movies to learn English outside the classroom.

Based on the researcher's experience, students at EED UMY use specific ways to learn vocabulary; these were based on activities provided by the lecturers in the classroom. For example, students learn vocabulary by using songs. They then write the lyrics and find the meaning. In addition, students use particular books to learn vocabulary. Then they look for unknown vocabulary using dictionary and answer the meaning. However, according to the researcher's experience, most teachers will ask the students to look for the meaning of specific English words and translate them into Indonesian language. These are several ways to learn vocabulary according to the researcher's experience.

In learning vocabulary, students might use several media. Here, the researcher chose movie specifically instead of other media because according to the researcher's experience, learning English through watching movie is interesting because watching movie does not make students bored during the lesson. In EED UMY movie is also

used to learn vocabulary by the students. The lecturers use movie in teaching and learning process. The lecturers sometimes used movie to review the material and used movie to give introduction to the material. The researcher thinks this is a good way to learn vocabulary. Therefore, the researcher becomes interested in conducting the research because English movies provide original language spoken by the English native speakers. This idea is in line with Kovacs and Miller (2014), who stated that "students studying foreign languages often wish to enjoy authentic foreign-language video content" (p.1).

The researcher believes that watching English movies provide some benefits in improving student's vocabulary. This is also according to the researcher's experience that he loves watching English movies. Therefore, he is confident to say that he has gained more vocabulary by watching the movies. When he is going to say difficult English words, he remembers the action in the English movie and he can recall the words. It is also agreed by his classmates, who said that watching English movie can be a good idea to learn vocabulary. With the background above, the researcher is interested in finding out the student's perceptions on learning vocabulary through watching English movies.

Identification of the Problem

At EED UMY, vocabulary is not taught specifically under certain courses, yet it is integrated in some courses, which do not only focus on learning vocabulary. Meanwhile vocabulary is very important to master because it is a basic of learning language. This opinion is supported by Nunn and Robertson (2008) who said "vocabulary and grammar are two basic elements of a language, but traditionally

most EFL teachers often emphasize learning grammar more than vocabulary in their teaching" (p.182). From the argument, it can be said that even though vocabulary and grammar are important, they are not frequently exposed by teachers. Therefore, learning vocabularies can be done by utilizing technology such as internet and other media which can be done both inside and outside the classroom.

According to the students of EED UMY, they preferred to watch English movies as a way to learn English vocabularies because this way is interesting and do not make the students feel bored during the English learning process. Looking at this condition, the researcher is triggered to research on student's perceptions on learning vocabulary through watching English movies.

Limitation of the Problem

This research investigated the students' perception on watching English movies as a way to improve their vocabularies. Also, the challenges faced by the students in learning vocabulary through watching English movies were investigated as well. The research focused on English movies; therefore non-English movies that use English subtitle will not be counted. In addition, this reserach also focused on the advantages and challenges in learning vocabulary through watching English movies.

Formulation of the Problem

Based on the background above, the researcher formulated two research questions as follows:

1. What are the advantages of learning vocabulary through watching English

movies at the English Education Department, Universitas Muhammadiyah Yogyakarta according to the students' perception?

2. What are the challenges in learning vocabulary through watching English movies at the English Education Department, Universitas Muhammadiyah Yogyakarta according to the students' perception?

Objectives of the Study

Based on the research questions, this study purposed to accomplish the following objectives:

1. To reveal the advantages of learning vocabulary through watching English movies at the English Education Department, Universitas Muhammadiyah Yogyakarta according to the students' perception.

2. To reveal the challenges in learning vocabulary through watching English movies at the English Education Department, Universitas Muhammadiyah Yogyakarta according to the students' perception.

Significances of the Study

The researcher expects that this research give significances to several elements such as for the researcher, the lecturers, the students, and the institution.

The researcher. The researcher expected that this research can answer the researcher's curiosity on students' perception on learning vocabulary through watching movie. When it has been answered, it will be able to convince the

researcher's belief about watching English movies, which can be beneficial to learn English vocabulary. Through this research, the researcher can gain knowledge and understanding from several literatures as well. Lastly, by conducting this research, the researcher can experience the reality of academic research.

The students. This study may be helpful for the students at the English Education Department of Universitas Muhammadiyah Yogyakarta. It helps them be more alert to their vocabulary mastery. In addition, it may provide useful information for them in revealing the benefits of watching English movie. Students can use movies as media to improve their vocabulary. Furthermore, it may help them understand that mastering vocabulary is an important aspect in language learning.

Lecturers. The lecturers can get information and knowledge from this research. They can use the findings of the research as an evaluation related to their teaching methodology especially using movies. In addition by knowing the challenges faced by the students, lecturers can modify the use of movies in teaching vocabulary. Therefore, the lecturers may use this research as a reference in teaching vocabulary.

Other researchers. This research may inspire other researchers who are interested in exploring the use of watching English movies to increase vocabulary of the students. They could use the findings as a reference to conduct such a research under the similar topic.