

**STUDENTS' PERCEPTION OF USING ENGLISH MOVIE FOR
LEARNING ENGLISH VOCABULARY AT SMA ISLAM SULTAN**

AGUNG 1 SEMARANG

A FINAL PROJECT

**Submitted as partial fulfillment of the requirements to obtain the
Sarjana Pendidikan Degree in English Education**



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PAGE OF APPROVAL

A Final Project entitled

**STUDENTS' PERCEPTION OF USING ENGLISH MOVIE FOR
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SULTAN AGUNG 1 SEMARANG**

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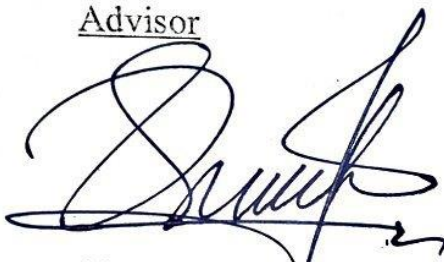
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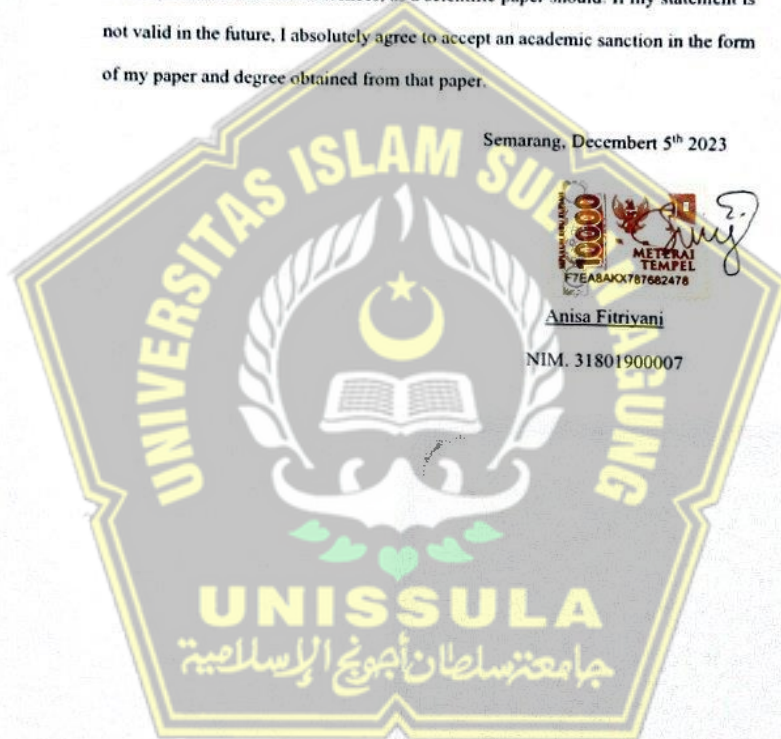
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STATEMENT OF WORK'S ORIGINALITY

STATEMENT OF WORK'S ORIGINALITY

Hereby, I honestly declare that undergraduate final project I wrote does not contain the works or part of the works of other people, except those which were cited in the quotations and the references, as a scientific paper should. If my statement is not valid in the future, I absolutely agree to accept an academic sanction in the form of my paper and degree obtained from that paper.

Semarang, Decembert 5th 2023



MOTTO

"Be your best self, because no one can do it better than you"

AND DEDICATION

This final project is dedicated to my family, especially to my parents who always give support, prayer, financed, love and everything. A million thanks to you for always being beside me. A million thanks to my friends who always support me in finishing this thesis.

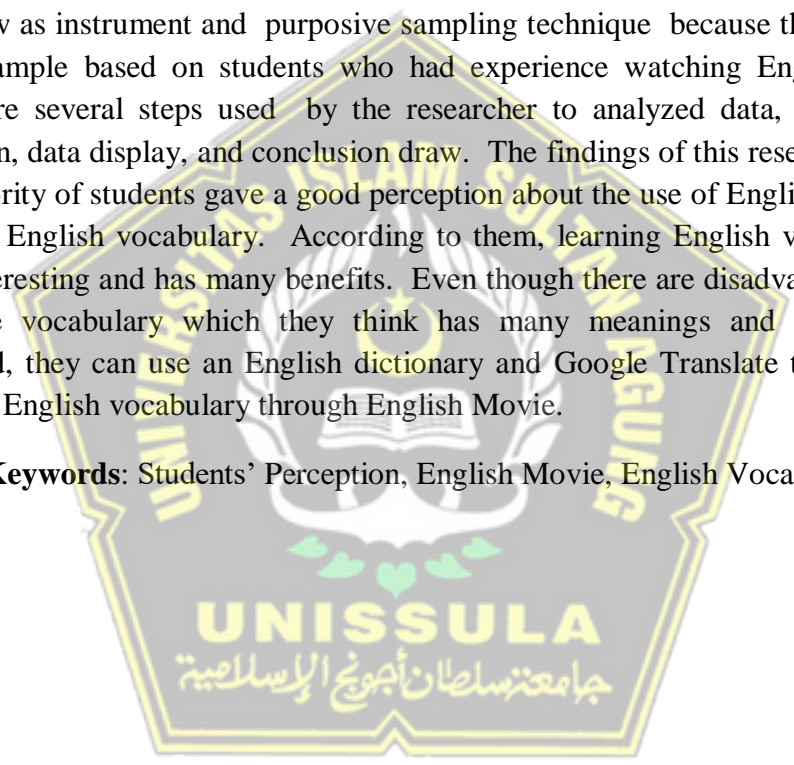


ABSTRACT

Fitriyani, Anisa. 31801900007. *“Students' Perception of Using English Movie for Learning English Vocabulary At SMA Islam Sultan Agung 1 Semarang”*. Final Project, English Education, The Faculty of Languages and Communication Science, Sultan Agung Islamic University. Advisor: Nur Ekaningsih, S.Pd., M.Pd.

The aim of this research is to elaborate on students' perception regarding the use of English movie for learning English vocabulary. This research was conducted at SMA Islam Sultan Agung 1 Semarang using qualitative methods. The subjects of this research were 6 students of class XI. The researcher used interview as instrument and purposive sampling technique because the researcher chose sample based on students who had experience watching English movie. There are several steps used by the researcher to analyzed data, namely data reduction, data display, and conclusion draw. The findings of this research are that the majority of students gave a good perception about the use of English movie for learning English vocabulary. According to them, learning English vocabulary is very interesting and has many benefits. Even though there are disadvantages, such as some vocabulary which they think has many meanings and makes them confused, they can use an English dictionary and Google Translate to help them learning English vocabulary through English Movie.

Keywords: Students' Perception, English Movie, English Vocabulary



INTISARI

Fitriyani, Anisa. 31801900007. *“Persepsi Murid Tentang Penggunaan Film Berbahasa Inggris Untuk Pembelajaran Kosakata Bahasa Inggris di SMA Islam Agung 1 Semarang.”* Skripsi Program Studi Pendidikan Bahasa Inggris, Fakultas Bahasa dan Ilmu Komunikasi, Universitas Islam Sultan Agung, Pembimbing: Nur Ekaningsih, S.Pd., M.Pd.

Tujuan dari penelitian ini adalah untuk mengelaborasi persepsi siswa mengenai penggunaan Film berbahasa Inggris dalam pembelajaran kosakata bahasa Inggris. Penelitian ini dilakukan di SMA Islam Sultan Agung 1 Semarang dengan menggunakan metode kualitatif. Subyek penelitian ini adalah 6 siswa kelas XI. Peneliti menggunakan interview sebagai instrumen dan menggunakan teknik pengambilan sampel secara purposif karena peneliti memilih kriteria sampel yang akan diwawancarai berdasarkan pada murid yang sudah pernah menonton film berbahasa Inggris. Ada beberapa cara untuk menganalisis data yaitu dengan reduksi data, penyajian data dan membuat kesimpulan. Temuan penelitian ini adalah mayoritas murid-murid memberi persepsi baik tentang penggunaan film berbahasa Inggris untuk pembelajaran kosakata bahasa Inggris. Menurut mereka pembelajaran kosakata berbahasa Inggris sangat menarik dan mempunyai banyak manfaat. Meskipun ada kekurangan seperti ada beberapa kosakata yang menurut mereka mempunyai banyak arti dan membuat mereka bingung namun mereka dapat menggunakan kamus bahasa Inggris dan Google Translate untuk membantu mereka belajar kosakata.

Kata Kunci : Persepsi siswa, Film Berbahasa Inggris, Kosakata Bahasa Inggris

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Finally, the researcher hope this research will be useful for the readers, further studies, and the English Education Study Program students. The suggestion and constructive criticism for improving the final project was accepted.

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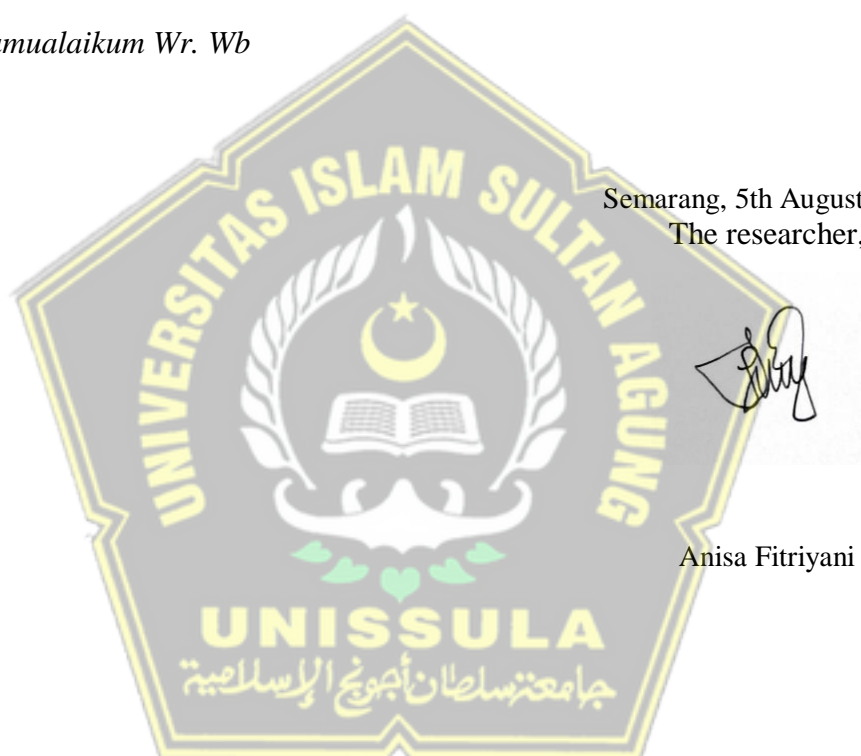
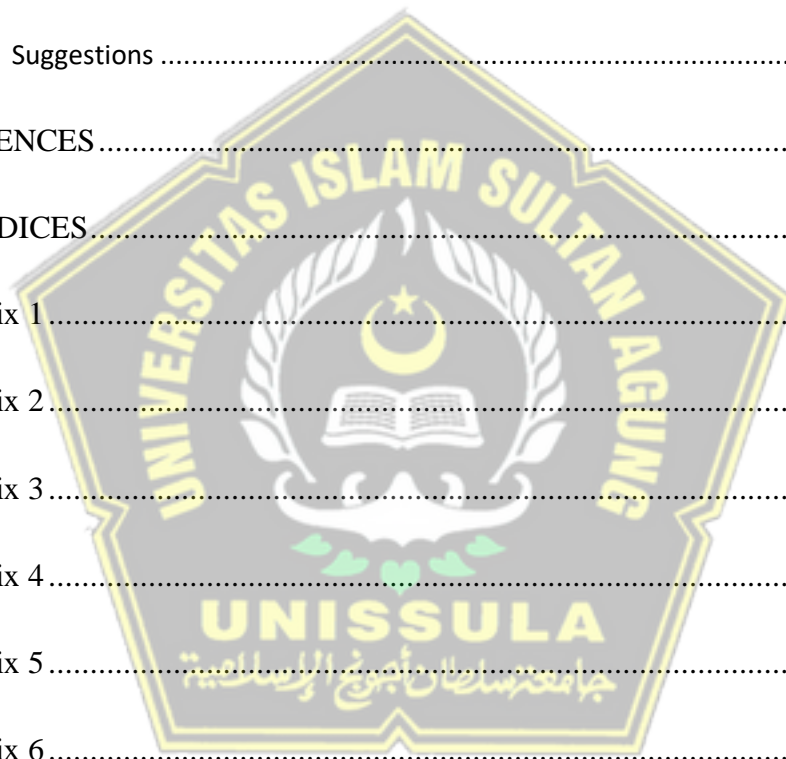


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CHAPTER I

INTRODUCTION

This chapter consists of Background of Study, Reasons for Choosing the Topic, Research Question, Objective of the Study, Limitation of The Study, Significance of the Study, Definition of Key Terms, and Organizations of the Study.

1.1 Background of Study

English is one of the most important foreign languages to learn. English is an international language that is universal, English has been agreed as a language used to communicate between human in the world. All kinds of aspects in the world use English language. Likewise in the educational aspect. In the aspect of education there are many materials or teaching materials that use English. Learning English is very important for those of us who want to develop in the era of globalization, especially for students. This can be proven by the existence of compulsory English in several international schools. In international schools, English is used as the language for everyday communication between teachers and students. Therefore in the teaching and learning process a teacher and students must understand the teaching material. "in order to be able to communicate well, someone who learns and speaks a foreign language, especially English, must understand the meaning of the vocabulary he or she speaks". It is very important to understand the vocabulary so that there are no misunderstandings in communication (Sari & Aminatun, 2021).

Vocabulary is the core in learning English. In learning English, students will understand what the teacher is saying if they learn vocabularies. If students are still lacking to memorizing some vocabulary, of course it will make it difficult for them

to follow the English learning process. Vocabulary is one of the most important language components in learning English language (Simamora & Oktaviani, 2020). In writing, listening, reading, and speaking, students really need an understanding of vocabulary. Vocabulary is very important, vocabulary errors can cause a difference in the overall meaning. Students will know how to write what they hear if they know the vocabulary and also the spelling of each letter. If students understand what they wrote then they will be able to read it aloud and fluently because they certainly know how to read the vocabulary. To learn about vocabulary students have to practice a lot during the learning activity and outside of the activity. Therefore an English teacher must think of media that is very suitable and can attract students' interest in learning vocabulary.

In the teaching and learning English, it is very important for teachers to determine what media is most suitable for increasing students' interest in learning vocabulary. Media is a tool to encourage students in receiving knowledge from teacher and deliver students more experience so that students feel the quality in learning (Alfiani, 2020). Students will easily understand and will easily accept lessons if the teacher can choose suitable learning media for students. Students will be able to easily memorize vocabulary if students enjoy the learning media used by the teacher in the English learning process. The learning media that is considered effective in learning vocabulary for students is watching English Movie. Nowadays almost all students must have a cell phone. Many students feel bored if the teacher only relies on books. Watching movies is an effective way for teachers to interest students in learning English, especially learning vocabulary.

Movie is an audio-visual form in the form of a series of moving images recorded using a camera or produced using technical animation or visual effects (Fitri, 2018). By watching English movies, students will feel enthusiastic in learning English because it is not monotonous based on books. Students will be interested in learning English because English movie usually use visual effects in the form of background places or characters that students like. Students can learn vocabulary through conversations made by the characters in the film. Usually students will memorize vocabulary that they think is interesting from dialogues between characters. Watching English movies is not the first experience for students. In this digital era, of course, students can find lots of English movies, such as on YouTube, Netflix and Instagram reels. So that students can also learn vocabulary by using English movies anywhere and anytime. Students can also learn vocabulary by watching movies at home. Students can write the vocabulary they get in the movie and find out the meaning of the word by referring to the dictionary. Students do not have to memorize the note, but students must read it every day so that the word will automatically be remembered in the student's brain.

In addition, English movies can improve students' English skills. Movies provide a visual expression and present an effect of reality (Simamora & Oktaviani, 2020). By watching English movie, students can find out the meaning of vocabulary from a dialogue through the body language of the characters in the film and from the subtitles contained in the movie. With the help of subtitles students can understand the storyline of the film. However, of course students have perceptions or arguments regarding the use of movie as a media for learning English vocabulary.

Many students will be less interested in watching movies that have been played by the teacher because they don't like the genre of the film. Apart from that, there are also students who only focus on the animation and the plot in the movie, so they don't pay attention to the vocabulary or every word that are spoken in the movie. Based on this, students' opinions or views regarding the use of English movies in learning English, especially learning vocabulary, are very important.

1.2 Reason for Choosing the Topic

Based on the background of study, the researcher chose the topic for some reasons:

1. Students have difficulties in understanding the content in English movie
2. Movie in English sometimes uses some unfamiliar vocabularies
3. Movie is an alternative media for students to learn English vocabulary from native speakers in English movie
4. Students learn English easily from English movie.

1.3 Research Question

Based on the background of the study, then the problem statement in this study is what are students' perception on the use of English Movie for Learning English Vocabulary at SMA Islam Sultan Agung 1 Semarang?

1.4 Objective of the Study

Based on the research problem, the research aims to elaborate students' perception of using English movie for learning English Vocabulary at SMA Islam Sultan Agung 1 Semarang.

1.5 Limitation of the Study

This research conducted for eleventh grade students at SMA Islam Sultan Agung 1 Semarang . It focused on the elaboration of students' perception in using English movie for learning English vocabulary especially on the advantages, disadvantages and the problem faced by students.

1.6 Significance of the Study

1. For Teachers: as a new experience for teachers in using English movies as media for teaching English. With this research, teachers could found out students' perceptions of using watching movies for learning English vocabulary and can improve teacher's teaching learning model
2. For Students: This research could help the students to improve the quality of learning English by using english movie for learning vocabulary and give the students new experiences.
3. For Further Research: This research could be used as a reference for further research to help other research in doing a better research in different variable or different types of movie.

1.7 Definitions of Key Terms

Defnitions of key terms are given to clarify the technical terms used by the researcher. The terms are explained as follows:

1.7.1 Perception

Perception is the process of receiving information by the human brain through interaction with its environment. In interacting humans use the five senses. Those are vision, hearing, taste, smell, and touch. The process is that stimuli are

recorded in the brain and then carried to the nervous system. This process is called sensation. Sensation is part of perception (Aprianto, 2017).

1.7.2 Movie

According to Pratista (2017), movie is audio-visual media that combines two components, to be specific are narrative and cinematic. The narrative component is related to the topic while the cinematic element is the plot or storyline which runs well from begin to finish. Movies are usually the result of the author's composition then realized in audio-visual form. Movies have a systematic plot or storyline so that it can attract someone's interest to watch it.

1.7.3 Vocabulary

Vocabulary is the number of words that are owned or known by people in speaking activities or talking with other people. Vocabulary is the main part of the language. Vocabulary is an essential subject for students to speak, read, write and listen. Vocabulary can be received through direct and indirect interaction (Salawazo et al, 2020). Based on the opinion of Hatch & Brown (1995) says that vocabulary relates to a bunch of words for a whichever language or a list or group of words that might be used by speakers of each language. Based on the above opinion, from the above-mentioned perspective vocabulary is a bunch of words from various languages that are used in communication with other people.

1.8 Organizations of the Study

Chapter 1 presents introduction. This chapter consists of background of the study, reasons for choosing the topic, research question, objective of the study, limitation of the study, significance of the study, definitions of key terms, and organizations of the study.

Chapter II presents review of literature review. This chapter consists Definition of Vocabulary, the types of vocabulary, learning English vocabulary, the importance of learning English vocabulary, learning English vocabulary using English movie, the advantages and disadvantages of using English movie for learning English vocabulary, perception, and review of previous study.

Chapter III presents research method. This chapter explains Research Design, Subjects of the Study, Instrument of the Study, Techniques for Collecting Data, Data Collecting Procedures, and Data Analysis.

Chapter IV presents research findings and discussion. This chapter describes the Analysis of the Findings and Discussion of the Research Findings.

Chapter V presents conclusion and suggestions. This chapter describes a conclusion from the data that have discussed in the previous chapters and suggestion that refers to the next action to do.

CHAPTER II

LITERATURE REVIEW

This chapter consists of Literature Review and Review of Previous Study. It covers The Definition of Vocabulary, The Types of Vocabulary, Learning English Vocabulary, The Importance of Learning English Vocabulary, Learning English Vocabulary Using English Movie, and The Advantages and The Disadvantages Learning English Using English Movie.

2.1 Vocabulary

In learning English, vocabulary has a very important role that students must learn. "Learning vocabulary is one of the skills needed today because by learning vocabulary people can communicate with others people" (Salawazo et al, 2020, p.471). People who understand vocabulary will not find it difficult when communicating with others. This sub-chapter will describe the definition of vocabulary, the types of vocabulary learning English vocabulary, and, the importance of learning English vocabulary.

2.1.1 The Definition of Vocabulary

Vocabulary is one of the important things in learning English. Vocabulary is a number of words that are part of a certain language that is known by others. Vocabulary is not just a word but is a word that has meaning in a particular context (Fauzi et al, 2021). A person is considered to have mastered vocabulary if he knows the meaning of the vocabulary based on the context. Vocabulary is a key to learning a language. Vocabulary is the basis for making a sentence, expressing an idea or

meaning. According to Igbaria (1991) as cited in Nikijuluw (2020). Vocabulary is needed to understand meaning in listening, reading, speaking and writing skills.

In addition, Krashen & Terrell (1985) as cited in (Sari & Aminatun, 2021) define vocabulary as the basis of communication. Vocabulary is one of the three elements of language, the fundamental material and the basic of language in communication fluently with the other people, therefore, everyone needs vocabulary knowledge for everyday conversation. People who master a lot of vocabulary will be more fluent in communicating with others than people who master a little vocabulary. However, Diamond & Gutlohn (2006) explain that vocabulary knowledge is not something that can ever be fully mastered. It is something that expands and deepens throughout life. Someone can't master vocabulary; it takes time for someone to master vocabulary.

2.1.2 The Types of Vocabulary

There are some opinions regarding the types of vocabulary. According to Aeborsold & Lee (1997) as cited in Sa'adatuddaroen (2019) there are 2 types of vocabulary, namely Active Vocabulary and Passive Vocabulary.

1. Passive Vocabulary is often called receptive vocabulary. At this level, students only master the meaning of the vocabulary. Vocabulary mastery in passive vocabulary can be obtained through reading and listening.
2. Active vocabulary is often called productive vocabulary. At this level students not only know the meaning of the vocabulary but must know more complex about the vocabulary. Students must know and understand the collocation and connotation meaning of the word, know how to write

vocabulary using the correct spelling or grammar, and know how to pronounce the vocabulary well. Vocabulary mastery in active vocabulary can be obtained through writing and speaking.

Another opinion, Webb (2019) also groups vocabulary into 2, receptive vocabulary and productive vocabulary.

1. Receptive vocabulary is vocabulary that students will understand when they receiving information but can not apply in practice. Receptive vocabulary is vocabulary that students understand when reading a text. However, it cannot be used in speaking and writing.
2. Productive Vocabulary is words that students understand, so they can pronounce them properly and can use them constructively in speaking and writing.

In addition, Graves (2006) suggests that vocabulary has 4 types, they are:

1. Productive oral (words produced in speaking)
2. Productive written (words produced in writing)
3. Receptive oral (words heard from listening)
4. Receptive written (words obtained from reading)

From the explanation, it can be concluded that each expert has a different opinions about vocabulary types, namely active/productive vocabulary (vocabulary mastery obtained through writing and speaking), passive/receptive vocabulary (vocabulary mastery obtained through listening and reading), productive oral (words

produced in speaking), Productive written (words produced in writing), Receptive oral (words heard from listening), Receptive written (words obtained from reading).

2.1.3 Learning English Vocabulary

As we know learning English vocabulary is very important, there are various ways for students to learn English vocabulary. One way to learn English vocabulary according to Hedge (2002) is for the teacher to explain new vocabulary to students while students can broaden their knowledge by learning to independently develop the vocabulary. Here, students are trained to learn independently and not always depend on the teacher and with independent learning students can measure their abilities and also know the meaning of the vocabulary in various contexts. By self-study students will have the awareness to look up vocabulary independently through the English dictionary or via internet.

One way to learn vocabulary is watching movies. Learning vocabulary through watching movies is one of the effective ways for students in learning vocabulary. By watching English films students can acquire a lot of foreign vocabulary contained in the film. Students will usually try to find out the meaning of the vocabulary by looking it up in the dictionary, and then students will try to find out how to pronounce the vocabulary. Then students will write down the vocabulary they have learned and then use these words to communicate with their teacher or friends. To find new vocabulary from English films, students usually learn from the subtitles of the English film or from the scenes in the film.

Meanwhile, according to Thornburg (2002), the state there are two steps to practice vocabulary, the first is learner training while the second is a word game (Salawazo et al., 2020).

1. In the learner training there are 5 activities that students can use to learn English vocabulary. The 5 activities are: 1) observe the form, 2) focus on the meaning, 3) try to guess, 4) they encourage taking risks and do not mind if they are making errors, 5) they understand how to set up their own learning, like using an English dictionary to understand word meanings in language.
2. In learning vocabulary with word guess the teacher can give a picture then students can try to guess the name of the picture in English. Word guess can train students' activeness in learning vocabulary.

From the explanation above in learning vocabulary, it turns out that there are many ways. The first way is for students to independently search for and understand the meaning of the vocabulary given by the teacher. The second way is that students can use audio-visual/movie media to learn English vocabulary. The next way is learning vocabulary through learning training and also guessing words.

2.1.4 The Importance of Learning English Vocabulary

Vocabulary is one of the important factors that support learning 4 language skills there are listening, reading, writing, and speaking (Sa'adatuddaroen, 2019). Students will not understand conversations from listening without knowing the vocabulary contained in the conversations that students listen to. In reading, students will not be able to understand the stories they read if they do not know the meaning of the vocabulary of the stories they read. In writing, students will not be

able to write properly if they do not know the grammar and spelling of each word they will write. Likewise in speaking, students not only need to learn grammar but students must be able to know how to pronounce vocabulary correctly. The four language skills in English are very related and very important and to master them students must be able to master vocabulary first.

In addition, Vocabulary is the basis of communication and the essence of learning English because without vocabulary students cannot communicate with other people and generate ideas (Sa'adatuddaroen, 2019;(Dakhi & Fitria, 2019). Vocabulary as the core of learning is very necessary for students to acquire because it can build communication with other people. By mastering English vocabulary students can express opinions or ideas using English. By learning vocabulary students can also communicate with foreigners without being constrained by language. Without English vocabulary students can not communicate with foreigners and will find it difficult when communicating with foreigners.

Another opinion, mastering English vocabulary is unavoidable because English will surely play the most important role. It includes three elements: pronunciation, vocabulary and grammar. It is obvious that from the 3 components, vocabulary is the most important and liveliest part (Bai, 2018). Of the three components, vocabulary is the first thing that must be learned in learning English. Because without mastering English vocabulary, students will have difficulty learning pronunciation and grammar.

From the explanation above it can be concluded that vocabulary has a very important role. Among them is Vocabulary is one of the important factors that

support learning 4 language skills, Vocabulary is the basis of communication and the essence of learning English because without vocabulary students cannot communicate with other people and generate ideas, and finally learning English vocabulary is unavoidable because English will surely play the most important role. It includes three components: pronunciation, vocabulary and grammar. It is obvious that vocabulary is the most important and liveliest part of the three elements.

2.2 English Movie

Several studies suggest that the best way to learn English vocabulary is by watching movies. In light of the word, film or movie comes from the word cinematographie which implies movie (movement), though or phytos (light) and graphite or graph (comparing picture) (Yani, 2022). So, a movie is a series of moving images that use a unique device called a camera in the manufacturing process. The movements are referred to as intermittent movements because they only appear due to the human eye and brain's limited capacity to record numerous image changes in a fraction of a second.

Meanwhile, according to Dadabhoy (2012), movie is an audio visual that provides visual expression and presents an impact of reality. A movie is defined as an audio-visual media that can make people's interest not only to enjoy entertainment, creating strong emotions, and increasing their sensitivity, but also to be able to implement culture. According to Pratista (2017), movie is audio-visual media that mixes two components, namely narrative and cinematic. The narrative element itself is related to the theme while the cinematic element is the plot or storyline which runs well from beginning to finish. Movies are usually the result of

the author's composition then realized in audio-visual form. Movies have a systematic plot or storyline so that it can attract someone's interest to watch it.

Furthermore, Azhar (2011) define movie as picture in a frame define movie as picture in a frame that is mechanically displayed frame by frame through the projector lens in order to make the images on the screen shown alive. Jesse (2007) states that movie is a photographic record of an artistic performance, but not an artform in it's own right.

2.2.1 Learning English Vocabulary Using English Movie

According to Kramsch (1993) as cited in Rizki (2015) movies are kinds of multimedia technologies that is used in language education as an authentic or real-life resource that replicates alternative ways of acquiring knowledge that are not found in printed media or textbooks. Learning English through movies or text books is of course very different. By learning English through textbooks, students can only read and see. Meanwhile, if learning English through movies students can observe the contents of the movie. With pictures, students can enjoy watching movies and learn English at the same time. Through conversations from the characters in the movie students can learn English and discover new words

According to Cakir (2006), there are several ways to use movies to learn English, namely (1) Students can see or watch a movie and understand the plot or idea of the movie (2) The teacher can pause the movie in one of the scenes and ask students to discuss it (3) silent movie watching, (4) sound on and vision off, (5) repetition and role play, (6) reproduction task (an exercise where students are

required to be able to recall what was spoken), (6) dubbing activities, and (7) follow up activities.

Meanwhile, according to Darwanto (2007) as cited in Efrizal (2018), success in learning English by watching movies depends on the person who plays it. In learning English through movies, the teachers have a very important role in helping students understand the meaning of the movie. Here the teacher's role is to inform students of the meaning of the content in the movie so that students can understand the contents of the message contained in the movie. This is where students can improve their vocabulary knowledge. With the teacher's explanation, students can get new vocabulary from the conversations in the movie.

Apart from the teachers who have play an important role, the use of subtitles in English movies also plays an important role. Students at the senior high school level still have limitations in vocabulary knowledge, therefore subtitles are needed for English movies so that students can understand the movie. Nordquist (2020) defines that English is a language learned by non-native speakers where English is not their main language or mother tongue. This can be interpreted that English is something new and something that is not easy for them.

According to Baggio (2014), there are several reasons why students should learn English using watching movies rather than just learning to use books.

1. Students will get real English. The point here is that students can gain knowledge and understand how to pronounce some words from native speakers in the movie.

2. Students can understand vocabulary according to context. The point is that students will be able to use these words according to the context in which they are written. Because in English the same word if it is not used in accordance with the context it will change the meaning.
3. Students can understand what the characters in the movie are saying. Not only listening, but students can also learn from the expressions, body language and tone of voice of the characters in the movie.

Based on several opinions, it can draw a conclusion that learning English using movies is different from learning only using textbooks. By watching movies students can learn to observe and understand these movies. To understand the purpose of the movie, the role of the teacher is needed to help students understand the meaning of the movie. In addition, the existence of subtitles also has an effect. Students at the senior high school level still have limitations in understanding the meaning of the movie because English is not their mother tongue, so subtitles are needed.

2.2.2 The Advantages and the Disadvantages Learning English Vocabulary

Using English Movie

In learning English through watching movies, of course, there are advantages and the disadvantages. Among the advantages of learning use English movies is that students can easily understand English material, but sometimes the content of the movies does not match the criteria and learning goals. Here are some opinions about the advantages and disadvantages of using English movies from several experts.

Nasution (2004) revealed that the advantages of using movies in teaching and learning processes are:

1. Movie describes a scene well. In the movie a scene is well described by the author using beautiful words so that it can attract students' interest.
2. Students can learn from the moral message contained in the movie.
3. With movies students can travel through time and across nations. The point is because the movie consists of various settings in different places and times, so that the content in the movie is not only in one place but also in various places.
4. If there are students who don't understand the meaning of the movie, the teacher can repeat scenes that students don't understand and explain what the meaning is.

Meanwhile Alfiani (2020) revealed that the use of English movies for learning processes has a benefits effect for learning English.

1. Learning with English movies can make students eager to learn and not feel bored
2. Makes students easily to understand the English material
3. Teachers and students get new experiences on using new technology

Even though English movies have many advantages, it cannot be denied that English movies also have some weaknesses. According to Azhar (2011), he states that the disadvantages of using movies in the teaching and learning process are:

1. English movie is generally pricey than using a book.

2. When watching English movies, sometimes students don't focus on the storyline, but sometimes students only focus on the characters or pictures in the movie.

From the several opinions above, it can be concluded that English movie have many advantages including students can understand English material easily; students will be more enthusiastic about learning English from the movies they watch, etc. However, English movie also have some disadvantages, including the high price and sometimes the content of the films does not match the learning objectives. Therefore, the right solution to overcome the disadvantages of movies is that teachers can choose movie content that fits the learning objectives.

2.3 Perception

Perception is an important psychological aspect for humans in responding or giving opinions on aspects of the surrounding environment. Robbins (2003) suggests that perception is an impression obtained by a person which is then analyzed by the five senses. After being analyzed, the impression will be interpreted and then evaluated to produce a perception or opinion. A person's perception is of course different because everyone has different experiences so that the information to be interpreted is also different.

Moreover, Perception can be defined as the identification of individuals and the interpretation of sensory data. Perception can also be interpreted as the response of people in receiving information. People receive sensory data from the environment and then can use that data to interact with other people. Perception allows people to take sensory data and turn it into something important. (Sari,

2019). In receiving information a person does not immediately respond, but the brain needs to process the information into a response.

According to Irwanto (2002) as cited in Manurung (2015), there are two types of perception which is the result of interaction between person and object. There are positive and negative perceptions.

1. Positive perception is an individual's assessment of an object or piece of data with a positive outlook, in compliance with accepted standards, or in accordance with the perceived object's expectations. The cause of the emergence of a person's positive perception is because of the individual's contentment with the object that serves as the source of his perception, the existence of individual information, and the existence of individual experience of the object being viewed.
2. Negative Perception is an individual's impression of particular objects or information with a negative perspective, in contrast to what is expected from the perceived object or from existing standards. Some reasons of the emergence of a individuals's negative perception can come from due to individual disappointment with the thing that is the reason of his perception, the existence of individual ignorance and the lack of personal experience with the object being perceived and the opposite of that.

To express a person's perception, is influenced by several factors. According to Latipah (2012), several factors that influence perception are as follows:

1. Congenital Factor (Congenital factors are usually caused by human sensory factors. The most basic sensing abilities and perceptual abilities are something that is innate and develops at a very early age.)
2. Critical Period Psychological and Cultural factors (In humans, psychological factors can influence how we perceive as well as what we perceive. Some of the psychology in question is such as: needs, beliefs, emotions, and expectations).

From the explanation above it can be drawn that perception is a necessary psychological aspect for humans in providing a perception or response to the information that has been obtained. Everyone has a different perception of it based on their experience. Perception consists of 2 types, namely positive perception and negative perception. The factors that influence perception are congenital factors, critical periods, and psychological and cultural factors.

2.4 Review of Previous Study

The first relevant study had been conducted by Fauzi et al (2021). They wrote the journal entitled College Students' Perceptions on Using Movie for Vocabulary Learning. The purpose of the study was to find out college students' perception on using movie as learning media for vocabulary learning. The researcher conducted an interview with a sample of students to gather data on their perceptions. Interviews were used to gather data using a qualitative method. Five students in the fourth semester who took classes in The English Education Program at Garut are the participants in this research. The result of this study, the researcher found 3 results. The first, learning media is very necessary. The second, students believe that using

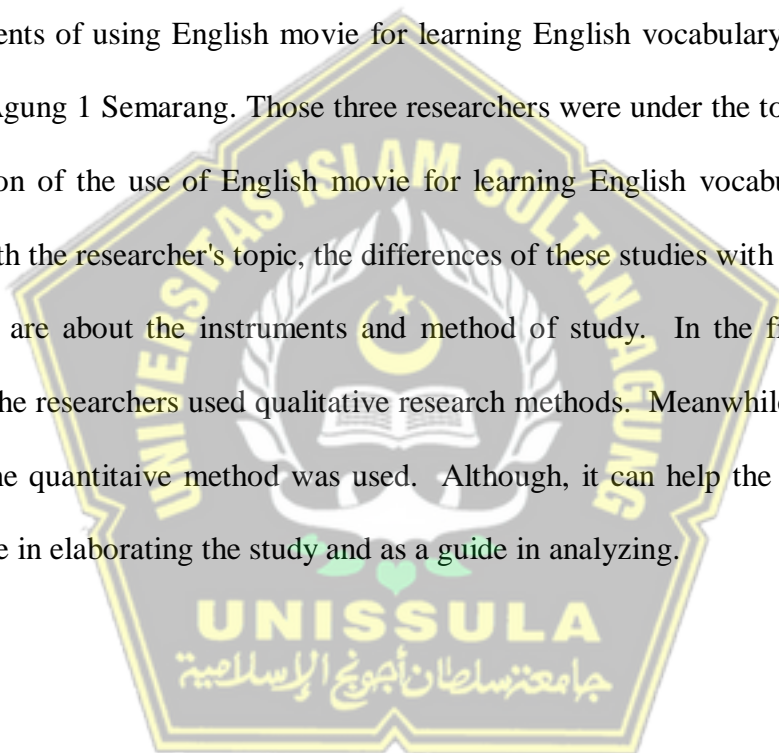
movies as a learning media have a lot of beneficial effects. The last, students agreed that movies can help them acquire some new vocabularies and improve their vocabulary learning even though they used Indonesian or English subtitles.

The second relevant study had been conducted by Priska et al (2022). They wrote the journal entitle Students' Perception in The Use of Subtitled Movie in Enriching English Vocabulary. The purpose of the study were to found out wether the subtitled movie can motivated students to learn English vocabulary and to find out students' perception about the used of subtitled movie in enriching English vocabulary . Data were collected by checklist observation, questionnaire, and documentation by using qualitative method. The participants of this research are 16 students of fourth semester at English Department Universitas Pancasakti Tegal. The results of this study are students have positive perception in the use of subtitled movies to enrich their English vocabulary and have beneficial effects. They also feel that the use of subtitle in movies helped them in learning English vocabulary. They also agree that using English movies as their learning media is a good way for their vocabulary enrichment.

The third previous study which seems relevant to this study had been conducted before by Himza and Amri (2023). They wrote in the journal entitle Students' Perception on Watching Movies to Enrich Their Vocabulary. The purpose of their study is to analyze students' of watching English movie to enrich their vocabulary. The study uses a quantitative research method. The population in this study are students class 10 Science and Social program at SMAN 12 Padang for the 2022/2023 academic year. While the sample from this study are X MIPA 5 and X

IPS 1. The result of this study is that some students agree that English movies can improve English vocabulary and some students disagree. However, a lot of students agree that watching English movies can be an interesting and fun way to improve the English vocabulary. The study also found that students were more satisfied with using English movies than reading an English books as a learning media.

On the other hand, in this study, the researcher elaborated the perception of the students of using English movie for learning English vocabulary at SMA Islam Sultan Agung 1 Semarang. Those three researchers were under the topic of students' perception of the use of English movie for learning English vocabulary. It is the same with the researcher's topic, the differences of these studies with the researcher's research are about the instruments and method of study. In the first and second studies the researchers used qualitative research methods. Meanwhile, in the second study, the quantitative method was used. Although, it can help the researcher as a reference in elaborating the study and as a guide in analyzing.



CHAPTER III

RESEARCH METHOD

This chapter consists of Research Design, Subjects of the Study, Data of The Study, Instruments of the Study, Technique for Collecting Data, Data Collecting Procedures, Data Analysis, and Time Schedule.

3.1 Research Design

According to Sukardi (2004), research design is all the processes that must exist in conducting research. All processes in question are all research structures starting with the determination of ideas to the final step, namely the results of a study. In short, research design can be interpreted as a plan in which there are various processes starting from determining the idea to finding the results of a research.

Since the purpose of the study is to elaborate student's perceptions of using English movie for learning English vocabulary, the researcher used descriptive qualitative approach. According to Rahmania and Mandasari (2021), qualitative research is descriptive data that are collected using words or sentences or images rather than numerical values. Thus, the researcher used this kind of method because the researcher focused to elaborate student's perception, so the data that the researcher used would be presented descriptively. Qualitative descriptive research, descriptive is a formulation of the problem that guides research to describe or capture social situations that will be frequently, generally and extensively examine. According to Fitrah and Luthfiyah (2017:36), research with the aims to describing current and past phenomena is known as descriptive research. This study presents a

condition based on facts without modifying or changing the independent variables. Furthermore, Mulyadi as cited in Mulyani (2020) stated that descriptive research involves describing various indicators associated with the problem and the item according to discussion with the aim to explore and clarify independent variable on the dependent variable. According to Bogdan and Taylor cited by Rahmania and Mandasari (2021), a qualitative research is a research approach that creates descriptive data from people's written or spoken words. Meanwhile, According to Creswell (2012), qualitative research is research that is used to discuss human and social problems. The researcher creates a complex, comprehensive image, analyzes words, reports in-depth perspective of data, and conducts the study in a natural setting. Then the researcher describes the results that have been obtained in the form of a detailed report.

It can be concluded that qualitative descriptive research is research that intends to understand the phenomenon of what is experienced by research subjects, for example, behavior, perceptions, interests, motivations, actions, by means of descriptions in the form of words and language. Qualitative research is research that is used to discuss and understand human problems and natural social phenomena by involving communication interactions between researchers and the objects studied. Then the results of the research are written in a report in detail. The main activity in this study is to describe and elaborate in detail the students' perception of using English movies.

3.2 Subject of the Study

Subjects of the study are people that are the target of the research. The subject of the study from this subchapter consists of population and sample.

3.2.1 Population

According to Nawawi (2012) Population is the entire research object that will be examined by researchers. The entire object consists of data sources with specific characteristics for a research such as humans, things, animals, plants, symptoms, test outcomes, or events. Meanwhile, according to Purwanto (2007) population is an accumulation of elements, or all of them together, that have one or more relevant attributes. The populations of this study were all eleventh grade students of SMA Islam Sultan Agung 1 Semarang.

3.2.2 Sample

According to Sugiyono (2020) a sample is a part of the number and characteristics of the population. In this research, researcher used sixth samples of eleventh grade students of SMA Islam Sultan Agung 1 Semarang. The researcher used purposive sampling technique because the researcher chose sample based on students who had experience watching English movie.

3.3 Data of the Study

In order to obtain comprehensive, clear, accurate, and valid information and data regarding the research object, it is very important to have the appropriate type and source of data for use in the research. According to Carmines and Zeller (1979) as cited in Nikmah (2021), reveals that in qualitative research there are two sources of data. The first is primary data and the second is secondary data. Primary data is

data obtained directly from the first source, namely the subject or research object at the research location. Primary data can be obtained through interviews, questionnaires, or observations made by researchers. While Secondary Data is data obtained from a second source or can be obtained from documents used as supporting documents in a study. In this research, the primary data used by the researcher was the transcript of the interview.

3.4 Instrument of the Study

The instrument of the study is the most important thing in writing scientific work. Instrument of the study is a tool used by researchers to obtain the desired research data. According to Notoatmodjo (2012), the instruments of the study are the tools used to obtain or collect data. This can be done by using questionnaires, observation forms, other forms related to data recording, and others. Meanwhile, according to Arikunto, the instrument of the study is a tool used by researchers to assist in data collection. The goal is that the research under study is systematic and easy to understand. From the opinions of experts, it can be concluded that the instrument of the study is a tool used to collect data in order to facilitate research and systematic research results.

In this research, researcher used non-test instrument of the study. Anas Sudjiono (2011: 76) states that "non-test techniques generally play an important role in evaluating student learning outcomes in terms of the domain of attitudes (affective domain) and the realm of skills (psychomotoric domain)". Non-test instruments of the study used by researcher was interview.

The interview guideline is a guide that contains details of activities and also a list of questions that used during the interview. Because the researcher used qualitative research and used interviews in the instrument of the study, the researcher must make an outline containing the questions that be asked of students during the interview. Interview guideline became a guide for researchers in carrying out research.

3.5 Technique for Collecting Data

Data collection techniques are techniques or methods used by researchers to gather data that will be studied. Data collection techniques are used by researchers to be able to collect data or information for research purposes based on real facts from the field. Referring to the research instrument, the researcher used semi-structured interview as a data collection technique.

The collection technique is semi-structured and open-ended interview. According to Easwaramoorthy & Zarinpoush (2016) cited in Afnidar (2021), there are three types of interviews, they are structured interviews, semi-structured interviews, and unstructured interviews. According to Alijoyo & Wijaya semi-structured interview is an interview that takes place referring to involves asking a number of open-ended questions during interview. This method lets new questions to come up because of the answers given by the resource persons so that during the session data digging can be carried out more in-depth. In a semi-structured interview, the researcher does not only ask questions from the list of questions that have been prepared by the researcher, so that the researcher and the resource person can share their thoughts and also the researcher gets detailed answers from the

source. The reason for choosing a semi-structured and open-ended interview was flexible because the interviewer was allowed to give some new questions during the interview and it could be developed by depending on the interviewer's answer and also students can answer the interview with detail answer not only yes/no.

3.6 Data Collecting Procedure

In this research, researcher used a semi-structured and open-ended interviews as a technique for collecting data. A semi-structured and open-ended interviews used by researcher to obtain information about students' perceptions of using English movies for learning English vocabulary. The procedure of the study was to help the researcher in analyzing the data. There were sequences of steps to do for success in this study. The sequence of steps would be enumerated by the researcher as follows:

1. Researcher prepared instruments of the study that would be use for research including interview guideline.
2. The researcher asked permission to conduct the research to the school. The researcher gave official research letter from faculty to the school. Here the researcher asking permission from the English teacher to ask for 2 meetings of English class for research purposes.
3. After the permission had been obtained, the researcher arranged a meeting with the students. The researcher chose 6 students to conduct interview and gave directions to students.

4. After that, the researcher conducted interviews with 6 students to obtain information about students' perceptions of using english movie for learning english vocabulary.
5. The researcher analyzed the data. It was done when the researcher has got all the data that are needed.the researcher has been chosen 6 students in the class.
6. Concluded the study. Concluding the study was the final step of this study where all generation of data were generated into paragraphs.

3.7 Data Analysis

According to Bogdan in Sugiyono's book (2020), data analysis is the process of searching and compiling data systematically. Data analysis can usually be obtained through interviews and field notes. Data analysis is carried out by compiling data, grouping data, synthesizing, arranging into patterns, sorting data, and making conclusions that can be shared with others. For the analysis, the data is analyzing using qualitative procedures using semi-structured and open-ended interviews as tools to find the students' opinions of using English movies for learning English vocabulary. According to Sugiyono (2020) the concept of qualitative data analysis is divided into three steps: data reduction, data display, and conclusion draw.

1. Data Reduction

The first step is summarizing data. after the researcher conducted interviews with students, the first step to analyzing the data is listening to the data that had been obtained. The researcher listened to the data she had obtained from

the participants through interviews. While reading and listening to the data that has been collected, the researcher can write a summary she gets on the paper. At this stage the researcher sorted the data from interviews that would be used and eliminates the other data that did not provide evidence for the topic to do further analysis.

2. Data Display

The next step is data display. Data display is done by presenting and describing data. Sometimes the answers from respondents are still general in nature; therefore the researcher must describe the data she has obtained in detail so that the results obtained are clear and easy to understand. This step involved breaking down the data into several parts and putting it into more general groups or categories.

3. Drawing Conclusion

The final stage is making conclusions. The conclusion must include important information in the research. The conclusion must also be written in a language that is easy for readers to understand and not convoluted.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter discussed the research findings divided into two parts, they were research findings and discussions. In the research finding describe the result of the data analysis using interview. While discussion presented the result of the rersearch findings.

4.1 Finding

The researcher has conducted the research and has obtained information through interview. To obtain the research data, the researcher analyzed the data systematically and accurately. It was analyzed to give a meaningful explanation and draw conclusion about students' perceptions of using English movie for learning English vocabulary at SMA Islam Sultan Agung 1 Semarang. The interview was conducted with the purpose of finding out more deeply about students' perceptions of using English movie for learning English vocabulary at SMA Islam Sultan Agung 1 Semarang. Dealing with the research questions, the results are presented into several points.

4.1.1 Do you think watching English movies have beneficial effects for learning English vocabulary? Please give the reasons.

From interview statements conducted by the researcher to the 6 students, regarding their perceptions of the use of English movies for learning English vocabulary they said that there were several benefits from watching English movies for their vocabulary. When studying English vocabulary with English movies, they discovered a lot of slang vocabulary which is currently trending

among teenagers through these English movies. Apart from that, because English movies have many genres, students were more enthusiastic about learning English, especially English vocabulary, because the learning becomes more interesting and not boring. They could also discover new vocabulary they know through English movies. They also often found fragments of English quotes from an English movie.

This finding is also supported by data obtained from student interviews:

Student 1 said that learning English vocabulary using English movie was very interesting and there were many idiom and slang words that were often used by teenagers. The original interview can be seen in appendix page 51

Student 2 said that she was very enthusiastic about learning English vocabulary using English movie because there are many genres, so she can learn from the dialogue from the movie.

Student 3 said that with English movie she can learn new vocabulary which she only know the meaning of.

Student 4 said that he rarely watches English movie, but he likes learning English vocabulary by English movie especially adventure movie, because it is very interesting and not boring and he also can know the meaning of simple vocabulary.

Student 5 said that since there is an English movie, he can find quotes and the meaning and then he can post it on social media

Student 6 said that with English movie, he can learn new vocabulary.

4.1.2 What are the weaknesses of learning English vocabulary by using English movie?

Even though English movies have benefits for learning vocabulary, English movies also have weaknesses in learning vocabulary. Almost all of the students who were interviewed stated that the English movies had a weakness,

namely that the dialogue used in the movie was sometimes too fast and confused students so that students did not understand what the dialogue contained. Usually the dialogue in movies uses British or American accents, this can confuse students in learning English vocabulary because the same pronunciation vocabulary sometimes has different pronunciations. Other students also said that the duration of many movies was long and boring. He added that if the teacher plays an English movie that is too long, he will become bored. As a result, he did not pay attention to the various vocabulary in the movie but only watched the scenes. So he could not add to the list of vocabulary knowledge he had.

This finding is also supported by data obtained from student interviews:

Student 6 stated that, there were a few dialogues in the English movie that moved too quickly, making it difficult for him to read and understand the vocabulary that was included in the subtitle.

Student 1 said that usually actors and actresses in English movie used different accent, which makes her confused. because even though the word spoken are the same but the pronunciations are different.

Student 5 said that the duration in English movie is more than 1 hour, so if the movie he watches does not match the genre he likes, it will be very boring.

4.1.3 What problems did you experience when learning English vocabulary using English movies? Please explain!

When learning English Vocabulary using English Movies, students often experience difficulties or problems. The problem that students often experience when watching English movies to learn English Vocabulary is lack of vocabulary because English words often have many meanings. Usually the word changes meaning according to the context of the sentence. This sometimes makes students

misinterpret one of the dialogues in the movie because of the limited vocabulary that students know. The next problem that students often experience is when they often feel bored or not interested in the movies they are watching. According to the student, during English lessons the teacher often plays the same movies to learn English vocabulary, apart from that, according to him, the movies played by the teacher are of a genre that the students don't like. This causes students to become less enthusiastic about learning English through English movies. Another student also added that the teacher rarely plays English movies when learning English. This causes students to become unfamiliar or uninterested.

This finding is also supported by data obtained from student interviews:

Student 2 said that she frequently struggled to understand vocabulary learning because she was still lack of vocabulary and only knew basic vocabulary, which made it for her to understand a vocabulary with multiple meanings.

Student 5 said that both the teacher and her rarely watch English movie at home or during English lesson. Therefore, if a teacher plays English movie during English lesson, it can make student feel unfamiliar.

Student 3 said that she felt less enthusiastic and interested because the genre of movie played by the teacher was always the same.

4.1.4 How do you deal with the unfamiliar vocabularies in the movie you are watching?

When learning English Vocabulary using English Movies, students often encounter unfamiliar words in the dialogue of characters in English Movies. For this reason, students must know how they can overcome this problem so that they can understand the plot of the English movie they are watching and can also increase their knowledge of English Vocabulary. There are ways they use to

overcome the problems they face when watching English movies for learning English vocabulary. If there are words they don't know, they will look them up in the English dictionary. Usually they look up the meanings of the words they don't know one by one and then write them down on paper. However, this method is less effective because when the teacher plays English films in class, during English lessons, not all students bring an English dictionary. Another way students use to solve their problems is that they usually use Google Translate to translate words they don't know in English movies. According to him, this method is more effective because almost all students carry cellphones and it is very easy and efficient for students to open Google Translate via their cellphones. Another student believes that, because the English movies they watch usually use Indonesian subtitles, they usually know the meaning of the English vocabulary from the Indonesian subtitles that are in the movie. When he couldn't find or was still confused about the meaning of the word, he used Google Translate or an English dictionary.

This finding is also supported by data obtained from student interviews:

Student 2 said that she usually looked up definitions in the English Dictionary for vocabulary she didn't know the meaning of or that confused her from dialogue in English movie. But she claims that this is less effective because students rarely bring an english vocabulary.

On the other hand, student 3 said that she prefers the simple way, she used google translate to looked up the meaning of vocabulary.

Student 6 said that he like to watch English movies through the application that is used to watch movies or usually watch English movies such as Western movies in the cinema, so there are already Indonesian subtitles so he know a little about the meaning of the dialogue through the subtitles. If there are words that she think It's difficult, she usually pause

the video for a moment to look for words that she doesn't understand or think are unfamiliar, then she look for them in the dictionary or Google Translate

4.1.5 In your opinion which one is more interesting in learning English vocabulary by using a book or an English movie? Please explain!

In teaching English, teachers of course use interesting and effective tools or materials to increase students' motivation and enthusiasm for learning, especially in English lessons, especially for learning English vocabulary. Then what are the students' perceptions or opinions regarding the use of books or English movies by learning English vocabulary more effectively. Some of them admitted that they preferred the use of English movies in learning English vocabulary. Because according to them, English films have many genres, so they won't get bored when learning English vocabulary through English movies. Apart from that, they also stated that usually in English movies there are interesting scenes and not just monotonous writing, they can see funny, romantic and other scenes. He added that learning English vocabulary using books was very boring because usually their English teacher only explained the material a little and then asked them to do questions so this made them sleepy and not enthusiastic. Another student believes that he likes learning English vocabulary through English movies, but sometimes when he has finished watching an English movie the teacher sometimes gives difficult questions so that students feel confused and have difficulty answering the questions.

This finding is also supported by data obtained from student interviews:

Student 4 said that he prefer to learn English vocabulary using English movie rather than using books. Because learning with English movie is more interesting and also in English movies there are many genres such as romantic comedy, horror, adventure, etc.

Student 6 prefer to use English movies to learn English vocabulary because learning using books is too monotonous and gets boring quickly. This is because in books there is usually only writing and a few pictures. By using English movies, it's easy to find vocabulary that he deson't know, and he can immediately write it down in a book or by memorizing it." (Student 6)

Student 5 prefer choose to use English movies because it's very interesting and don't get bored easily, but sometimes the questions the teacher gives after playing English films are too complicated and difficult

4.2 Discussions

In the research conducted at one of the SMA Islam Sultan Agung 1 Semarang, the writer used an interview aimed at the student respondents. In the research process the researcher gave 5 questions to 6 students. The 5 questions are related to students' perceptions of the use of English movie for Learning English vocabulary. During the interview process, students followed the instructions given by the researcher and answered the 5 questions in detail. From the interview that have been conducted, it can be grouped into 5 important points.

4.2.1 The Beneficial Effects Learning English Vocabulary by Using English Movie

With the question "*do you think watching English movies have beneficial effects for learning English vocabulary?*" Please give the reason", the researcher found that almost all students said that English movies had many benefits in learning English vocabulary. Data generated from interviews found that by

watching English movies students feel exciting, interesting and not feel boring when learning English vocabulary because English movies have many genres. They can also discover new vocabulary through dialogue from the English movies they watch. This result is the same as the previous study, in the previous study it was found that students felt interesting and exciting to watch English movies with action and romance genres. Sometimes they also watching booming English movies that they think interesting (Fauzi et al, 2021). The same thing has also been obtained by Himza & Amri (2023), they have found that Watching English movies can be a fun and enjoyable way to enrich English vocabulary and also Students can get new words and see how they are used in the right context.

Based on the findings above, the researcher also found that based on students' perception, by learning English vocabulary using English movies students can find slang vocabulary which is often used by teenagers in daily conversations. Apart from that, students also found simple idioms and English quotes from English movies.

4.2.2 The weaknesses of Learning English Vocabulary by Using English Movie

The next topic that will be discussed in the discussion is students' perception based on the question "*What are the weaknesses of learning English vocabulary by using English movies?*". Even though English movies have many benefits in learning English vocabulary, it cannot be avoided that English movies also have weaknesses in learning English vocabulary. Students expressed opinions that the dialogue in English movies was sometimes too fast so that

students could not hear the dialogue word by word from the movie. Apart from that, sometimes the actors or actresses in the movie speak the dialogue with different accents so that students have difficulty understanding the vocabulary in the English movie. This is supported by findings from Himza and Amri (2023). In these findings they found that English movies can be difficult to understand for students who are still learning English vocabulary because English movies use vocabulary that is too complex or too fast for students to understand. This can make students confused and have difficulty learning English vocabulary using English movies. Apart from that, researchers also found new discoveries that were not present in previous studies. Based on students' perceptions, English movies have a long duration so students will easily get bored and not focus when watching English movies.

4.2.3 Problems in Learning English Vocabulary Through English Movie

Based on interviews conducted by the researcher with the question "*What problems did you experience when learning English vocabulary by using English movies?*" Researcher found students' perceptions that there were several problems faced by students when learning English vocabulary using English movie. The problem that students often face is lack of vocabulary. Lack of vocabulary knowledge can cause students to not understand the plot in English movie. Apart from that, students also expressed that they were sometimes confused with English vocabulary. Because each vocabulary word contains multiple meanings, students must understand the context of the dialogue in the English movie. This is supported by a statement from Himza and Amri (2023) that English movies are

difficult to understand because movies usually use vocabulary that is too complex for students to understand. They will have difficulty because all they know is basic English vocabulary, namely English vocabulary that they usually speak in everyday life. Researcher also found another finding, namely that the problem that students usually face is teacher who rarely play English movie as a learning media. Sometimes teacher also play English movie with genres that students don't like so that students feel less enthusiastic about learning English vocabulary.

4.2.4 How to deal with unfamiliar vocabularies in the English movie

In English movies there is a lot of dialogue that uses unfamiliar vocabulary. Therefore, the researcher asked the question *"How do you deal with the unfamiliar vocabularies in the movie you are watching?"*. As stated in the findings, students usually use subtitles when watching English movie. These subtitles are useful for helping students learn English vocabulary in the English movie dialogue. This finding is almost the same as the finding from Priska et al (2022) which revealed that most students prefer using English subtitles when watching English movies. It is easier for them to acquire more vocabulary by watching English movies with English subtitles. With English subtitles, students can remember the English vocabulary in the subtitles and then be able to connect them with the plot in the English film. So that students can know the plot of the English film. If there are words that students don't know the meaning of, they usually use Google Translate or a dictionary to look for the meaning of the English vocabulary.

4.2.5 Learning English Vocabulary Through English Movies or English Books

The last part of the discussion, the researcher asked about *"Which one is more interesting in learning English vocabulary by using a book or by Using an English movie?"*. From this question, the researcher discovered the fact that almost all students preferred English movie. all the students agree that using English movies as their learning media is a good way for their vocabulary enrichment. Watching english movie is helpful for students to enrich their English vocabulary (Priska et al, 2022). This is in a line with the researcher's findings. Students said that when studying English vocabulary through of English movie is more interesting because there are many genres in English movies so that students are more enthusiastic about learning English vocabulary. Another reason they choose English movie is because it is easier for them to find English vocabulary.

They also added that learning English vocabulary through English books was too monotonous and boring. This statement contradicts the findings of Himza & Amri (2023) which revealed that students were of the opinion that Watching English movies may be less interactive than other learning methods. Activities when learning English vocabulary using English movie are usually watch and writing new vocabulary found in English movies without any practice. The results of the discussion from the interviews can be concluded that many students prefer to use English movie in learning English vocabulary.

CHAPTER V

CONCLUSIONS AND SUGGESTONS

5.1 Conclusions

Based on the research results in chapter IV, There are several points from the findings and discussions about students' perceptions of using English movies for learning English vocabulary at SMA Islam Sultan Agung 1 Semarang which can be concluded as follows:

Based on the data collected and analyzed from the interviews shows that, even though teachers rarely play English movies for learning English vocabulary and there are also many English vocabulary words that have multiple meanings, but most students have positive perceptions regarding the use of English movies for learning English vocabulary. With English movies, students can add new vocabulary. The students also really enjoyed and were happy in learning using English movies. Students can also practice independent learning by looking for the meaning of vocabulary they don't know through Google Translate or an English dictionary. By practicing a lot and watching a lot of English movies, students can improve their vocabulary knowledge.

5.2 Suggestions

Based on the findings and conclusions, there are suggestions that possibly can be helpful for everyone who participates in the teaching and learning process. There are some good points to be suggested from the researcher which are explained as follows :

1. For English Teacher

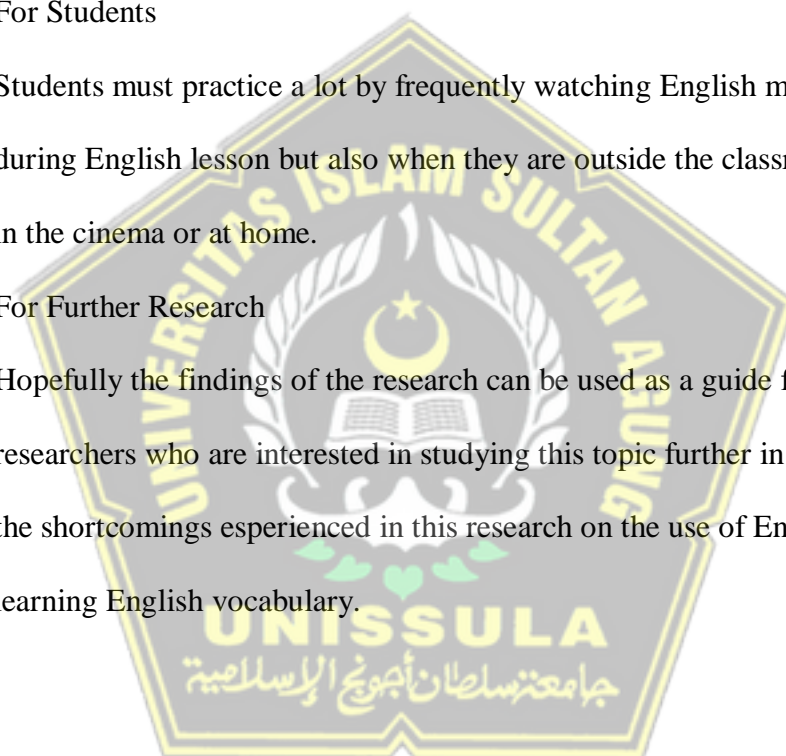
With this research, English teacher can use English movie in learning English, especially for learning English vocabulary. The aims to ensure that students can enjoy and be more interested in learning English. And also by learning with English movie, students can increase yheir knowledge about English vocabulary

2. For Students

Students must practice a lot by frequently watching English movie, not only during English lesson but also when they are outside the classroom, such as in the cinema or at home.

3. For Further Research

Hopefully the findings of the research can be used as a guide for future researchers who are interested in studying this topic further in order to avoid the shortcomings experienced in this research on the use of English movie for learning English vocabulary.



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