STUDENTS' PERCEPTION ON THE USE OF ENGLISH MOVIES TO IMPROVE VOCABULARY MASTERY

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Abstract

Since English has become an international language for communication, many people have used English to support their life goals. Someone who speaks foreign language including English must know the vocabulary of the language in order to be able to communicate properly. The use of the media in the process of teaching and learning English will attract students to study the language. One of the interesting media that can help students learn vocabulary is film or movie. It also offers information about an object and makes the classroom situation clear. This study is aimed to investigate students' perception towards using movies to improve students' vocabulary mastery. This study was conducted at Universitas Teknokrat Indonesia, Bandar Lampung. The main instruments used in the data collection were questionnaire and interview. The findings of the study indicate that students have positive perception towards the use of movies in their classes to improve their vocabulary mastery. Therefore, it can help them in improving their vocabulary acquisition in which in the end they will use it in their conversation or writing when they are using their English.

Keywords: students' perception, English movie, vocabulary mastery

INTRODUCTION

Since English has become an international language for communication across the world, many people have used English to support their life goals. Pustika (2021) believes that many aspects in humans' lives namely education, technology, tourism, health, economics, and so on involve English language showing how close English to people's life today. The position of English nowadays is important because there are many job sectors are looking for employees who are good in English. Someone who is already fluent in speaking English might be easier to speak to foreigners. They can even get a high place in a major company. Larson (1998) stated that English is the key of transferring information; this can help activate the creation processes in every part of life, along with the capacity based on that type of knowledge.

Someone who speaks in a foreign language, such as English must know its vocabulary first of the language in order to be able to communicate properly. Wallace (2007) pointed out that vocabulary has an important key in learning English. Krashen and Terrell (1985) added that vocabulary is the basic of communication. It means that vocabulary plays an important role in communication, so we cannot be able to communicate well without sufficient vocabulary. By comprehending vocabulary, it will be easier for people when they want to say something in foreign language (Aminatun and Oktaviani, 2019; Ambarwati and Mandasari, 2020).

In learning a foreign language, learning vocabulary is very important. Students will have difficulty in voicing their comprehension and even production if they do not have enough words in their vocabulary. English is considered as a foreign language in Indonesia since Indonesians do not use it for daily communication (Mandasari and Oktaviani, 2018). Thus, learning English is not as easy as it seems. It takes a long time to be able to speak English language competently. Moreover, there are so many components of this language that must be mastered; one of them is vocabulary. The absence of mastery of vocabulary is one fundamental issue (Fitri, 2018). Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write (Richard and Renandya, 2002; Mandasari and Aminatun, 2020). In this case, when studying vocabulary mastery, learners need to adjust their learning style (Wahyudin & Rido, 2020), strategy

(Lestari & Wahyudin, 2020) as well as the use of media (Sari & Wahyudin, 2019; Sasalia & Sari, 2020) that could help students develop their vocabulary mastery easily.

Since today's era demands teacher and lecturer to deal with technology in teaching, the role of technology is really important. The expansion of technology which actually functions as the primary need brings benefits to the improvement of many aspects in education, such as teaching, learning, and research (Aminatun, 2019; Pustika, 2020; Mandasari and Wahyudin, 2021). The use of media in teaching is also one of the ways teacher can deal with technology (Oktaviani and Sari, 2020; Sari, 2020). Basically, the use of the media in the process of teaching and learning English will attract students' motivation and attention (Sinaga and Oktaviani, 2020). It also offers information about an object and makes the classroom situation clear.

One of the interesting media that can help students learn vocabulary is through film or movie (Simamora and Oktaviani, 2020). It can bring the environment live in the classroom, so that students can be more inspired to learn English by new vocabulary in the film or movie. Sabouri and Zohrabi (2015) said that in learning English, movies can help problem variables, such as lack of understanding, limited vocabulary, slow reading, bad grammar, and low-level conversation skills. It is not only fascinating and enjoyable to watch movies, but learning by watching would be more exciting and has many advantages. Moreover, watching movie does not necessarily have to be seen in theaters. Every student can do anywhere. Students can watch from laptop using the internet or CD, or they can watch from a smartphone. This online movie can help students to learn English more easily anytime and anywhere (Ayu, 2020).

In addition, watching movies can enhance English skills. As it is pointed out by Harmer (2007) that there are several positive reasons for learning English by watching movies, such as: movie has interesting particular value, teaches to real helps understand how to pronounce and balance the facial expression, helps understand the meaning spoken by the body language, including a series of lesson to explain a process, and has sounds and pictures that make learning easy. Moreover, while watching English movies, especially with English subtitle, it will enhance the vocabulary and speaking skill (Pratiwi & Ayu, 2020). By watching movie with English subtitle, students can clearly grasp the meaning of the pronunciation and mimic it because the film has subtitles and dialogues. As in dialogue, students can also learn intonation. English subtitles may help students understand all the words or phrases that they already know. In the process of learning, students often misunderstand the context of what the speaker says, so they need subtitles. The use of movie subtitle has been proved to be more effective at improving overall comprehension than non-subtitled movies (Ebrahimi and Bazaee, 2016). Ebrahimi and Bazaee (2016) also added that movie subtitle may offer new pathways for language learning and understanding; the use of movie subtitle proves to be more successful than non-subtitled movies in enhancing overall understanding. Furthermore, according to Faqe (2017), watching films with English subtitles will enhance the learning of vocabulary and enable learners to gain vocabulary. It also helps learn about English words, grammar, idioms, and new slangs.

Based on all the description above, the researcher decides to conduct a research to find out the students' perception of using English movies in enhancing students' vocabulary mastery. In relation to that, the following research question is utilized: "How is students' perception of using English movies to improve their vocabulary mastery". The result of this study is supposed to provide proof of student impressions and perception on the use of English movies on vocabulary mastery.

METHOD

This research applied qualitative method. The population of this study was English major students at Universitas Teknokrat Indonesia, Bandar Lampung. There were 31 students that become the sample that consists of 5 male and 26 females. The research instruments in this study were interview and questionnaire. According to Welman & Kruger (2001), the interview is a data-collecting method which usually involves personal visits to respondents at home or at work. It meant that interview is kind of conversation by asking the participant about social world in their lives.

A questionnaire is a tool to collect the information with the way to give a nonverbal question to answer written (Margono, 2007). The questionnaire was asking about the subjects' perceptions on watching English movies to improve vocabulary mastery. The questionnaire is composed of three main sections. The first section covers the history of respondents to obtain the students ' details. The second section is about students' English movie watching perceptions, and the last section covers the level of the agreement to watch English movies, consisting of five items with 5 levels of agreement in Likert scale. After the data were collected, the questionnaire data was translated into numbers and analyzed. The results were then described in a descriptive statistic that includes frequency and percentage tables.

FINDINGS AND DISCUSSION

From the research that has been conducted, there are some results that can be described and explained, such as the frequency of watching, the genre of movies, subtitles, and students' perceptions of using English movie to improve their vocabulary mastery.

Frequency of Watching Movie

Table 1. Students' frequency of watching movie

Frequency of watching movies	Frequency of Student	Percentage
>5/week	3	9.7%
3-5/week	11	35.5%
1/week	17	54.8%
Total	**31**	**100%**

According to the table above, most students (54.8 %) watch English movies once in a week, followed by 11 students (35.5 %) 3-5 times a week. At least three students said they watch English movies more than five days in a week. From the data, it can be seen that most of the students obviously have an interest in watching movies in their free time.

Movie Genre

Table 2. Movie genre

Movie Genre	Frequency of Student	Percentage
Comedy	12	38.7%
Romance	15	48.4%
Horror	11	35.5%
Action	19	61.3%
Total	**31**	**100%**

Subtitle

Table 3. Movie subtitle

Subtitles Language	Frequency of Student	Percentage
English	15	48.4%
Indonesia	16	51.6%
Total	**31**	**100%**

According to the table above, more students like to watch action movies and romantic movies. However, not all of them use English as the subtitle. There are only 15 people use English as the subtitle and the rests are using Bahasa Indonesia. To support the result of questionnaire, the researcher was also conducting the interview. The result of interview about genres in English movies can be seen in the following excerpt:

(S1) I like movies with the action genre because they make it more interesting
(S2) I watch movie in my spare time. I do like action movie since it has a spectacular display, great action, and unpredictable story line.
(S3) I like romance movies because I think I can get the feel from the movie that I can't get from reality.
(S4) I like action movies because the action movies are exciting and challenging.
(S5) I like romance movies because from romance movies we can know the affection of true love and understanding the struggle of love.

From the excerpt, we can see that students found it interesting and challenging when they watch English movies with action and romance genres. Also, they can learn a lot of things, such as true love and many more that relate to the reality. With a good display and amazing stories, students can be more excited and interested in watching English movies.

The selection of the movie genre poses further concerns about which movie genre is the most important to use in language learning. It shows from the data above that apparently more students are aware of the use of Indonesian subtitles rather than English since they mostly do not have better English skills or use it only to entertain. According to Ayu (2018), reality shows a pathetic fact that some students who have learn English for more than ten years still cannot communicate in English fluently and effectively and reach the goals of learning English. They may have different reasons why they do not prefer English. The result of interview about subtitles in English movies can be seen in the following excerpt:

(S6) I use Indonesian subtitle when I watch movies because it is easier for me to know the sentence structure correctly.
(S7) Frequently I use Indonesian subtitles because it helps me understand the movie.
(S8) I use Indonesian subtitle because in the meaning of some new words said by the actor in the movies are difficult to understand.
(S9) I used Indonesian because sometimes I don't understand what they said in the movies.

This result indicates that more students use Indonesian subtitle because they are not sure with the meaning of the words or sentences and the context was difficult to understand. By applying Indonesian subtitle, they can understand the movies and the meaning that is conveyed from the movies, and also understand the sentence structure correctly. These reasons that make students like using Indonesian subtitle to watch movies rather than English.

Students' perception on the use of English movies
To know students' perception of using English movies to increase students' vocabulary mastery, the researcher administered a questionnaire to see the response. Below is the result and explanation.

Table 4. Students' perception on the use of English movies

No	Questions	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Do you think watching English movies in English subtitles can be beneficial for English use in everyday life?	8 / 25.8%	19 / 61.3%	4 / 12.9%	0 / 0	0 / 0
2	Do you agree that English Movies are fun and entertaining?	7 / 22.6%	23 / 74%	1 / 3.2%	0 / 0	0 / 0
3	Do you think that watching English movies motivates you to learn English?	6 / 19.4%	20 / 64.5%	5 / 16.1%	0 / 0	0 / 0
4	Do you agree that by watching English movies, you can find a lot of new vocabulary?	12 / 38.7%	19 / 61.3%	0 / 0	0 / 0	0 / 0
5	Do you think that English movies can help you in improving your vocabulary acquisition?	7 / 22.6%	21 / 67.7%	3 / 9.7%	0 / 0	0 / 0

First, more than half students (61.3%) agree that watching English movies with English subtitle can be beneficial for English use in everyday life. It is followed by 25.8% students strongly agree, only 12.9% are neutral, and none of disagree and strongly disagree. According to the findings, students have a positive response to the use of English movie in learning English, especially to develop their vocabulary mastery.

The results indicate that the majority of the students agree that by watching English movies in English subtitles can be beneficial for English use in everyday life. From the excerpt, we can now that there are some students use English because from the English subtitles they can learn many things about English language. They can enrich their word choice, accent, grammar, how to pronounce some words and also they can develop their vocabularies. This result indicates that movies can be one of the powerful ways students have used to strengthen their English mastery. According to Mandasari and Oktaviani (2018), by employing any kinds of techniques to learn a language, like listening to English sound, memorizing the vocabulary, describing images and watching films, it can be such an effective way to learn English. Students can conveniently practice their vocabulary mastery through videos from the speakers.

Second, most of the students (74%) agree that English movies are fun and entertain. It is followed by 22.6% of strongly agree, and only 3.2% neutral and none of disagree and strongly disagree. In addition, as shown in the

finding, most of the students tend to have positive perception that English movies because those are fun and entertaining. We may learn about the world's behaviors, history, or language through watching movies. For anyone, including students, watching movies is also an enjoyable experience, including experience in learning English vocabulary.

Third, the majority of students (64.5%) agree that watching movies motivates them in learning English, followed by 19.4% strongly agree, 16.1% neutral, and none of disagree and strongly disagree. From the finding, it can be inferred that the students believed that English movies motivate them in learning English. It means that indirectly, English movies help increase their motivation to learn English, not only improving vocabulary. When they watch the subtitles and listen to audio from the video, English movies can help students develop their reading and listening skills as well. After watching the video, it can also improve their speaking abilities and then play a role based on the subject.

The next, as shown in the table above, most participants (61.3%) discovered agree that a lot of new vocabulary can be used while watching English movies, followed by 38.7% strongly agree, none of neutral, disagree and strongly disagree. from the finding students can find a lot of new vocabulary. The good point is that through movies, they can learn completely new words. They believe they can understand and add more words to their own vocabulary by listening to more speakers in the movies and carefully reading the subtitles. By having much exposure of new vocabulary from the movie, students will be able to practice it in their daily life. It means that their vocabulary mastery is also increasing. The more they master the core components of vocabulary, the more they might speak, write, read, and listen (Sari, 2019).

The last, more than half students (67.7%) agree that English movies can help them improve their vocabulary acquisition. It is followed by 22.6% strongly agree, 9.7% neutral, none is disagree and strongly disagree. Students can hear many new words and phrases by watching English movies, particularly idioms and colloquial expressions. Phrases and idioms spoken many, many years back have now been engraved in the human psyche, and many idioms and phrases, or their mutations, are commonly used in advertisements and in film dialogues (Corelli, 2005 as cited in De Caro (2009).They may take a notebook to find out the definition by asking their friend or dictionary to help the them put their information into practice by watching an English film. It will also help them understand how to use all the information in daily situations.

CONCLUSION

The findings of the present study conclude that movies are powerful learning media that can assist students in the development of vocabulary mastery. Almost all of the variables of items get a positive perception based on the study at Universitas Teknokrat Indonesia, Bandar Lampung. From the students' questionnaire, the researcher concludes that students do believe that by watching English movies, especially with subtitle, can be beneficial for them in learning English. Besides that, students' answers show that they agree that English movies are fun and entertaining. Next, regarding to the result, they believe that English movies motivate them in learning English. Most of students also agree that by watching English movies, they can find a lot of new vocabulary and know how to use them. Therefore, it helps them improve their vocabulary acquisition in which in the end they will use it in their conversation or writing when they are using their English. Other than that, since the scope of this research is still small, it is hoped to other researchers in the future can improve this kind of study with different sample and case.

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