Students' Perception On Watching English Movies to Enrich Their Vocabulary

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Abstract

Vocabulary is a word that contains a certain meaning. It can also be defined as knowledge of words that are naturally learned indirectly or taught directly. This study aims to analyze students' perceptions of watching English films to enrich their vocabulary at SMA N 12 Padang. Descriptive research was applied to this study using quantitative methods. The population of this study was students of class X in the Science and Social program at SMAN 12 Padang for the 2022/2023 academic year. In this study, descriptive analysis was used to analyze the data. First, the researcher analyzed the data from the questionnaire by classifying student responses to assess student perceptions. Based on what has been discussed, presented, and analyzed in the previous chapters, it is concluded that student perceptions are in the high category, with a score of 51% or 37 students. Based on the analysis per indicator, it was found that the attractiveness indicator was included in the very high category with a score of 53% or 38 students, the effectiveness indicator was in the high category with a value of 44% or 32 students, the relevance indicator was in the high category with a value of 46% or 33, and motivation indicators are in the high category with a score of 53% or 38 students.

INTRODUCTION

Grammar and vocabulary have a collaborative relationship that allows them to communicate effectively. Vocabulary refers to the words in a language, whereas grammar refers to the methods and procedures for putting those words together in sentences. When grammar and vocabulary work together, ideas are communicated. However, this research focuses on vocabulary mastery of student . Vocabulary mastery is essential and necessary for expressing their thoughts and comprehending what others say. In other words, it refers to a person's perception to communicate his ideas and to understand what other people are saying.

Vocabulary is a word that contains specific meaning. It is can be defined as the knowledge of words that are naturally learned indirectly or taught directly. By this meaning, learning vocabulary is very essential in studying English at every level

from beginner up to advanced. This is due to the importance of vocabulary as the information on words and words are important both oral and print use (Jeon, 2021). Cameroon in Alqahtani (2015), mentioned that vocabulary is one of the knowledge areas in language. It plays a significant role for learners in acquiring a language (I. Santosa et al., 2021). To easily communicate with other members of society, everyone needs to expand their vocabulary. She needs to know as many vocabulary as possible in their language (Gorys Keraf, 2009). Based on these opinions, it can be said that the more words the students master, the easier to communicate with others.

Learning vocabulary items play a vital role in all language skills (i.e., listening, speaking, reading, and writing). Alqahtani (2015), argues that the acquisition of an adequate vocabulary is essential for successful second language use. Djiwandono (2011) divides vocabulary mastery into two, namely passive-receptive and active-productive. The wider the student's vocabulary, the better their reading skills and it will have an impact on the understanding of a student's discourse or reading comprehension. Research conducted by Nursyamsiar (2013) about the correlation of passive-receptive vocabulary mastery with reading comprehension skills of grade VI students. Viora (2017) said that vocabulary mastery made a significant contribution of 35.3% to reading comprehension ability.

Vocabulary is the first thing that students need to pay attention before writing a sentence. The more a person's vocabulary mastery, the better the ability to choose words when speaking. Vocabulary makes it easy to create letters, memos, announcements, brochures, advertisements, etc. It is also a top priority to make an English-language job application letter. Teaching vocabulary through movies has some benefits for the students in order to be more successful for improving students' vocabulary mastery. Movies attract and inspire media which contains dialogues that could lead the students to learn daily vocabularies like in people's daily conversation. In addition, watching movies can improve students' learning new vocabulary they have never heard before.

The researcher is interested in conducting research entitled "Students Perception on Watching English Movies to Enrich Their Vocabulary". The story of the film Ratatouille is very easy to understand and there are many elements of comedy that make it easier for students to memorize the vocabulary in the animated film.

METHOD

1. Research Design

Quantitative research method was applied in this research. The writer used a quantitative descriptive research method to obtain information about students' perceptions of using English films in vocabulary mastery. According to Sugiyono, descriptive research entails collecting the data to test hypotheses and answer questions about the current state of study's subject.

2. Population and Sample

The population of this research was the 10th grade students in science program of SMAN 12 Padang academic year 2022/2023. In this research, the researcher choose X MIPA 5, and X IPS 1 as the sample, because from the

preliminary observation showed that those classes have learned English by using audio-visual materials.

3. Instrumentation

The questionnaire in this research was used Likert Scale. According to Joshi et.al (2015), Likert Scale was a collection of statements proposed for a real or hypothetical condition under the research. In this research the researcher was used five scales of Likert Scale; 1 (Strongly Disagree), 2 (Disagree), 3 (Uncertain), 4 (Agree), 5 (Strongly Agree).

4. Technique of Data Analysis

In this research, descriptive analysis was used in analyzing the data. Data were analyzed through the quantitative method of questionnaires to determine students' perceptions of using English films in vocabulary mastery. First, the researcher were analyzed the data from questionnaire by classified students' responses into categories to find students' perception.

The researcher was used formula from Sugiyono (2016). The formula is:

$$P = \frac{F}{N} \times 100\%$$

P = Percentage of item
F = Frequency
N = Number of sample

After analyzing the range of student responses, the researcher classifies the results to decide whether the student's attitude is positive or negative.

$$\bar{x} = \frac{\sum x}{N}$$

$\bar{x}$ = Mean Score
$\sum x$ = Total Row Score
N = The total number of sample

Then, the researcher classifies students' attitude by using scoring category.

Table 1. Scoring Category of perception

No.	Score Rating	Category
1	41-80	Positive
2	0-40	Negative

Furthermore, the procedures of data analysis is based on Milan and Huberman (1992) model of data analysis, namely data reduction, data display, and conclusion.

1. Data Reduction
   Researcher select the data and focused on the important thing.
2. Data Display

Researcher presenting the data in form of word, sentences, and table, and transcript the data from interview.

3. Drawing Conclusion

Researchers draw conclusions from the data that has been analyzed.

RESULT AND DISCUSSION

1. Result

To find out the results of this study, the researchers gave questionnaires to students in the X IPA 5 and X IPS 1 classes. which consisted of 72 students as respondents for this study and using 20 questions by grading each response from moderately disagree, strongly disagree, moderately agree, strongly disagree, and strongly agree.

Table 1. Students' Perceptions of Watching English Movies

No	Range	Frequency	Percent	Classification
1.	85-100	24	33%	Very high
2.	73-84	37	51%	High
3.	65-72	10	14%	Medium
4.	57-64	1	1%	Low
5.	20-56	0	0%	Very Low
Total		72	100%	

Source: Results of 2023 Data Processing

Based on the table, the perceptions of class X MIPA 5 and X IPS 1 SMAN 12 Kota Padang Regarding students' perceptions of watching English films as a means of expanding their vocabulary, a percentage of 33 per cent or 24 students, the highest classification with a percentage of 51 per cent or 37 students, the medium category, which had ten students, or 14 percent, the medium group, represented by a percentage of 1 per cent or 1 student, while extremely low as a percentage of 0 per cent or 0 students. It can be ascertained that the perceptions of class X MIPA 5 and X IPS 1 student of SMAN 12 Kota Padang towards using English films to enhance vocabulary are considered to be high.

The student survey also yields a number of indicators' perceptions about using English films to master vocabulary at X MIPA 5 and X IPS 1 SMAN 12 Kota Padang that influence the whole study.

a. Indicators Attractiveness

to evaluate this study's findings regarding student attractiveness indicators English films, 5 questions were used. This description can be observed in the following distribution table of research findings grouped by perceptions of student attractiveness:

Table 2. Student attractiveness

No	Range	Frequency	Percent	Classification
1.	21-25	38	53%	Very high

No	Range	Frequency	Percent	Classification
2.	18-20	22	31%	High
3.	16-17	11	15%	Medium
4.	14-15	0	0%	Low
5.	5-13	1	1%	Very Low
Total		**72**	**100%**	

Source: Results of 2022 Data Processing

Based on the table, it can be assumed that the attractiveness indicator of using English films in class X MIPA 5 and X IPS 1 SMAN 12 Padang City to enrich vocabulary is in the very high category of 53% or 38 students, high category 31% or 22 students, medium category 15% or 11 students, while the low category 0% and 0 students and very low 1% and 1 student.

b. Indicators Effectiveness

To evaluate the study's findings regarding the effectiveness indicators of students' English films, 5 questions were used. The distribution table of the research findings shows this description in the category of perceptions of student effectiveness below:

Table 2. Student Effectiveness

No	Range	Frequency	Percent	Classification
1.	21-25	31	43%	Very high
2.	18-20	32	44%	High
3.	16-17	6	8%	Medium
4.	14-15	3	4%	Low
5.	5-13	0	0%	Very Low
Total		**72**	**100%**	

Source: Results of 2022 Data Processing

Based on the table, it can be assumed that effectiveness indicator of using English films in class X MIPA 5 and X IPS 1 SMAN 12 Padang to enrich vocabulary is in the very high category of 43% or 31 students, high category 44% or 32 students, medium category 8% or 6 students, whereas the low category has three students, a very low 0%, and no students at all.

c. Indicators Relevance

To assess the study's findings regarding students' relevance indicators English films, 5 questions were used. This description is evident in the distribution table of research findings in the category of perceptions of student relevance below:

Table 3. Student Relevance

No	Range	Frequency	Percent	Classification
1.	21-25	25	35%	Very high
2.	18-20	33	46%	High
3.	16-17	12	17%	Medium
4.	14-15	2	3%	Low
5.	5-13	0	0%	Very Low
Total		**72**	**100%**	

Source: Results of 2022 Data Processing

Based on the table, it can be assumed that relevance indicator of using English films in class X MIPA 5 and X IPS 1 SMAN 12 Padang to enrich vocabulary is in the very high category of 35% or 25 students, high category 46% or 33 students, medium

category 17% or 12 students, while the low category 3% and 2 students and very low 0% and 0 student.

d. Indicators Motivation

To evaluate the study's findings regarding motivational indicators of English films produced by students, 5 questions were used. This description can be seen in the research findings' distribution table in the category of perceptions of student motivation below:

No	Range	Frequency	Percent	Classification
1.	21-25	25	35%	Very high
2.	18-20	38	53%	High
3.	16-17	8	11%	Medium
4.	14-15	1	1%	Low
5.	5-13	0	0%	Very Low
Total		**72**	**100%**	

Source: Results of 2022 Data Processing

Based on the table, it can be assumed that motivation indicator of using English films in class X MIPA 5 and X IPS 1 SMAN 12 Padang to enrich vocabulary is in the very high category of 35% or 25 students, high category 53% or 38 students, medium category 11% or 8 students, while the low category 1% and 1 students and very low 0% and 0 student.

2. Discussion

This study was carried out at SMAN 12 Padang with the aim of knowing students' perceptions about watching English films to enrich their vocabulary. Based on the research's findings, it was discovered that students' perceptions of watching English films to enrich the vocabulary of class X MIPA 5 and X IPS 1 SMAN 12 Padang based on their percentage, were in the high category of 51% for a total of 37 students. Students' perceptions of watching English films for vocabulary mastery can vary widely, depending on several factors such as interest, level of English mastery, and student background. Students' perception of watching movies in English is critical because it can influence their motivation to learn and improve their vocabulary mastery. Therefore, teachers or instructors must ensure that students feel comfortable and entertained in the learning process. There are several reasons why students may agree or disagree with increasing English vocabulary through English films. Here are some of them:

a. Reasons to agree:
   1) Interesting and fun: Watching English movies can be an interesting and fun way to improve your English vocabulary. Students may be more motivated to learn English if they enjoy learning it.
   2) Enrich vocabulary: English films can help students enrich their vocabulary in a contextual and easier-to-remember way. Through watching movies, students can learn new words and see how they are used in the right context.

3) Clear pronunciation: Watching English movies can also help students improve their pronunciation. Students can pay attention to how words are pronounced and practice pronouncing them correctly.

b. Reasons to disagree:

1) Relying too much on subtitles: Students may rely too much on subtitles when watching English movies. This can reduce their ability to understand spoken English without relying on writing.

2) Difficult to understand: English films can be difficult to understand for students who are still learning English. Films may use language or vocabulary that is too complex or fast for students to understand.

3) Less interactive: Watching English films may be less interactive than other learning methods, such as talking to classmates or teachers. This can reduce students' ability to practice vocabulary and speaking skills directly.

This is to the theory put forward by Cahyadi (2019: 3), which sees learning media as a way to get information or ideas across to students that can have an impact on their thoughts, interests, actions, concerns, and feelings and help them learn on their own.

Several factors affect students' enhancing vocabulary in English, one of which is watching movies in English. Here are some things that can help understand these factors: 1) Exposures: Watching movies in English allows students to learn English in an unstructured and playful manner. Hearing the language used in real-world situations can help them expand their vocabulary. 2) Word contextualization: Movies help students understand new words in context, so they can understand the meaning of the words and remember them easily. 3) Unstructured learning: Students can learn vocabulary in an unstructured and fun way they can enjoy the learning process. 4) Increased motivation: Watching movies in English can increase students' motivation to learn English because they feel involved and entertained in the learning process. However, remember that watching movies in English must be combined with other learning methods, such as writing, speaking, and reading exercises to help students master English vocabulary.

This study divides perceptions into 4 indicators: Attractiveness, Effectiveness, Relevance, and Motivation. According to the attractiveness indicator's findings, students' interest in English films was found to be extremely high, with a percentage of 53% or 38 students. This means students are interested in learning methods using English film media for enhancing vocabulary.

Learning English through movie could be a solution as it has some benefits for the students in order to be more successful for improving students' vocabulary. It is important for the students' ability to use English more actively by interacting with native speakers. This media is not only attracting the students, but they could learn sounds and unfamiliar words carefully that was needed to add new vocabularies since movies were attracting and inspiring media which contains dialogues that could lead the students to learn daily vocabularies like in people's daily conversation.

Students' interest in English films was found to be high, with a percentage, according to the effectiveness indicator's research results of 44% or 32 students.

This means that watching movies in English can be an effective method for helping students master vocabulary, but it needs to be guided and supported by other appropriate learning methods. Watching movies in English can be an effective method of helping students master vocabulary, but it depends on several factors. Here are some things that can affect the effectiveness of watching movies in English for vocabulary mastery: 1) It is essential to choose films that suit the students' language level and interests. Films with more straightforward language and easy-to-understand storylines can help students understand the language and enrich their vocabulary. 2) Films in English that show the language used in real situations can help students enrich their vocabulary. 3) Students can increase learning effectiveness by doing active language exercises such as speaking, writing, and reading after watching movies in English. 4) Watching English films repeatedly can help students remember new words and improve their vocabulary. 5) Students can improve their vocabulary and comprehension of new words through group discussion following English-language movies.

Students' interest in English films was found to be high, with a percentage, according to the relevance indicator's research results of 46% or 33 students. This means that English film media content is relevant to learning materials in schools. The relevance of English film content to vocabulary learning materials is significant. Movies can help students acquire vocabulary and improve their vocabulary mastery through fun and engaging learning experiences. Films with content and dialogue appropriate to students' ability levels will help them understand and master new vocabulary more easily. Thus, the selected English films must have content relevant to the vocabulary learning material so that students can benefit from their learning experience.

Students' interest in English films was found to be in the high category, according to the motivation indicator's findings, with a percentage of 53% or 38 students. This means that English films can motivate students to master vocabulary. Films are a fun and exciting learning resource that can help increase students' interest in learning English. Watching English films can help students understand and master new vocabulary in a way that is fun and not dull. Students can also study English in different contexts and see how the language is used in real situations. In addition, English films can allow students to apply the vocabulary they learn through group discussions and active language exercises. This makes learning vocabulary more fun and motivates students to keep learning.

CONCLUSION

On the basis of the data's findings and the earlier discussion, this study confirms that watching English films can improve students' vocabulary based on their experiences watching English films. The study's findings demonstrated that students were more satisfied with using English films than reading the many English books commonly used in class. The majority of students often use English texts. English films are also more interesting. In this case, an interesting storyline can encourage students to learn vocabulary through English subtitles. Meanwhile, the students were

satisfied with the English subtitles because they could easily get and understand the accent of the vocabulary. More importantly, some reasons students like to learn English vocabulary by watching English subtitles are the opportunity to discover a new language while watching movies. Research shows that students can learn vocabulary through their hobbies. Researchers see that learning vocabulary through something students like can change their motivation and effort to understand language. The researchers suggest further research to broaden the range of interlingual issues by investigating the utilization of subtitles to enhance speaking abilities.

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