

**STUDENTS PERCEPTION OF WATCHING AMERICAN MOVIE
TOWARDS STUDENTS'S AMERICAN VOCABULARIES ACQUISITION**

THESIS

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Saya yang membuat surat pernyataan,




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ABSTRACT

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This study investigates students' perceptions of American movies as a medium for acquiring American vocabulary. Conducted within the Department of English Language Education at UIN Ar-Raniry , the research employed a qualitative methodology. Data were collected through semi-structured interviews with ten students from the PBI program. The results indicate that the informants showed high enthusiasm in using American movies as a medium to assist in acquiring American English vocabulary. Additionally, they recommended the use of this medium based on several key aspects, such as engaging learning experiences, clear pronunciation, daily conversation content, and contextual vocabulary. However, there were some challenges faced, including misunderstandings in certain contexts, such as slang, jargon, and idiomatic expressions.

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CHAPTER I

INTRODUCTION

A. Background of the Study

In the context of English language education, having a strong vocabulary is increasingly recognized as a crucial factor in helping students enhance their language skills, both in writing and speaking. This aligns with the growing use of English as a global communication tool. Therefore, applying a tailored and effective pedagogical approach is essential for facilitating better vocabulary acquisition.

Various methods and media have been considered in this effort. Music, video, and films have emerged as promising tools for enriching students' vocabulary. By utilizing these media, students can be exposed to vocabulary in a more natural and engaging context, which in turn can improve their understanding and use of English. The learning environment, supported by technological advancements and diverse learning needs, offers significant opportunities to implement these methods effectively, creating a more dynamic and enjoyable learning experience.

This approach also allows students to interact with English in a deeper and more contextual manner, helping them not only to expand their vocabulary but also to develop more comprehensive language skills. As a result, students can be

better prepared to communicate effectively in the increasingly interconnected international environment. Despite the widespread use of films in educational settings, there is a notable scarcity of studies examining how students perceive the impact of watching American movies on their vocabulary development. This thesis seeks to address this gap by exploring the perceptions of students regarding the effectiveness of American films in enriching their American vocabulary.

This study focuses on the interplay between media consumption and language learning, specifically investigating how American movies become an effective way in vocabularies acquisition. By focusing on students' perceptions, this research aims to uncover whether engaging with American films significantly impacts their ability to learn and retain new vocabulary. Given the pervasive influence of media in students' lives, understanding its educational potential is crucial for optimizing language acquisition strategies.

The selection of this topic is driven by the increasing importance of English vocabulary proficiency in a globalized world. As students navigate diverse linguistic environments, acquiring a robust vocabulary becomes essential for effective communication and academic success (Nurfitri, 2019). American movies, with their rich linguistic content and cultural contexts (Rajasekaran, 2024) offer a unique avenue for vocabulary learning that may complement traditional instructional methods. This research will provide insights into how this media-based approach aligns with students' learning experiences and expectations.

By focusing on student perceptions, this study aims to contribute to the broader discourse on innovative language learning strategies. The findings will

offer valuable perspectives on the practical implications of using American films as a pedagogical tool and inform educators and learner about the potential benefits of this approach. By focusing in English student of uin ar-raniry Banda Aceh, this thesis aspires to enhance understanding of how media can be harnessed to support language acquisition and improve educational outcomes in an increasingly media-saturated environment.

This study aims to fill a gap in the literature by exploring English language students' perceptions of American films and their impact on English vocabulary acquisition at UIN Ar-Raniry Banda Aceh. Although there are studies indicating the general effectiveness of audiovisual media in English language learning, no research has specifically focused on perceptions of American films in the context of vocabulary acquisition. This study examined how students' perceptions of American films towards their English vocabulary acquisition.

B. Research Question

Based on the background of study above, the writer formulates the research questions as follow

What are students's perceptions of using American movies to enhance their acquisition of American English Vocabularies ?

C. Research Aim

The objective of this study :

To figure what are students's perceptions of using American movies to enhance their acquisition of American English Vocabularies

D. The Significances of the Study

The result of this study is expected to be used theoretically and practically:

1. Theoretically

a. Implications for English Teachers

The findings of this study about perception on using American movies in terms of vocabularies acquisition have the potential to serve as a novel framework for English language educators aiming to enhance students' vocabulary acquisition. By understanding the mechanisms underlying vocabulary learning, teachers can adopt more effective instructional strategies that foster deeper engagement with new words. The study's results may provide valuable insights into the cognitive processes involved in vocabulary retention and expansion, allowing educators to tailor their teaching methods to better support learners' lexical development. This approach could lead to improved vocabulary proficiency and, ultimately, more effective language acquisition outcomes in the classroom.

b. Implications for English Learners

For English language learners, the outcomes of this study are expected to offer significant benefits in terms of vocabulary development. The insights gleaned from this research may contribute to a more nuanced understanding of how learners acquire, retain, and use new vocabulary in meaningful contexts. By highlighting effective strategies for vocabulary expansion, the study could positively influence students' language proficiency, fostering greater confidence

and competence in both receptive (reading and listening) and productive (speaking and writing) language skills. Moreover, it is anticipated that learners will be able to apply these insights in a variety of real-life situations, thus improving their overall communicative abilities in English.

c. Implications for Future Research

The findings of this study may also provide a useful foundation for future research on vocabulary acquisition, particularly in relation to the cognitive process of "thinking aloud" as a tool for language learning. Other researchers interested in exploring the relationship between metacognitive strategies and vocabulary retention could use this study as a reference point for their own investigations. Furthermore, the research may encourage further exploration of how different types of language learners (e.g., beginner vs. advanced, young vs. adult learners) engage with and benefit from specific vocabulary acquisition techniques. As such, this study could contribute to the broader field of applied linguistics, offering new directions for research that addresses both theoretical and practical aspects of vocabulary learning.

2. Practically

a. Benefits for English Teachers

The findings of this research offer valuable insights that can assist English language educators in implementing more effective strategies to enhance students' vocabulary acquisition. By integrating the approaches and techniques highlighted in this study, teachers can create more engaging and efficient learning

environments that promote both vocabulary retention and active use. This, in turn, could lead to a higher quality of instruction and improved linguistic competence in learners, ultimately facilitating their overall language development and communicative proficiency.

b. Benefits for English Education Students

For students pursuing degrees in English education, the results of this study about perception of using American movie in terms of vocabularies acquisition. provide a new strategy for improving vocabulary acquisition and teaching practices. This research introduces methods that can help future educators better understand how vocabulary is learned and retained, and how they can more effectively support learners in acquiring and using new vocabulary. By incorporating these insights into their own educational training, these students may improve their own language proficiency while gaining the tools and strategies needed to enhance their future students' vocabulary learning outcomes.

c. Benefits for Other Researchers

The outcomes of this study offer a valuable contribution to the field of vocabulary acquisition and may serve as an important reference for other researchers exploring similar topics. The research could inspire future investigations into the cognitive processes behind vocabulary learning, as well as into the effectiveness of various instructional strategies for improving vocabulary retention. Researchers interested in the relationship between metacognitive strategies and language learning could also draw on these findings to further explore the ways in which students acquire and internalize vocabulary. In this

way, the study contributes to advancing knowledge in applied linguistics and second language acquisition, providing a foundation for future scholarly inquiry in these areas.

D. Terminologies of the Study

In this section, we will define two important terms operationally: "American movie" and "writing American vocabularies." By establishing clear definitions for these concepts, we aim to elucidate their roles and relevance within the scope of this research. These definitions will serve as a critical framework for comprehending their importance and implications in the study, thereby setting the stage for a deeper analysis of their impact and significance

1. American Movie

American movie can be defined as a cinematic production originating from the United States, typically produced within the framework of Hollywood's industry practices. These films often reflect the cultural, social, and historical contexts of the United States, encompassing a diverse range of genres and styles, from drama and comedy to action and documentary (Cutting et al, 2010). American movies are characterized by their adherence to the industry's standards, including narrative structures, production techniques, and thematic elements that either embody or challenge prevailing American values and societal issues. Using American movies as a language learning tool offers several benefits. Movies provide real-life context for learning, helping students understand and remember vocabulary through natural dialogue and situations. The visual and audio elements of films make it easier to connect words with their meanings (Shakhnoza, 2023).

Different genres expose learners to a range of language styles, from everyday conversation to specialized jargon. Additionally, movies give insights into cultural norms and idioms, which can improve both language skills and cultural understanding. Overall, watching American movies can make language learning more engaging and effective

In this context, American movie are films produced in the United States, encompassing a wide range of genres such as action, drama, comedy, horror, and science fiction. The heart of this industry is Hollywood, located in Los Angeles, known for its big-budget productions and famous actors. These films often reflect the culture, values, and social issues of American society, influencing global trends and sparking important conversations about topics like race, gender, and politics. Many American films focus on storytelling, featuring relatable characters and common themes such as the American Dream, love, and overcoming challenges. Recently, the industry has made strides toward greater diversity, showcasing stories from various perspectives and backgrounds. Awards like the Oscars celebrate these achievements in filmmaking, highlighting the impact of American cinema not just as entertainment but also as a vital medium for cultural expression and storytelling.

2. American English vocabularies

American English vocabulary consists of a diverse set of words and expressions that differentiate it from other forms of English, such as British English (Novari & Maryani, 2021)

American English also features distinctive idiomatic expressions that are unique to its usage, providing insight into the culture and way of life in the U.S. Regional dialects within American English further contribute to its richness and variety, with different areas of the U.S. having their own local phrases and slang.

Additionally, American English incorporates numerous cultural references tied to U.S. history and traditions, reflecting the unique cultural landscape of the United States. These references highlight how American English is deeply intertwined with the country's social and historical context.

The operational definitions of "American movie" and "American vocabularies" establish a precise framework for interpreting the principal concepts of this research. In this study, "American movie" is defined as a collaborative learning strategy, while "American vocabularies" refers to vocabularies group that participate in English communication. This research examined how these components interact to improve students' English vocabulary. These definitions are essential for contextualizing the study's results and their implication

CHAPTER II

LITERATURE REVIEW

A. Perception

Perception is the process of observing, analyzing, and responding to environmental information. It begins with sensory processing, where individuals receive stimuli through their sensory organs—such as the eyes, ears, skin, tongue, and nose (hafri & Firestone, 2021). This initial sensory input is crucial because it forms the basis for cognitive functions, including the formation of judgments or beliefs. These cognitive processes, in turn, influence human behavior and decision-making.

Perception plays a significant role in various contexts, including education. Effective teaching and learning are contingent upon the ability to engage different senses through exposure to various stimuli (Akareem, 2016). This engagement helps learners process and understand information more thoroughly.

Moreover, perception is not just about passive receipt of sensory information; it involves active interpretation. Individuals use their senses—sight, hearing, touch, taste, and smell—to make sense of phenomena or experiences (Hubbard, 2018). Through this interpretative process, individuals construct their understanding of the world around them.

In conclusion, perception encompasses the entire process of sensory input, cognitive interpretation, and behavioral response. It is integral to both personal experiences and effective learning, underscoring its fundamental role in human interaction with the environment.

An internal factor refers to any influence that originates from within an individual. These factors include psychological elements such as thoughts, emotions, desires, needs, motivations, and levels of attention (Babik, 2021). Each person's unique personality and temperament are shaped by their personal experiences, family background, educational experiences, and overall environment. The interplay of these internal factors results in the distinctiveness of each individual's behavior and decision-making processes.

In conclusion, internal factors are critical in understanding individual behavior, as they encompass a range of psychological influences that shape how people perceive and react to the world around them.

An external factor encompasses influences that originate outside the individual, including various stimuli, cultural norms, and societal beliefs (Binns, 2018). These factors impact individuals through their interactions with the surrounding environment, which includes both physical elements—such as natural landscapes and built infrastructure—and social components, such as community practices and social networks (hafri & Firestone, 2021). External factors profoundly shape our lives by influencing our experiences, behaviors, and perceptions in significant ways. For instance, cultural values and social structures guide how we understand and engage with the world around us.

In conclusion, external factors are essential in shaping individual experiences and interactions, as they encompass a wide range of influences from

the physical and social environment. These factors play a crucial role in determining how we perceive and respond to our surroundings.

B. Vocabularies

Vocabulary plays a crucial role in developing English language skills across listening, speaking, writing, and reading. Mastering vocabulary at one's proficiency level significantly aids in comprehending and excelling in these aspects of English learning (Nguyen, 2021). It serves as the foundation for constructing sentences and is indispensable for effective communication. Prioritizing the study of English vocabulary is imperative, as it directly impacts one's ability to communicate and engage in everyday interactions. An extensive vocabulary enhances one's capacity to learn English fluently, facilitating smoother expression and comprehension. Beyond merely knowing words and their definitions, vocabulary encompasses skills such as pronunciation, spelling, grammar, and meaning. It involves a structured list of words organized alphabetically, each used according to its linguistic attributes (Regina & Rajasekaran, 2024). In linguistic analysis, vocabulary includes various parts of speech—nouns, pronouns, verbs, adverbs, adjectives, prepositions, conjunctions, and interjections. Understanding these components is essential for breaking down sentences and grasping their structure and meaning.

The interplay between vocabulary and grammar highlights their complementary nature in communication. While grammar provides the framework for constructing sentences, vocabulary supplies the content (Dakhi, 2019),

rendering communication meaningful and coherent. Without a robust vocabulary, communication lacks depth and clarity, hindering effective idea conveyance.

Therefore, vocabulary encompasses not just a repertoire of words but also the contextual knowledge of their usage and meaning. Acquiring a rich vocabulary is indispensable for effective expression and comprehension in language communication.

American English Vocabularies

American English vocabulary reflects a rich blend of historical, cultural, and social influences unique to the United States (Novari, 2021). Its development is a result of interactions among indigenous languages, European colonial legacies, and contributions from various immigrant groups. This has led to a lexicon that includes both standardized forms and regional variations, each shaped by local histories and cultural contexts. Technological advancements and cultural changes further drive the creation and adaptation of new terms, while lexical borrowing from other languages and the emergence of neologisms continuously expand the vocabulary. Additionally, sociolinguistic factors, such as socio-economic status and professional jargon, contribute to the specialized aspects of the lexicon (Barata, 2016). American English also features distinct spelling conventions compared to other English varieties.

In conclusion, American English vocabulary is marked by its dynamic nature and diverse influences, reflecting the ongoing evolution and complexity of the language within the American context

C. Vocabularies Acquisition

Vocabulary acquisition is vital in second language learning and has been extensively studied. A robust lexicon is essential for effective communication and forms the cornerstone of achieving proficiency in a second language. The role of vocabulary is crucial, as language learning and communication heavily depend on lexical knowledge (Sutrisna, 2021). This highlights the importance of vocabulary in engaging learners in various language development activities such as grammar exercises, reading comprehension, and writing tasks strong correlation exists between the breadth of vocabulary knowledge and language proficiency levels. Limited vocabulary can create significant barriers to successful communication, with estimates suggesting a minimum vocabulary base of around 5,000 words necessary for functional language proficiency. Vocabulary knowledge encompasses both receptive skills, which involve understanding words in reading and listening, and productive skills, which involve actively using words in speaking and writing (Reynolds, 2022). Developing productive skills typically requires more time and effort compared to receptive skills.

Repetition is a key factor in vocabulary acquisition, as increased exposure to words improves retention and understanding. However, there may be disparities between passive and active vocabulary, particularly with less common words. Learners may struggle to incorporate infrequent vocabulary into their productive language skills without active practice (Schmitt, 2019). Encouraging language production can enhance acquisition by deepening comprehension and engagement, though challenges like limited class time and large class sizes often

restrict opportunities for extensive practice. Various techniques, such as Quizlet and podcasting, have shown promise in fostering independent language learning. However, further research is needed to fully understand their effectiveness in improving both receptive and productive vocabulary knowledge. In conclusion, while vocabulary acquisition is crucial for second language proficiency, continued exploration and research into effective learning techniques are essential to optimize vocabulary development.

D. Exploring Vocabularies Acquisition Strategies

Vocabulary acquisition in English is a complex and multifaceted process that requires the integration of various learning strategies. One critical approach is self-determination strategies, where learners actively engage with unfamiliar words through their cognitive abilities and available resources (Atsari, 2017). By immersing themselves in the context, analyzing word structures, and consulting reference materials, learners take ownership of their learning journey. This not only enhances their vocabulary but also develops essential critical thinking and problem-solving skills, fostering greater autonomy in their language acquisition.

Equally important are social strategies, which highlight the significance of interpersonal interaction in learning new vocabulary. Language thrives on communication, and by participating in dialogues, collaborating with peers, and engaging in cultural exchanges, learners gain valuable insights into language nuances and cultural contexts (Naemi, 2015). These interactions, particularly with proficient speakers, provide practical experience and feedback that accelerate the learning process and enhance vocabulary acquisition.

Memory strategies are also crucial for solidifying vocabulary knowledge. Learners use various mnemonic devices to enhance retention and recall, such as associating new words with familiar concepts, creating mental images, or organizing vocabulary into meaningful clusters (Wu, 2014). Visual aids like flashcards and diagrams serve as powerful tools in reinforcing memory traces, supporting long-term learning, and improving the ability to retrieve words when needed.

In addition, cognitive strategies focus on the systematic processing of information related to vocabulary (Aravind, 2020). These strategies involve repetitive drills, structured exercises, and mnemonic techniques that help internalize new words. By engaging in consistent practice and exposure, learners develop automaticity in recognizing and using vocabulary. Cognitive strategies also include methods such as using context clues and analyzing word parts, which aid in inferring the meanings of unfamiliar words and contribute to greater fluency and proficiency.

Lastly, metacognitive strategies play a vital role in effective language learning by fostering “thinking about thinking.” These strategies empower learners to monitor their own progress, regulate their learning behaviours, and adapt their approaches to overcome challenges (Aravind, 2020). Setting specific goals, planning study sessions, and reflecting on learning outcomes enhance self-awareness and self-efficacy, helping learners stay motivated and focused on their language acquisition journey.

In conclusion, successful vocabulary acquisition in English extends beyond rote memorization and requires a holistic approach. This approach integrates self-directed exploration, social interaction, mnemonic reinforcement, cognitive processing, and metacognitive reflection. By adopting a diverse range of strategies tailored to their individual needs and preferences, learners can enhance their vocabulary acquisition, achieve greater linguistic proficiency, and embark on a lifelong journey of mastering the English language. Each strategy plays a vital role in building a comprehensive and effective vocabulary learning experience, ultimately leading to improved communication skills and deeper understanding of the language.

E. Video

A video is a form of media that captures and transmits moving visual images and sound, facilitating the representation of dynamic events and processes over time. It is commonly understood as a sequence of frames displayed in rapid succession, creating the illusion of continuous motion. Videos can be recorded through various technologies, including analog systems like VHS or digital formats such as MP4 and AVI, each with its unique method of encoding and storing audiovisual data. The term "video" encompasses a broad range of applications and formats, from educational videos and documentary films to entertainment media and interactive digital content (Hjorth, 2023). The medium serves multiple functions: it can document real-world events, present artistic expressions, or provide instructional material. Videos are often integrated into

digital platforms and multimedia systems, making them a crucial element in contemporary communication and information dissemination.

In the context of media studies, video is analyzed not only as a technological artifact but also as a cultural and social product. Scholars examine how video shapes and reflects societal values, norms, and practices, as well as its role in the evolution of media consumption habits (Mayer, 2020). Video technologies have transformed how content is produced, distributed, and consumed, impacting various fields such as education, journalism, and entertainment.

Moreover, the study of video involves understanding the technical aspects of video production, such as framing, editing (jiao, 2021), and post-production techniques, which contribute to the final narrative or message conveyed. The interplay between visual elements, sound, and editing decisions is crucial for creating engaging and effective video content.

As a dynamic and versatile medium, video continues to evolve with advancements in technology and changes in user behaviour, making it a rich area of study in media and communication disciplines.

F. American movie

American movies are cinematic productions originating from the United States, primarily created within the framework of Hollywood's industry practices. These films often reflect the cultural, social, and historical contexts of the United States and span a wide range of genres and styles, including drama, comedy,

action, and documentary (James & Cutting, 2010). They are defined by adherence to industry standards, such as specific narrative structures, production techniques, and thematic elements. These standards help shape films that either embody or critique prevailing American values and societal issues.

In conclusion, American movies are not only a product of Hollywood's commercial practices but also serve as a reflection of the complexities of American society. They offer insights into various aspects of American life while adhering to industry norms that influence their production and presentation.

G. Movie as Education Tool

Movies represent a ubiquitous and highly effective tool in language education, particularly in the realm of teaching foreign languages such as English. Their accessibility across diverse regions of the globe renders them invaluable resources for educators. Beyond their primary role as sources of entertainment, movies serve as potent educational aids, captivating learners' interest and enhancing their language acquisition journey.

One of the foremost advantages of using movies in language teaching lies in their ability to motivate learners. With their engaging narratives and compelling visuals, films captivate the attention of students, fostering a keen interest in language learning (Shakhnoza S. , 2023). Moreover, the inclusion of subtitles facilitates comprehension, alleviating confusion arising from cultural nuances and linguistic intricacies. By providing contextual clues and visual cues, subtitles aid

learners in deciphering unfamiliar vocabulary and expressions, thereby bolstering their language proficiency.

Furthermore, movies offer a multifaceted glimpse into the culture and society associated with the target language. From mundane aspects of daily life to complex social issues, films provide a rich tapestry of cultural insights (Mahdiloo, 2017). Through cinematic portrayals, learners gain valuable exposure to diverse cultural practices, norms, and values, thereby broadening their cross-cultural understanding. Additionally, movies serve as a platform for exploring sensitive topics such as racial discrimination, substance abuse, and domestic violence, prompting critical reflection and fostering empathy among students.

However, amidst the myriad benefits of utilizing movies in language instruction, certain challenges emerge. Scholars such as Vanderplank (2009) and Kramsch and Andersen (1999) caution against the potential pitfalls of relying solely on films for language learning. They argue that while movies offer explicit and implicit meanings, the cultural context embedded within them may elude non-native learners, leading to confusion and misinterpretation. Additionally, the prevalence of technophobia among educators, wherein some may dismiss movies as exhaustive resources, underscores the need for a balanced approach to integrating cinematic materials into language curriculum.

To address these challenges, educators must adopt a nuanced approach that combines in-class activities with out-of-class viewing experiences. Encouraging students to engage in post-movie discussions allows for the exploration of linguistic nuances and cultural themes in a collaborative setting. By

fostering dialogue and reflection, educators can bridge the gap between entertainment and educational objectives, harnessing the full potential of movies as pedagogical tools.

While the advantages of using movies in language learning are manifold, it is essential to acknowledge potential drawbacks. Miller highlights the slow pace of language acquisition through film-based learning, attributing this to students' primary focus on entertainment rather than educational outcomes. Moreover, the lack of structured learning patterns and limited opportunities for interaction during movie viewing pose inherent challenges to effective language learning (Miller, 2016).

In conclusion, while movies offer a dynamic and immersive medium for language instruction, their effective integration into educational contexts necessitates a nuanced understanding of both their benefits and limitations. By leveraging movies as catalysts for cultural exploration and linguistic development, educators can empower students to navigate the complexities of language learning with confidence and competence.

H. Previous Study

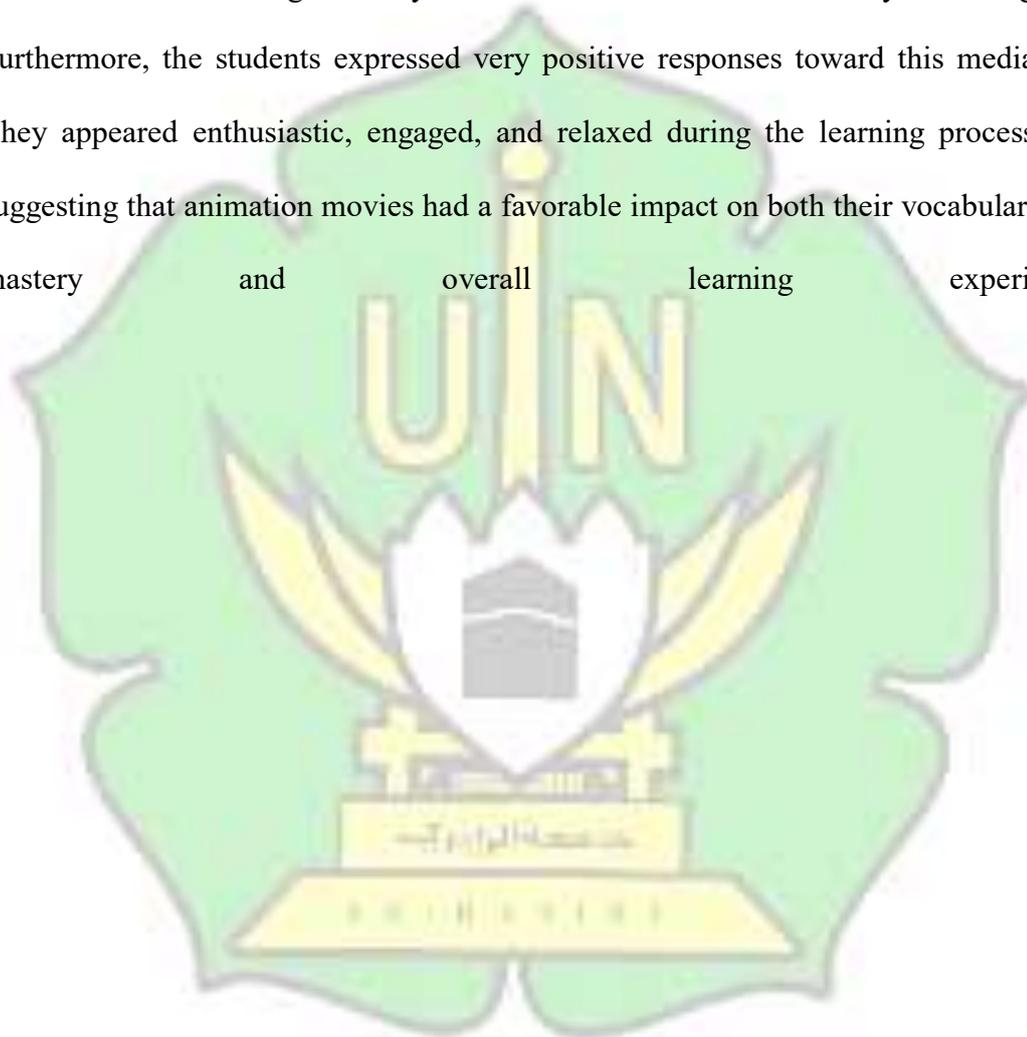
Movies are a valuable tool for language learning, particularly in vocabulary acquisition, listening, and speaking skills. Studies show that movies expose learners to authentic language in context, helping them understand new words within real-life conversations, improving retention and comprehension (Carter & McCarthy, 2006). Visual cues and contextual explanations in films also support

vocabulary learning (Liu, 2010), and repeated exposure aids long-term retention (Wang, 2012).

The study conducted by Dita kusumarjani (2019) aimed to investigate whether the use of movies as a teaching tool could significantly improve students' vocabulary mastery. A quantitative research design was employed, specifically a one-group pretest-posttest approach. The research was conducted with 31 first-grade students at SMAN 1 Way Jepara Lampung Timur during the academic year 2018/2019. A vocabulary test was used as the instrument to measure the students' vocabulary achievement before and after the intervention. The results of the study indicated a significant improvement in students' vocabulary mastery after the movie-based teaching intervention. The pretest mean score was 56.75, while the posttest mean score increased to 73.12. Statistical analysis revealed a significance level of $\rho = 0.000$, which is lower than the 0.05 threshold, indicating that the improvement was statistically significant. Based on these findings, it can be concluded that using movies as a teaching method can effectively improve students' vocabulary mastery.

Dian punama's(2018) study aimed to investigate the effectiveness of using animation movies to improve students' vocabulary mastery and to assess students' responses to this teaching method. The study followed a pre-experimental design with a quantitative approach, involving 31 students from the ID class as participants. Data were collected using pre-tests, post-tests, and questionnaires. The results of the data analysis indicated a significant improvement in students' vocabulary mastery after the application of animation

movies as a learning media. A t-test was used for statistical analysis, with a significance level of 0.05. The results showed a t-score of -26.7, which was less than the t-table value of -1.70, indicating that the alternative hypothesis (H1) was accepted. Based on these findings, the researcher concluded that the use of animation movies significantly enhanced students' vocabulary learning. Furthermore, the students expressed very positive responses toward this media. They appeared enthusiastic, engaged, and relaxed during the learning process, suggesting that animation movies had a favorable impact on both their vocabulary mastery and overall learning experie



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The researcher conducted this study utilized a qualitative descriptive research approach. This approach is characterized by its emphasis on examining issues through the collection and analysis of empirical data. In essence, qualitative research aims to delve into complex phenomena by directly engaging with individuals and observing their real-life experiences (Maxwell, 2013). Through in-depth conversations and close observation, researchers seek to uncover and understand the nuanced perspectives and subjective interpretations that people have about their surroundings and experiences. This methodology allows for a richer, more detailed understanding of how individuals perceive and make sense of their world.

B. Research Participant

In research, participants are individuals who offer crucial information that researchers require for their studies. In this particular research, the process of selecting these participants was carried out using a purposive sampling technique. Purposive sampling, also known as judgmental or selective sampling, is a non-probability sampling technique in which the researcher deliberately selects participants or cases that are considered to be particularly relevant or knowledgeable about the topic being studied (Campbell, 2020). The goal is to

focus on specific characteristics or qualities that are critical to the research question, rather than aiming for a representative sample of the population. This approach is often used when the researcher wants to gain in-depth insights from individuals who are believed to have particular expertise, experience, or perspectives related to the research. This technique involves making deliberate and considered choices about who to include in the study based on specific criteria or characteristics that align with the research objectives. Unlike random sampling, where participants are chosen arbitrarily, purposive sampling ensures that the selected informants have particular qualities or knowledge that are essential for obtaining the relevant data and insights needed for the research. The researcher chose 10 informants who usually love to watch American movies from several studios such as Pixar, Disney, and DreamWorks who definitely can be able to answer the question related to the research. Furthermore, the informants for this research consisted of 2020 English students with the initials AD, AH, RS, RF and RL with their ages ranging from around 22 years and some of them were women.

Research location

Research location will take in UIN ar-raniry specially in English language department. As the name this program study support student to come up with better English communication skill and English teaching

The Department of English Language Education (PBI) was founded in 1964 under the name TEN or Tadris English. Due to regulatory issues, the department was closed but reopened in 1980. Currently, PBI employs 35 faculty members with degrees from various universities in the USA, UK, Australia,

Indonesia, and other countries. PBI is highly regarded not only within the Faculty of Education but also across Ar-Raniry State Islamic University, as evidenced by its rapidly growing enrollment of over a thousand students annually. Most students complete their studies in the standard four-year period and graduate with strong qualifications. Many graduates secure employment quickly, and some are awarded scholarships such as LPDP, AAS, NZAID, Fulbright, USAID, LPSDM, and DAAD to pursue master's degrees in countries like Australia, the USA, the UK, and New Zealand, among others.

C. Source of Data

The data refers to information that researchers collect firsthand from original sources to address predefined research questions. This type of data is gathered through methods that involve direct interaction with participants, ensuring that the data is both original and specifically tailored to the research objectives. One common approach to gathering primary data is the use of semi-structured interviews. In this method, researchers engage participants in a flexible, guided conversation, where they ask open-ended questions based on the research questions but also allow for spontaneous follow-up inquiries. This format enables researchers to explore the nuances of participants' experiences and perspectives in greater depth. By conducting semi-structured interviews, researchers can obtain unique, accurate, and relevant insights that directly address the study's aims, rather than relying on secondary sources or pre-existing data that may not fully align with the research objectives. Thus, semi-structured interviews are a powerful

tool for collecting rich, specific data that offers direct relevance to the study at hand.

D. Method of Collecting Data

according to Nazir, as referenced by (Hardani, 2023), "Interviewing is the process of obtaining information for research purposes through face-to-face interactions where questions are posed by the interviewer and answers are provided by the respondent, facilitated by a tool known as an interview guide" (Hardani, 2023). In the context of this study, the researcher implemented a semi-structured interview approach. A semi-structured interview is a qualitative research method that combines elements of both structured and unstructured interviews, allowing for a flexible yet guided approach to data collection. In this format, the interviewer prepares a set of open-ended questions to address specific topics (Adeoye-Olatunde, 2021) while also encouraging participants to elaborate on their responses and introduce new themes. This method facilitates a deeper understanding of participants' perspectives and experiences, as it allows for follow-up questions and clarifications based on the participant's answers. (Kallio, 2016) The semi-structured approach is particularly valuable in exploring complex social phenomena, as it balances the need for consistency across interviews with the flexibility to adapt to the unique context of each participant.

F. Data Analyst

To analyze the data collected in the study on "students's perceptions of American Movie towards student American English vocabularies acquisition " a comprehensive data analysis approach was employed to understand students' perceptions of its usage. A thematic analysis was used to examine the data gathered from semi-structured interviews with 10 students. This analysis focused on identifying recurring themes and patterns in students' responses, offering deeper insights into the perceived benefits of using American movies as a medium.

To further enhance the analysis, variations in participant data were explored, taking into account factors such as the frequency of media usage. This exploration aimed to uncover insights into how different aspects of media use contributed to the acquisition of American English vocabulary. Through thematic analysis of the interview data, the researchers sought to draw meaningful conclusions regarding students' perceptions of using American movies as a tool for acquiring American English vocabulary.

CHAPTER IV

FINDING AND DISCUSSION

This chapter outlines the conclusions of the research based on data collection. Semi-structured interviews were used to gather data, consisting of seven main questions and several additional ones. Most interviews were conducted over the phone, with each interview lasting approximately 10 to 20 minutes. The results aim to address the research questions posed in chapter I

A. Research Findings

The researcher obtained information on the answers to the research questions after analyzing the collected data. Participants were asked about their views on how American films serve as a medium for acquiring American English vocabulary. In this section, the researcher divides it into some sub-sections based on the interview research to the student of English language education study program at UIN Ar-Raniry class of 2020, the following are:

1. Enjoyment in Learning

In this sub-chapter, the researcher will present a comprehensive conclusion drawn from the data collected, indicating that all of the informants have had exposure to American films. This exposure, as evidenced by their responses, suggests that the participants believe watching American movies offers a valuable opportunity to acquire and enhance their American English vocabulary. The analysis will underscore the role of American cinema as a significant tool for language acquisition, highlighting how the informal context of film viewing

contributes to the learning of new words and phrases. The findings will be contextualized within broader language learning theories, which posit that immersive and contextual experiences, such as those provided by media, play a crucial role in expanding one's linguistic repertoire. Additionally, the discussion will explore how the interaction with colloquial expressions and diverse linguistic contexts presented in American films can facilitate a deeper understanding and retention of vocabulary, thus supporting the informants' views on the efficacy of this learning method. The following are the statement of 3 informants who researcher interviewed

BN batch 2020 admitted that:

“Yes I do enjoy American movies”

“Because they offer variates of genre and story-telling style so they provide the opportunity to look at the Differences of culture and Differenc perspective.....also they help me to improve English skill in listening and vocabulary collection”

AD Batch 2020, admitted that:

“The main reason I like watching American films is that they provide a unique learning experience. Apart from the engaging stories, the dialogues often use everyday language, which helps me better understand the usage of English in natural contexts. It’s a fun way to learn without feeling like I’m in a classroom”

AR batch 2020, admitted that:

“Yes, i think intentionally or not, i will always get a new english word from a movie. usually after i watched the movie (and during watching it), i like to imitate the language (the way its pronounce), and repeat it, so the word stuck in my brain and i can use it to speaking english in my daily”

2. Pronunciation and Contextual Vocabularies

In this subchapter, which focuses on a specific aspect of vocabulary acquisition through American movies, the analysis of data collected from informants with experience in utilizing this medium reveals several critical factors contributing to the effective learning of American vocabulary. The informants uniformly highlight that several key elements play a pivotal role in this process.

Firstly, the clarity of pronunciation in American films is emphasized as a significant factor. Clear and accurate pronunciation facilitates the listeners' ability to discern and replicate the correct pronunciation of new vocabulary. This aspect is crucial as it enhances phonemic awareness and helps learners develop a more authentic and comprehensible spoken English.

Secondly, visual descriptions accompanying the dialogue in movies are identified as an important element. These visual cues, such as contextual settings, body language, and situational contexts, aid in the comprehension and retention of new vocabulary by providing additional layers of meaning and context. This multimodal input supports cognitive processes involved in vocabulary acquisition and aids in the effective association of words with their meanings.

Lastly, the manner in which vocabulary is utilized within various contexts in American movies is considered a vital aspect. The portrayal of words through diverse scenarios and dialogues demonstrates their practical application and usage. This contextualization not only helps in understanding the semantic nuances of vocabulary but also in learning idiomatic expressions and colloquial usage, which are often not covered in traditional language learning settings.

In summary, the informants' insights suggest that clear pronunciation, visual descriptions, and contextual usage are integral components that significantly enhance the acquisition of American vocabulary through the medium of American movies. These factors collectively contribute to a more immersive and effective learning experience. The following are the statement of 3 informants who researcher interviewed

NM batch 2020, admitted that:

“I agree and I like people who, for example, they learn a language, for example here we say English so they use english films. American films are films for them to learn a language because when we use it or when we watch it there two what we get we can hear and we can see so usually we just know the vocabulary but sometimes we don't know how to use it so by watching the two films we hear we get one in the listening section so we can hear the correct pronunciation or pronunciation secondly, use correct vocabulary, give examples, for example the use of use and were. Well, that means it's the same. we don't know when we should use “wearing” when we should use the word “use”. For example, using use itself. One way to let us know is by watching this. Oh, that means that ware is used on clothes, if we use it on objects, what are lenses? that's the point”

RM from batch 2020, admitted that:

“it is the best way because most of American movie use daily conversation vocabularies which not formal and the result is when we practice , it's sounds like native”

AR from batch 2020 Admitted that:

“Good, the movie contains lot of vocab (wkkwk ofcourse la, kn bnyak ngomong), and we also can learn how to use the vocab through the scenes of movie”

3. Daily Conversation

Exposure to everyday conversational language in movies provides learners with an invaluable opportunity to engage with vocabulary that is frequently used in real-life interactions. Unlike formal language found in textbooks or academic settings, the language presented in films mirrors the natural flow of speech, offering students the chance to encounter idiomatic expressions, slang, and informal phrases that are essential for effective communication in daily life. This form of learning helps learners grasp how words and phrases are commonly used in context, improving their understanding of nuances like tone, intonation, and cultural references.

By listening to native speakers in diverse situations—such as casual conversations, social interactions, and even disagreements—learners become more familiar with the rhythm and structure of the language as it is actually spoken. This enhances their ability to respond appropriately and confidently in a variety of real-life scenarios, whether they are ordering food at a restaurant, chatting with friends, or navigating everyday challenges. In turn, this practical exposure boosts their fluency and builds their confidence in using language naturally, making communication smoother and more authentic.

Furthermore, movies can introduce learners to various accents, dialects, and regional variations of the language, broadening their understanding of its diversity. As a result, learners not only develop a broader vocabulary but also a more versatile ability to engage in informal conversations with speakers from

different backgrounds and regions. Overall, integrating films into language learning accelerates progress by immersing students in the kind of dynamic, everyday language they will need to successfully interact with others in the real world.

RM from batch 2020, admitted that:

“it is the best way because most of American movie use daily conversation vocabularies which not formal and the result is when we practice , it’s sounds like native”

4. Obstacle and Challenges

In this subchapter, the researcher identifies several obstacles associated with using American movies as a medium for acquiring American vocabulary. These obstacles are critical in understanding the limitations and challenges faced by learners in this context.

The issue of semantic variability presents a significant challenge. The differences in meaning between similar-sounding words or between words with multiple meanings can create confusion for learners. In American movies, context-specific usage may not always align with learners' existing vocabulary knowledge, leading to potential misunderstandings and difficulties in accurately grasping the intended meaning of new terms.

The introduction of entirely new words or colloquial expressions poses another obstacle. American movies often feature slang, jargon, or idiomatic expressions that are not commonly found in standard educational materials. This exposure to unfamiliar vocabulary requires learners to engage in additional efforts to decode and understand these terms, which may hinder the learning process for those who are not yet familiar with such language nuances.

The continued reliance on English subtitles by some learners is noted as a barrier. While subtitles can aid comprehension and provide a written reference for spoken dialogue, they may also inhibit the development of listening skills and the ability to process spoken language in real-time. Learners who depend heavily on subtitles might struggle to fully engage with the auditory aspects of language acquisition and may not develop the necessary skills for effective listening and pronunciation.

In conclusion, the obstacles identified—semantic variability, exposure to new and unfamiliar vocabulary, and reliance on English subtitles—highlight significant challenges in using American movies as a medium for vocabulary acquisition. Addressing these issues is essential for optimizing the effectiveness of this approach and enhancing the overall learning experience. The following are the statements from informants who were interviewed

AR from batch 2020, admitted that:

“Yup, sometimes it is difficult for me to know the meaning of a new vocab, so i need to googling the meaning first and then continued watching the movie, sometime i remember the word but don't know how to write it (spell it), sometime i get a new vocab but forgot it fastly because i cannot use it a daily life. Sometime, it is also difficult for me to get the movie (i download it illegal, so , yeah”

RN from batch 2020, Admitted that:

“Usually the problem that I face is the use of sentences is sometimes I don't understand the meaning of the word then I use a little effort to find out the sentence”

NM from batch 2020,Admitted that:

“because in studying this film, sometimes we don't use subtitles. So if for example there are no subtitles, sometimes the language is difficult to understand, but if there are subtitles it makes things easier. Yes, the point is. So if for example they are asked about challenges off now they It needs to be fast in the front like that. Sometimes, for example, if we're watching a video without using Survival, the language sometimes isn't as chaotic as the second one. That's all the pronunciation is a bit fast”

AD From batch 2020,Admitted that:

“The challenge I face is sometimes having difficulty understanding certain dialects or accents used in the films, especially if the characters speak too quickly. However, I overcome this by using English subtitles, which help me follow the conversation and understand unfamiliar words. This challenge, while present, motivates me to keep learning and improving my skills”

CM from Batch 2020,Admitted that:

“There are no particular obstacles, but I still use English subtitles”

5. Suggesting in Using American Movie as Medium of American Vocabularies Acquisition

In this subchapter, the researcher concludes that all participants in the study strongly endorse the use of American movies as an effective medium for acquiring American English vocabulary. The participants highlighted several key benefits associated with this approach: clear pronunciation provided by native speakers, contextualized vocabulary usage, and the opportunity to engage with language as it is naturally used in real-life scenarios. Exposure to authentic pronunciation aids in developing accurate phonetic skills, while the contextual integration of new vocabulary enhances comprehension and retention. Additionally, encountering vocabulary in its natural usage allows learners to better grasp idiomatic expressions and real-world language

applications. Collectively, these factors underscore the efficacy of American movies in enriching vocabulary acquisition.

AD from batch 2020 admitted that:

“I highly recommend using English-language films in the vocabulary acquisition process. Besides being entertaining, films provide clear context and authentic language use, which are very helpful for understanding how words are used in real life. It’s an effective way to learn while enjoying engaging stories.”

BN from batch 2020 admitted that:

“my answer yes I highly recommended using American movie to learn vocabularies because movie are entertaining way to learn and movie provide context that help deep understanding and remembering new word the word like maybe subtitle they also expose us to various dialect which is beneficial for listening vocabularies”

IH from batch 2020 admitted that:

“Yes I really recommended to use American movie, actually I really recommend it in acquisition vocabularies”

CM from batch 2020 admitted that:

“Really recommended for those who get vocabularies because it is easier to learn because it is easy to understand and not complicated”

CI from batch 2020 admitted that:

“I highly recommended of using American movie in improving our vocabulary

RN from batch 2020 admitted that :

“Maybe people will be a little hampered if they use the British version, but if you use the American version, it might be easier In terms of pronunciation”

B. Discussion

Based on detailed interviews with English education students from the 2020 cohort at Ar-Raniry Islamic University, this subchapter delves into their perceptions of American movies as a medium for acquiring American vocabulary. The analysis reveals that a significant number of students, particularly those from the 2020 batch, have actively engaged with American movies as a tool for vocabulary enhancement. For example, RN reported utilizing American movies to learn new vocabulary, although this engagement was often incidental, with the primary motivation being entertainment rather than deliberate educational intent. This observation underscores the inherent appeal of movies as an engaging medium, which encourages students to interact with English language content in a less structured and more enjoyable manner.

Participants Ad and NM specifically noted several advantages of using American movies for vocabulary acquisition. They highlighted that the clarity of pronunciation, the introduction of everyday vocabulary, and the exposure to novel terms are particularly beneficial. The authentic dialogues and contextual use of

vocabulary within movies provide valuable learning opportunities. These elements contribute to the development of listening skills and the practical application of vocabulary, facilitating a more immersive and comprehensive learning experience. The consistent exposure to varied vocabulary in context is believed to enhance both comprehension and retention, thereby improving overall speaking proficiency.

However, despite these benefits, students also face certain challenges. Participants AR and NM pointed out difficulties with encountering unpredictable vocabulary that is often difficult to decipher and understand in terms of its functional usage. This challenge is compounded by the fact that some students continue to rely on English subtitles to aid comprehension. This dependency indicates a gap between passive viewing and active language engagement, suggesting that subtitles may hinder the development of listening and interpretive skills.

In conclusion, the feedback from participants strongly supports the use of American movies as an effective medium for American vocabulary acquisition. They believe that the approach offers a distinctive and enriching learning experience that integrates entertainment with educational value. The exposure to clear pronunciation, contextualized vocabulary, and real-life language use is seen as highly beneficial for improving vocabulary skills. Despite the challenges identified, such as unpredictable vocabulary and the reliance on subtitles, the overall consensus is that American movies are a valuable resource for advancing

American vocabulary acquisition. This approach not only enhances language skills but also makes the learning process more engaging and enjoyable.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The researcher centers on the examination of the use of American movies as a medium for acquiring American vocabulary within the English education program at Ar-Raniry Islamic University. The research, conducted among students enrolled in this program, has yielded several noteworthy conclusions regarding the efficacy of American movies in vocabulary acquisition.

The findings indicate a predominantly positive perception of American movies as an effective tool for learning American vocabulary. Participants in the study generally view American movies as a beneficial resource that enhances their vocabulary acquisition process. The immersive nature of movies, combined with their engaging content, provides a contextually rich environment for students to encounter and internalize new vocabulary.

During the research, several specific aspects were identified that contribute to the effectiveness of American movies in vocabulary acquisition. These aspects include:

1. Enjoyment in Learning

Using engaging media like films can boost students' motivation to learn by making lessons more interactive and enjoyable. Films combine visual, auditory, and narrative elements that help students better understand the material and break

the monotony of traditional learning. They also foster emotional connections, which improve retention and comprehension. Additionally, films develop critical thinking and empathy by exposing students to diverse perspectives. Overall, incorporating films in education creates a more engaging and effective learning experience, leading to better outcomes.

2. Pronunciation

The articulation of words by native speakers in American movies offers learners an opportunity to hear and practice accurate pronunciation. This exposure to authentic speech patterns is crucial for developing proper pronunciation skills and improving overall spoken English proficiency.

2.Subtitles

The presence of English subtitles is noted as a significant aid in comprehension. Subtitles provide a written reference that can assist learners in understanding spoken dialogue and matching it with the correct vocabulary, thereby supporting both listening and reading skills.

3.Contextual Vocabulary

American movies present vocabulary within specific contexts, which helps learners understand and remember words through their practical usage. The contextualization of vocabulary facilitates a deeper comprehension of word meanings and their appropriate applications in various scenarios.

4. Daily Conversation

Exposure to everyday conversational language in movies enables learners to encounter and practice vocabulary that is commonly used in real-life interactions. This aspect helps students familiarize themselves with colloquial expressions and informal language, enhancing their ability to communicate effectively in everyday situations.

In summary, the research underscores the positive perception of American movies as a valuable medium for acquiring American vocabulary. The identified aspects—clear pronunciation, the use of subtitles, contextual vocabulary, and exposure to daily conversation—are integral to the effectiveness of this learning approach. These elements collectively contribute to a more comprehensive and engaging vocabulary acquisition process, highlighting the potential of American movies as an educational tool in language learning.

B. Suggestion

The researcher offers several recommendations for students, educators, and future researchers based on the findings of this study. This research provides valuable insights for both teachers and students regarding the use of American movies as a medium for acquiring American vocabulary. For students, American movies represent a beneficial tool for familiarizing themselves with native speakers and can significantly enhance their enthusiasm and understanding of

appropriate vocabulary usage. By engaging with authentic language contexts, students can improve their language skills and gain a better grasp of nuanced vocabulary.

For educators, American movies serve as a valuable educational resource, provided that their duration and moral content are appropriate for the students' learning levels. It is crucial for teachers to select movies that align with the students' proficiency levels to maximize the educational benefits. American movies can be integrated into the curriculum as an engaging medium that supports vocabulary acquisition while also imparting valuable cultural insights.

Moreover, the researcher anticipates that this study will serve as a foundation for future research in the same domain. Subsequent studies could further explore students' perceptions of American movies in relation to vocabulary acquisition, potentially examining different aspects such as the impact of movie genres, language complexity, and student engagement levels. Overall, this research aims to contribute to the ongoing discourse on effective language learning tools and to guide future investigations into the use of media in education

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APPENDICES



KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH NOMOR: B-4239/Uin.08/FTK/Kp.07.0/05/2024

TENTANG: PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA

DENGAN RAHMAT TUHAN YANG MAHA ESA

DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

- Menimbang** :
- bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk pembimbing skripsi;
 - bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai pembimbing skripsi mahasiswa;
 - bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.
- Mengingat** :
- Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
 - Undang-Undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
 - Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
 - Peraturan Presiden Nomor 74 Tahun 2012, tentang perubahan atas peraturan pemerintah RI Nomor 23 Tahun 2005 tentang pengelolaan keuangan Badan Layanan Umum;
 - Peraturan Pemerintah Nomor 4 Tahun 2014, tentang penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
 - Peraturan Presiden Nomor 64 Tahun 2013, tentang perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh Menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
 - Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
 - Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh;
 - Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Depag RI;
 - Keputusan Menteri Keuangan Nomor 203/Kr/K.05/2011, tentang penetapan UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum;
 - Surat Keputusan Rektor UIN Ar-Raniry Banda Aceh Nomor 01 Tahun 2015, Tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.
- MEMUTUSKAN**
- Menetapkan** : Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh tentang Pembimbing Skripsi Mahasiswa.
- KESATU** : Menunjuk Saudara :
Chamiah, M.Ed
- Untuk membimbing Skripsi
- Nama : **Aifin Hadianka**
NIM : **200203099**
Program Studi : **Pendidikan Bahasa Inggris**
Judul Skripsi : **Students' Perception of Watching American English Movie on Students' American English Vocabulary**
- KEDUA** : Kepada pembimbing yang tercantum namanya diatas diberikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku.
- KETIGA** : Pembiayaan akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-025.04.2.423925/2024 Tanggal 24 November 2023 Tahun Anggaran 2024.
- KEEMPAT** : Surat Keputusan ini berlaku selama enam bulan sejak tanggal ditetapkan;
- KELIMA** : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segala sesuatu akan dirubah dan diperbaiki kembali sebagaimana mestinya, apabila kemudian hari ternyata terdapat kekeliruan dalam Surat Keputusan ini.

Ditetapkan di : Banda Aceh
Pada tanggal : 21 Mei 2024
Dekan,

Saiful Mutuk

- Tembusan**
- Salinan Kementerian Agama RI di Jakarta;
 - Dehan Pendidikan Islam Kementerian Agama RI di Jakarta;
 - Direktur Perguruan Tinggi Agama Islam Kementerian Agama RI di Jakarta;
 - Rantor Pelanggaran Perundang-undangan Negara (PPUN) di Banda Aceh;
 - Rektor UIN Ar-Raniry Banda Aceh di Banda Aceh;
 - Kepala Bagian Keuangan dan Akuntansi UIN Ar-Raniry Banda Aceh di Banda Aceh;
 - Yang bersangkutan;
 - Amp.



APPENDIX B

INTERVIEW PROTOCOL

Project : Student Perception of American Movie Toward Student American
Vocabularies

Place : Banda Aceh

Interviewer : Alfin Hadianka

Sources :

This study aims to find out students' perception of American films as a medium to obtain American vocabularies. Data collection was carried out by semi-structured in-depth interviews to be recorded and used only for research purposes to maintain the confidentiality of informants based on informed consent. During the interview, the interview asked some questions about students' opinions about American movies as a medium for acquiring American vocabularies and the specific aspect of American movies do students believe contribute to their understanding of American English Vocabulary. The interview process will take approximately 10-20 minutes.

The points discussed in this study are:

1. Students' perception of the use of American films as a medium to enhance their American vocabularies

Interview question

1. Have you ever watching an American movie?
2. Why do you chose watching an American movie?
3. What is your opinion about using the American movie as a media for American vocabularies acquisition? (for research question no. 1)
4. Do you think there is any benefit from Watching American movies towards your American vocabularies acquisition? (for research question no. 1)
- 5 Do you feel that certain genres of movies (such as comedy, drama, or action) are more effective a American vocabulary acquisition ? Why
- 6 What is the most influential American movie in helping you understand American English vocabulary? Can you give a specific example of the vocabulary you learned from the movie?
7. Do you suggested the use of English movies in American vocabularies acquisition process? Why? (for research question no. 1)
- 8.Do you face any challenges when learning American English vocabulary through American movies, could you please give some example

Thank you for your time and for sharing your experiences with me. Your insights are invaluable to this research.

APPENDIX C



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBIYAH DAN KEGURUAN**

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh Telp/Fax. : 0651-752921

Nomor : B-10078/Un.08/FTK.1/TL.00/11/2024

Lamp : -

Hal : **Penelitian Ilmiah Mahasiswa**

Kepada Yth,

Ka. Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry ; Mahasiswa Prodi Bahasa Inggris Angkatan 2020 UIN Ar-Raniry

Assalamualaikum Warahmatullahi Wabarakatuh.

Fakultas Tarbiyah Dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

NIM : 200203099

Nama : ALFIN HADIANKA

Program Studi/Jurusan : Pendidikan Bahasa Inggris

Alamat : JALAN BANDARA REMBELE

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah Dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul **STUDENTS PERCEPTION OF WATCHING AMERICAN MOVIE TOWARDS STUDENTS'S AMERICAN VOCABULARIES ACQUISITION**

Banda Aceh, 26 November 2024

An. Dekan

Wakil Dekan Bidang Akademik dan Kelembagaan



Prof. Habiburrahim, S.Ag., M.Com., Ph.D.

NIP. 197208062003121002

Berlaku sampai : 31 Desember 2024

APPENDIX D

Audio 1 : BN

Table 1.2 transcript of interview BN

Alfin	:	Hallo bdratun nafis how are you
BN	:	I am good thanks
Alfin	:	Alright based on our appointment , I would like to ask you several question in order to support my thesis about of student perception of American movie towards student American vocabularies, are you ready
BN	:	Yes I am
Alfin	:	Alright the first question is have you been watching American movie ,and do you enjoy it
BN	:	Yes I do enjoy American movies
Alfin	:	Why do you choose American movie
BN	:	Because they offer variates of genre and story telling style so they provide the opportunity to look at the different culture and different perspective.....also they help me to improve English skill in listening and vocabulary collection
Alfin	:	What is your opinion about using the American movie as a media for American vocabularies acquisition
BN	:	I think American movies are an effective tool for learning American vocabularies because they expose every day language like slang culture appearance and way of engaging contextual rich movie also

		help to understand the pronunciation use the word in different contexts and I think American movie is a good ,an effective tool to learn american movie
Alfin	:	Do you think there is any benefit from Watching American movies towards your American vocabularies acquisition
BN	:	Absolutely the american's movie has a significant expanded my vocabulary is one thing to learn word in class room, but it's much more impactful to hear them used naturally in conversation annnnd movie provide real life contexts which hope retaining new word
Alfin	:	Do you feel that certain genres of movies (such as comedy, drama, or action) are more effective a American vocabulary acquisition ? Why
BN	:	Emm I find that drama and comedies are way effective for vocabularies acquisition drama offer feature and dialogue and compact character which expose us toand comedian introduce slang and a lot of idiomatic expression
Alfin		What is the most influential American movie in helping you understand American English vocabulary? Can you give a specific example of the vocabulary you learned from the movie?
BN		One of the most influential movies for me was "Forrest Gump." The movie has a lot of dialogue that is easy to understand, and it covers different periods and aspects of American culture, which helped me learn a wide range of vocabulary. For example, I learned phrases

		like "life is like a box of chocolates," which means that life is unpredictable.
Alfin		Do you suggested the use of American movies in American vocabularies acquisition process?
BN		My answer yes, I highly recommended using American movie for vocabularies because movie entertaining way to learn and movie provide context that improve deep understanding and helps remembering new words that using subtitles they also expose us dialect which is beneficial for listening skill
Alfin		Do you face any challenges when learning American English vocabulary through American movies, could you please give some example
BN		one challenge is understanding slang or idioms that are specific to American culture. For example, phrases like "break a leg" (which means good luck) can be confusing without knowing the cultural context. Sometimes the fast pace of conversations or background noise in movies can make it hard to catch every word, so I often must rely on subtitles.

Audio 2

Table 1.3 transcrip of RS interview

Alfin	:	Hallo Naldi how are you
RS	:	Yah good
Alfin	:	Alright based on our appointment , I would like to ask you several question in order to support my thesis about of student perception of American movie towards student American vocabularies, are you ready
RS	:	Go on
Alfin	:	Have you ever watching an American movie?
RS	:	Yes I have
Alfin	:	Why do you chose watching an American movie?
RS	:	Emmmm I can watch American movie even without subtitle, <i>terasa lebih mudah untuk nonton film America daripada yang britis versi</i> EN: I can watch American movie with no subtitle , it's easier to watch American movie then the british version
Alfin	:	What is your opinion about using the American movie as a media for American vocabularies acquisition
RS	:	Yaa in my opinion <i>itu adalah cara yang bagus karena kebanyakan film amerika yang aku tonton ia menggunakan Bahasa yang sering digunakanoleh orang amerika langsung ga baku sehingga waktu kita praktek kita terdengar seperti vative</i> En: it is the best way because most of American movie use daily

		conversation vocabularies which not formal and the result is when we practice , it's sounds like native
Alfin	:	do you think there is any benefit from Watching American movies towards your American vocabularies acquisition?
RS	:	<i>Ya ada benefitnya kayak kosa kata baru dan juga prasa baru</i> EN: yes there are some benefits like getting new vocabularies and some prase
Alfin	:	Do you feel that certain genres of movies (such as comedy, drama, or action) are more effective a American vocabulary acquisition ? Why
RS	:	<i>Ya bagi saya ada beberapa genre yang sangat efektif untuk kita-kita yang ingin meningkatkan vocabularies kita kayak....., missal komedi lebih santai sedang aksi lebih cepat tanggap dan juga klo di drama sendiri ada beberapa prasa baru yang jarang kira dengar</i> EN: Yes, for me there are several genres that are very effective for those of us who want to improve our vocabulary, for example, comedy is more relaxed, action is more fast-paced and also in drama itself there are several new phrases that you rarely hear.
Alfin	:	What is the most influential American movie in helping you understand American English vocabulary? Can you give a specific example of the vocabulary you learned from the movie?
RS	:	<i>Eeeeeeeee... yang baru baru aja let see like avangers end game ada moment Dimana tonny stark sama ayahnya terus dia bilang” no mount of money ever brought a second of time”yang artinya</i>

		<p><i>tidak ada jumlah uang yang dapat membeli sedikitpun waktu</i></p> <p>EN: Eeeeeeeeeee... just let see like avangers end game there is a moment whene tonny stark meet his father keep saying "no amount of money ever brought a second of time" which means no amount of money can buy a second of time</p>
Alfin	:	Do you recommend the use of American movies in American vocabularies acquisition process?
RS	:	<p><i>Mungkin orang orang akan terhambat sedikit klo pakek yang versi british tapi klo yang American mungkin lebih gampang</i></p> <p><i>In terms of pronunciation</i></p> <p>EN: Maybe people will be a little hampered if they use the British version, but if you use the American version, it might be easier In terms of pronunciation</p>
Alfin	:	Do you face any challenges when learning American English vocabulary through American movies, could you please give some example
RS	:	<p><i>Biasa masalah yang aku hadapi adalah penggunaan kalimat yang kadang aku ga ngerti maksudnya jadi ya ada sedikit effort yang kupakek untuk cari tahu kalimat tersebut</i></p> <p>EN: Usually the problem that I face is the use of sentences is sometimes I don't understand the meaning of the word then I use a little effort to find out the sentence.</p>

Audio 3

Table 1.4 transcrip of IH interview

Alfin	:	Hallo ihya how are you
IH	:	I am fine thanks
Alfin	:	Alright based on our appointment , I would like to ask you several question in order to support my thesis about of student perception of American movie towards student American vobaluaries, are you ready
IH	:	okay
Alfin	:	Have you ever watching an American movie?
IH	:	Yeah I like to watch American movie
Alfin	:	Why do you chose watching an American movie?
IH	:	The reason why I like to watching American movie because I can learnd the pronounciation from American movi, vocabularies and cultural
Alfin	:	What is your opinion about using the American movie as a media for American vocabularies acquisition
IH	:	I think that is very good , based from my experience I learn some vovabularies from American movie so I thinkamerican movie as tool of vocabularies acquisition is good, also
Alfin	:	do you think there is any benefit from Watching American movies towards your American vocabularies acquisition?
IH	:	There is a lot of benefit by using American movie towards my American vocabularies like when I watch purpel heart and sp[iderman no way home I get some vocabularies
Alfin	:	Do you feel that certain genres of movies (such as comedy, drama, or action) are more effective a American vocabulary acquisition ?

		Why
IH	:	<i>I think that effective , ya cause klo kita mau belajar pasti dari beberapa genre pasti banyak vocab yang kita dapat</i> EN: Yes, because if we want to learn, we will definitely get a lot of vocabulary from several genres
Alfin	:	What is the most influential American movie in helping you understand American English vocabulary? Can you give a specific example of the vocabulary you learned from the movie?
IH	:	Maybe disney movie I learn so many vocabularies from Disney movie
Alfin	:	Do you suggested the use of American movies in American vocabularies acquisition process?
IH	:	Yes I really recommended to use American movie, actually I really recommend it in acquisition vocabularies
Alfin	:	Do you face any challenges when learning American English vocabulary through American movies, could you please give some example
IH	:	No I don't find any difficulties because I can understand the American movie even with no subtitle

Audio 4 NH

Table 1.5 transcrip of NH interview

Alfin	:	Hallo Fira how are you
NH	:	I am fine thanks
Alfin	:	Alright based on our appointment , I would like to ask you several question in order to support my thesis about of student perception of American movie towards student American vocabularies, are you ready
NH	:	okay
Alfin	:	Have you ever watching an American movie?
NH	:	Yes I have and I do like watching an american movies
Alfin	:	Why do you like watching an American movie?
NH	:	<p><i>Karena American movie memiliki banyak hal yang yang gabisa kita tebak jadi klo kita nonton kita gabosan karena banyak unexpectic thing film nya cool dan seru ketimbang film film Indonesia yang sudah biasa ketebak ending nya</i></p> <p>EN: Because American films have a lot of things that we can't predict, so when we watch them we won't get bored because there are lots of unexpected things, the films are cool and exciting compared to Indonesian films which usually have predictable endings.</p>
Alfin	:	What is your opinion about using the American movie as a media for American vocabularies acquisition
NH	:	<p><i>Saya setuju dan saya suka saya suka orang-orang yang misalnya mereka belajar suatu bahasa misalnya di sini kita bilang bahasa Inggris jadi mereka gunakan film-film luar</i></p>

.film Amerika the movie untuk mereka belajar bahasa karena ketika kita pakai ataupun Ketika kita menonton di situ dua yang kita dapatkan kita bisa dengar dan kita bisa melihat jadi biasa kita tahu vocabularynya aja tapi untuk pemakaiannya kadang-kadang kita enggak tahu makanya dengan kita lihat film dua yang kita dengar yang kita dapat satu di listening section ya kita bisa mendengar pelafalan ataupun pengucapan yang benar yang kedua penggunaan vocabulary yang tepat kasih contoh misalnya penggunaan use dan were. Nah artinya itu kan sama-sama . Nah kan kita ga tau when we should use wearing when we should use word use .misalnya memakai use itself Salah satu cara biar kita tahu ya dengan kita menonton ini Oh berarti kalau ware itu digunakan pada pakaian kalau us itu pada benda-benda yang apa lensa gitu loh intinya

EN: I agree and I like people who, for example, they learn a language, for example here we say English so they use english films. American films are films for them to learn a language because when we use it or when we watch it there two what we get we can hear and we can see so usually we just know the vocabulary but sometimes we don't know how to use it so by watching the two films we hear we get one in the listening section so we can hear the correct pronunciation or pronunciation secondly, use correct vocabulary, give examples, for example the use of use and were.

		Well, that means it's the same. we don't know when we should use “wearing” when we should use the word “use”. For example, using use itself. One way to let us know is by watching this. Oh, that means that ware is used on clothes, if we use it on objects, what are lenses? that's the point
Alfin	:	do you think there is any benefit from Watching American movies towards your American vocabularies acquisition?
NH	:	<p>Yes ofcourse i do think that there is any benefit from watching american movie toward our american vocabularies acquisition</p> <p><i>Jadi kalau misalnya kita ingin belajar bahasa Arab ya bagusnya kita nonton film-film Arab gitu ya ataupun kita dengar orang-orang Arab ngomong begitu juga dengan bahasa Inggris ini ketika kita ingin mendapatkan atau memperoleh american vocabularies we should wachth ,media yang kita gunakan harus sesuai dan saya rasa watching America movies adalah salah satu cara yang sangat ampuh untuk kita bisa menambah ataupun memperbanyak vocaburis</i></p> <p>EN : For example, if we want to learn Arabic, it would be a good idea for us to watch Arabic films, or if we hear Arab people speaking the same thing in English, when we want to acquire or acquire American vocabulary, we should watch, the media we use should be appropriate and I think watching America movies is a very effective way for us to increase or increase our vocabulary</p>

Alfin	:	Do you feel that certain genres of movies (such as comedy, drama, or action) are more effective a American vocabulary acquisition ? Why
NH	:	<p>I don think so <i>lebih ke isi ataupun alur filmnya Itu bukan ke vocab nya ke bahasa yang digunakan di dalamnya jadi mungkin kalau misalnya komedi bilangin itu kita bakalan banyak dapat cara-caranya joks dan segala macam seperti itu ataupun misalnya ketika drama ya bahasanya mungkin lebih kritis kalau action ya bahasa-bahasa yang di dalamnya itu lebih kepad bahasa-bahasa yang yang Tentang action ya saya pribadi i don't think so genre genre tersebut ya, Misalnya apakah lebih efektif kita pakai komedi atau drama jadi menurut saya sama aja sih semua Jadi tergantung kebutuhan kalau memang kita kebutuhannya lebih ke apa istilahnya formal atau apa mungkin kita bisa watch more drama genre drama kayak gitu karena biasanya gitu kan komedi kan bahasanya slang jadi genre itu sma aja gak ada yang beda menurut saya .</i></p> <p>EN: It's more about the content or plot of the film. It's not about the vocab, it's about the language used in it, so maybe if for example it's a comedy, we'll get a lot of jokes and all kinds of things like that, or for example, when it's a drama, the language might be more critical,</p>

		<p>if it's action, it's the language. -the language in it is more like languages that are about action, yes, personally, I don't think about the genre, for example, is it more effective to use comedy or drama, so in my opinion it's all the same, so it depends on the needs, if at all Our needs are more about whether the term is formal or whether maybe we can watch more dramas, drama genres like that because usually that's comedy, the language is slang, so it's just the same genre, there's nothing different in my opinion.</p>
Alfin	:	<p>What is the most influential American movie in helping you understand American English vocabulary? Can you give a specific example of the vocabulary you learned from the movie?</p>
NH	:	<p><i>Mungkin di sini jawabannya I don't have one karena memang nontonnya itu memang se random itu karena nonton untuk enjoy aja bukan di khususkan nonton</i></p> <p>EN: Maybe here the answer is I don't have one because watching it is really that random because you just watch it to enjoy it, not specifically watch it.</p>
Alfin	:	<p>Do you suggested the use of American movies in American vocabularies acquisition process?</p>
NH	:	<p>Yes I do recommend it in American vocabularies process because American movies <i>adalah salah satu cara yang tepat untuk kita memang mencari jalan yang benar untuk kita belajar</i></p>

kayak gitu karena kalau misalnya di lagu-lagu mungkin kau dilakuin kita belajar bahasa Inggris kadang-kadang lagu itu lebih cepat bacaannya dan kadang-kadang kita susah mengartikan dan lagu itu beda artinya beda arti apa ya? Soalnya dia bukan secara literal kayak gitu di translate-nya kan Tapi kalau misalnya di movie ini dia lebih correct translate-annya jadi istilahnya eee Seperti yang saya bilang tadi di atas kita dapat dua kan di sini kita bisa Listen to the pronunciation and see what day do sama vocabularies yang kita dapat jadi memang untuk American movies ini sendiri cocok sih dan cara untuk orang-orang yang memang mereka mau benar-benar mau serius belajar pakai film

EN: American movies are one of the right ways for us to look for the right way for us to learn like that because if for example you do songs, maybe we learn English, sometimes the songs are faster to read and sometimes we have difficulty interpreting and The song has a different meaning, what does it mean? The problem is that it's not literally translated like that, right? But if for example in this film the translation is more correct so the term eee As I said above we get two, right here we can Listen to the pronunciation and see what day do it with the vocabularies that we get so that for American films it is suitable and a way for people who really want to be serious about learning to use films

Alfin	:	Do you face any challenges when learning American English vocabulary through American movies, could you please give some example
NH	:	<p><i>karena memang dalam belajar dalam film ini kadang-kadang kita nggak pakai subtitle Jadi kalau misalnya nggak ada subtitle pasti akan lebih kadang-kadang bahasanya itu ada sulit di mengerti tapi klo ada subtitle itu lebih mempermudah gitu Ya intinya Jadi kalau misalnya ditanya challenges off sekarang mereka perlu di depannya juga cepat kayak gitu apa ya kadang-kadang kalau misalnya kita nonton nggak pakai Survival jadi bahasanya kadang nggak semrawu sama yang kedua. pengucapannya yang agak cepat itu saja</i></p> <p>EN: because in studying this film, sometimes we don't use subtitles. So if for example there are no subtitles, sometimes the language is difficult to understand, but if there are subtitles it makes things easier. Yes, the point is. So if for example they are asked about challenges off now they It needs to be fast in the front like that. Sometimes, for example, if we're watching a video without using Survival, the language sometimes isn't as chaotic as the second one. That's all the pronunciation is a bit fast</p>

Audio 5 CM

Table 1.6 transcribe of CM interview

Alfin	:	Hallo mutia how are you
CM	:	I am fine thanks
Alfin	:	Alright based on our appointment, I would like to ask you several question in order to support my thesis about of student perception of American movie towards student American vocabularies, are you ready
CM	:	okay
Alfin	:	Have you ever watching an American movie?
CM	:	<i>Saya suka sekali nonton film Amerika.</i> EN:Yes and I love to watch American movie
Alfin	:	Why do you love watching an American movie?
Mutia	:	<i>Karena penyampaian pesan akhir yang diberikan sangat luar biasa dan editingnya keren parah sih dengan 69ctor aktrisnya ganteng” cantek”.</i> En: Because the delivery of the final message given was extraordinary and the editing was really cool with the actors and actresses being handsome and "smart".
Alfin	:	What is your opinion about using the American movie as a media for American vocabularies acquisition
CM	:	<i>Back lagi sih alasan why we watch the movie kali ya, sebagaimana mungkin ada org yg nonton karena suka aktornya mungkin karena</i>

		<p><i>kita anak bahasa inggris yg punya problematik tentang vocabulary jadi mungkin memilih" movie to watch itu sangat penting.kalau mau pilih Amerika ya Amerika kalau ke arah British ya British watchin</i></p> <p>En: Back again, the reason why we watch the film is, as perhaps there are people who watch it because they like the actors, maybe because we are English children who have problems with vocabulary, so maybe choosing "the film to watch is very important. If you want to choose America, then America, if you choose towards British yes British watching</p>
Alfin	:	do you think there is any benefit from Watching American movies towards your American vocabularies acquisition?
CM	:	<p><i>Benefit nya karena org Amerika langsung jadi pronounciationnya lebih bagus. Bagaimana mereka menyebutkan buat daily , buat yang orang lebih dewasa jadi kita langsung tau jadi kita sudah terbiasa.</i></p> <p>En: The benefit is because Americans immediately have better pronunciation. How do they say it's for daily use, for older people we know straight away so we're used to it.</p>
Alfin	:	Do you feel that certain genres of movies (such as comedy, drama, or action) are more effective a American vocabulary acquisition ? Why
CM	:	<p><i>Of course spesifik detail Amerika accent yang sering saya nonton itu genre action.karena suka action Hero" gitu.</i></p> <p>En: Of course, the specific details of the American accent that I</p>

		often watch are in the action genre, because I like action heroes, like that.
Alfin	:	What is the most influential American movie in helping you understand American English vocabulary? Can you give a specific example of the vocabulary you learned from the movie?
CM	:	<p><i>Karena saya Sukanya action saya condong kepada film film action dan yang paling berdampak itu yang di avangers terbaru walaupun sayas masih menggunakan English subtitle</i></p> <p>En: Because I like action, I gravitate towards action films and the most impactful one is the latest Avengers, even though I still use English subtitles.</p>
Alfin	:	Do you suggested the use of American movies in American vocabularies acquisition process?
CM	:	<p><i>Recommended banget buat yang memperoleh vocabularies karena lebih mudah mempelajarinya karena mudah dimengerti gak belibet</i></p> <p>En: Really recommended for those who get vocabularies because it is easier to learn because it is easy to understand and not complicated</p>
Alfin	:	Do you face any challenges when learning American English vocabulary through American movies, could you please give some example
CM	:	<p><i>Callange tertentu tidak tapi tetap masih menggunakan English subtitle</i></p> <p>En: There are no particular obstacles, but I still use English subtitles</p>

Audio 6 AD

Table 1.7 transcribe of interview

Alfin	:	Hallo ahmaddastur how are you
AD	:	I am fine thanks
Alfin	:	Alright based on our appointment, I would like to ask you several question in order to support my thesis about of student perception of American movie towards student American vocabularies, are you ready
AD	:	okay
Alfin	:	Have you ever watching an American movie?
AD	:	Yes I have
Alfin	:	Do like it
AD	:	Yes I do, I really enjoy watching American films. American films offer a wide range of genres and storytelling styles that keep me engaged. Besides entertainment, watching American films also provides me with the opportunity to better understand their culture and language
Alfin	:	Why do you like watching an American movie?
AD	:	The main reason I like watching American films is that they provide a unique learning experience. Apart from the engaging stories, the dialogues often use everyday language, which helps me better understand the usage of English in natural contexts. It's a fun way to learn without feeling like I'm in a classroom

Alfin	:	What is your opinion about using the American movie as a media for American vocabularies acquisition
AD	:	In my opinion, using American films as a medium for vocabulary acquisition is a highly effective method. Through films, we can hear how words and phrases are used in different situations and learn intonations and expressions that are difficult to grasp from textbooks alone. It's an interactive and enjoyable way to expand vocabulary.
Alfin	:	do you think there is any benefit from Watching American movies towards your American vocabularies acquisition?
AD	:	Absolutely, I believe there are many benefits to watching American films for vocabulary acquisition. Through films, I can associate new words with specific situations, which helps me remember them better. Additionally, I can improve my understanding of proper pronunciation and sentence structure in American English
Alfin	:	Do you feel that certain genres of movies (such as comedy, drama, or action) are more effective a American vocabulary acquisition ? Why
AD	:	feel that drama and comedy genres are more effective for vocabulary acquisition because they often feature dialogue that focuses on character interactions. In dramas, for example, we often hear vocabulary related to emotions and everyday situations, while comedies often use wordplay and idioms that are very useful for enriching vocabulary.

Alfin	:	What is the most influential American movie in helping you understand American English vocabulary? Can you give a specific example of the vocabulary you learned from the movie?
AD	:	One of the most impactful American films for me is "The Pursuit of Happiness." From this film, I learned a lot of vocabulary related to everyday life and personal struggles. For instance, the word "determination," which frequently appears in the film, provided a deep understanding of how this vocabulary is used in strong and emotional contexts.
Alfin	:	Do you suggest the use of American movies in American vocabularies acquisition process?
AD	:	I highly suggest using English-language films in the vocabulary acquisition process. Besides being entertaining, films provide clear context and authentic language use, which are very helpful for understanding how words are used in real life. It's an effective way to learn while enjoying engaging stories.
Alfin	:	Do you face any challenges when learning American English vocabulary through American movies, could you please give some example
AD	:	The challenge I face is sometimes having difficulty understanding certain dialects or accents used in the films, especially if the characters speak too quickly. However, I overcome this by using English subtitles, which help me follow the conversation and understand unfamiliar words. This challenge, while present,

	<p>motivates me to keep learning and improving my skills.</p> <p>Through my experience of watching American films, I feel that my English skills have improved significantly, especially in terms of vocabulary and cultural context comprehension. These films are not only entertaining but also serve as valuable learning tools in my journey to mastering English.</p>
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Audio 7 SH

Table 1.8 transcribe of SH interview

Alfin	:	Hallo syahil how are you
SH	:	I am fine thanks
Alfin	:	Alright based on our appointment, I would like to ask you several question in order to support my thesis about of student perception of American movie towards student American vocabularies, are you ready
SH	:	okay
Alfin	:	Have you ever watching an American movie? Do you like it
SH	:	Yes, I enjoy watching American movies. They often have high production values, engaging stories, and are a great way to experience different aspects of American culture
Alfin	:	Why do you like watching an American movie?
SH	:	I like watching American movies because they offer a wide variety of genres and styles. They provide entertainment, and at the same

		time, I get to learn more about American culture, language, and different societal perspectives.
Alfin	:	What is your opinion about using the American movie as a media for American vocabularies acquisition
SH	:	I think American movies are an excellent medium for learning American vocabulary. They present language in context, which makes it easier to understand and remember new words and phrases. The visual and auditory elements reinforce the learning process.
Alfin	:	do you think there is any benefit from Watching American movies towards your American vocabularies acquisition?
SH	:	Yes, watching American movies has significantly improved my American vocabulary. By hearing words and phrases used in real-life situations, I've been able to expand my vocabulary and understand how to use certain expressions correctly.
Alfin	:	Do you feel that certain genres of movies (such as comedy, drama, or action) are more effective a American vocabulary acquisition? Why
SH	:	Yes, I believe certain genres, like drama and comedy, are particularly effective for vocabulary acquisition. Dramas often use more realistic dialogue that reflects everyday speech, while comedies can introduce colloquial expressions and idioms that are common in informal conversations.
Alfin	:	What is the most influential American movie in helping you understand American English vocabulary? Can you give a specific

		example of the vocabulary you learned from the movie?
SH	:	One of the most influential movies for me was “Forrest Gump.” Through this movie, I learned phrases like “stupid is as stupid does,” which illustrates how actions define a person more than words. It also introduced me to different accents and ways of speaking, which enriched my understanding of American English.
Alfin	:	Do you suggested the use of American movies in American vocabularies acquisition process?
SH	:	Absolutely. I recommend using American movies as a tool for learning vocabulary because they make the learning process more engaging and enjoyable. They also expose learners to different dialects, accents, and cultural nuances that might not be covered in traditional language learning resources
Alfin	:	Do you face any challenges when learning American English vocabulary through American movies, could you please give some example
SH	:	Yes, there are challenges. Sometimes the speed of dialogue or the use of slang and idioms can make it difficult to understand everything. For instance, movies with heavy regional accents or a lot of slang, like “The Big Lebowski,” can be challenging because they use language that’s not always covered in standard English courses.

Audio 8 RL

Table 1.9 transcribe of RL interview

Alfin	:	Hallo rizka how are you
RL	:	I am fine thanks
Alfin	:	Alright based on our appointment, I would like to ask you several question in order to support my thesis about of student perception of American movie towards student American vocabularies, are you ready
RL	:	okay
Alfin	:	Have you ever watching an American movie?
RL	:	Yes, overall, I do prefer watching, especially American movies.
Alfin	:	Why do you like watching an American movie?
RL	:	The main reason is the interesting plots they offer.
Alfin	:	What is your opinion about using the American movie as a media for American vocabularies acquisition
RL	:	That's actually a great way to improve my vocabulary.
Alfin	:	do you think there is any benefit from Watching American movies towards your American vocabularies acquisition?
RL	:	It definitely has benefits, especially for expanding vocabulary. By watching these movies, not only do we learn new words, but we also see how to pronounce them.
Alfin	:	Do you feel that certain genres of movies (such as comedy, drama,

		or action) are more effective a American vocabulary acquisition ? Why
RL	:	The genre of the movie greatly affects our interest in watching it. To enjoy a movie, it has to be in a genre we find engaging. If the movie isn't interesting, we might not just get bored, but we also won't learn new words.
Alfin	:	What is the most influential American movie in helping you understand American English vocabulary? Can you give a specific example of the vocabulary you learned from the movie?
RL	:	Personally, I prefer American animated movies. For example, I've learned words like "pernicious" from Sleeping Beauty, meaning harmful, and "insurmountable" from The Incredibles, meaning something impossible to overcome.
Alfin	:	Do you recommend the use of American movies in American vocabularies acquisition process?
RL	:	Absolutely! As I mentioned before, movies are an enjoyable medium, especially when they're in an interesting genre. Movies also keep us entertained visually, unlike other media that only use sound.
Alfin	:	Do you face any challenges when learning American English vocabulary through American movies, could you please give some example
RL	:	Of course, there are some difficulties, like when the movie uses unfamiliar terms or has fast-paced dialogue. This might mean we

		have to replay scenes to catch what's being said.
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Audio 9 ZI

Table 1.10 transcribe of ZI interview

Alfin	:	Hallo zulikram how are you
ZI	:	I am fine thanks
Alfin	:	Alright based on our appointment, I would like to ask you several question in order to support my thesis about of student perception of American movie towards student American vocabularies, are you ready
ZI	:	okay
Alfin	:	Have you ever watching an American movie?
ZI	:	Yes I have
Alfin	:	Do you like it
ZI	:	Tidak terlalu EN: not really
Alfin	:	Why do you like watching an American movie?
ZI	:	<i>Mungkin karna terkadang film nya ga famous atau trending</i> Maybe because some American movie wasn't famous
Alfin	:	What is your opinion about using the American movie as a media for American vocabularies acquisition
ZI	:	<i>Untuk pemakaian film American sebagai media akusisi vocabulary speaking accent America lebih jelas dari pada British oleh karena</i>

		<p><i>nya aku lebih prefer untuk akusisi bahasa inggris dengan American movie</i></p> <p>En : American movies are better then british one and I prefer by using am American movie</p>
Alfin	:	do you think there is any benefit from Watching American movies towards your American vocabularies acquisition?
ZI	:	I think yes, to increase my listening, to enrich my vocabulary
Alfin	:	Do you feel that certain genres of movies (such as comedy, drama, or action) are more effective a American vocabulary acquisition ? Why
ZI	:	<p><i>I think klu action kurang efektif, yang lebih efektif itu such as comedy and drama because i can hear obviously the vocabulary.</i></p> <p>En : I think action is not effective , the most effective is comedy and drama I can hear the vocabularies clearly</p>
Alfin	:	What is the most influential American movie in helping you understand American English vocabulary? Can you give a specific example of the vocabulary you learned from the movie?
ZI	:	I think klu action kurang efektif, yang lebih efektif itu such as comedy and drama because i can hear obviously the vocabulary.
Alfin	:	Do you recommend the use of American movies in American vocabularies acquisition process?
ZI	:	Yes, OFC i recommend to use American to increase vocabulary rather than British karena mudah dlm pengucapan nya, terus bahasa academic yang biasa nya digunakan adalah English American

Alfin	:	Do you face any challenges when learning American English vocabulary through American movies, could you please give some example
ZI	:	I think the challenges lebih ke aspek seberapa sering kita menonton, karena akuisisi itu terjadi ketika kita mempelajari berulang-ulang. Jadi kalau memang dia hobi nonton film American sangat efektif untuk akuisisi vocabulary dengan menonton film American

Audio 10 AR

Table 1.11 transcribe of AR interview

Alfin	:	Hallo Aidal how are you
AR	:	I am fine thanks
Alfin	:	Alright based on our appointment, I would like to ask you several question in order to support my thesis about of student perception of American movie towards student American vocabularies, are you ready
AR	:	okay
Alfin	:	Have you ever watching an American movie?
AR	:	Yeah, in my free time.
Alfin	:	Why do you chose watching an American movie?
AR	:	Cause the story plot are good, many of my friend watch it, and they said it interesting, so i wanna feel the "interesting part" of it, so it is

		<p>mostly just for entertained my self. But sometime i also do it to learn english, u know, add some vocab, dll.</p>
Alfin	:	<p>What is your opinion about using the American movie as a media for American vocabularies acquisition</p>
AR	:	<p>Good, the movie contains lot of vocab (wkkwk ofcourse la, kn bnyak ngomong), and we also can learn how to use the vocab through the scenes of movie</p>
Alfin	:	<p>do you think there is any benefit from Watching American movies towards your American vocabularies acquisition?</p>
AR	:	<p>Yes, i think intentionally or not, i will always get a new english word from a movie. usually after i watched the movie (and during watching it), i like to imitate the language (the way its pronounce), and repeat it, so the word stuck in my brain and i can use it to speaking english in my daily</p>
Alfin	:	<p>Do you feel that certain genres of movies (such as comedy, drama, or action) are more effective a American vocabulary acquisition ? Why</p>
AR	:	<p>Hmm, ya. Cause different genre of movie used different language (vocab) in each of its scene. If we r a student, so maybe disney movie will more suitable for us to learn vocab (suitable vocab to learn and used later).</p>
Alfin	:	<p>What is the most influential American movie in helping you understand American English vocabulary? Can you give a specific example of the vocabulary you learned from the movie?</p>

AR	:	I've watched some disney movie, and i think it gives me lot of vocab, and it all simple vocab (simple but useful, i think). There is a movie entitled "coco", and there a sad scene where the main character sing a song to his grandma, i find all of the lyrics and get new vocab, like "apart", the right way to pronounce "guitar",
Alfin	:	Do you recommend the use of American movies in American vocabularies acquisition process?
AR	:	Absolutely, cause it useful for it, and fun (fun is important
Alfin	:	Do you face any challenges when learning American English vocabulary through American movies, could you please give some example
AR	:	Yup, sometimes it is difficult for me to know the meaning of a new vocab, so i need to gugling the meaning first and then continued watching the movie, sometime i remember the word but don't know how to write it (spell it), sometime i get a new vocab but forgot it fastly because i can not use it a daily life. Sometime, it is also difficult for me to get the movie (i download it illegal, so , yeah

APPENDIX E
AUTOBIOGRAPHY

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1. Name : Alfin Hadianka
2. Student Number : 200203099
3. Place/ Date Of Birt : Bale Keramat/ 28 October 2002
4. Gender : Male
5. Religion : Islam
6. Status : Single
7. Occupation : Student
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9. Address : Pante Raya, Wih Pesam, Bener Meriah
10. Email : Hadiankaalfin@gmail.com
11. Phone Number : 081376895245
12. Parents Name :
- Father : Adi Yusdar
- Mother : Fatimah K
13. Address : Pante Raya, Wih Pesam, Bener Meriah
14. Education : SDN 1 Pante Raya
- A. Elementary : Mtss Nurul Islam
- B. Junior High School : MAS Darul Ulum
- C. Senior High School : Study Program Of English Department,
- D. University : Faculty Of
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