CHAPTER I
INTRODUCTION

As an introduction, this chapter contains six sub-sections which are the background of the study, limitation of the study, research questions, purposes of the study, significance of the study, and the definition of the key terms.

A. Background of the Study

Efrizal (2018), in his journal said that English, in particular, is a difficult language to teach. In the classroom, a teacher will encounter dozens of techniques used on students with the expectation that they will be able to or easily understand the lesson. Finding new ways to solve problems and motivate students is critical for teachers. Some teachers utilize games, images, songs, real items, cartoons, and films as teaching media to assist pupils develop their creativity during the educational process. Listening, audio-visual, and other tools can be used to increase students' vocabulary. Audiovisual media includes radio and music, as well as video, film, and television.

Many students have difficulty in learning vocabulary because of the large number of vocabulary they have to memorize. At the same time, the way teachers teach is very outdated and unattractive because of the teacher's inability to use innovative learning media. To teach vocabulary, the teacher only uses textbooks as the main method. When combined with the use of traditional teaching techniques such as lectures, memorizing vocabulary in textbooks seems unattractive, boring, and rigid to students (Maili and Hestiningsih, 2017). Teachers only use textbooks and blackboards during the learning process. Students simply pay attention to the teacher's explanation or rewrite the vocabulary written by the teacher. The teacher only makes the students rewrite some words, and as a result, the students are not good at memorizing some words. This makes students easily bored, passive, and more worried when learning English. To keep students motivated and happy to learn vocabulary, teachers need to use interesting media to teach vocabulary.

The use of media in English teaching and learning will increase student interest and motivation (Sinaga and Oktaviani, 2020). One kind of media that teachers can use to teach vocabulary is film or

movie. Not only for vocabulary but movies can also help improve aspects of listening, speaking, reading, and writing ccomprehension Kusumarasdyati (2004) and Luo (2004), stated that movies can also stimulate learners' enthusiasm and improve their interest in learning. Ward and Lepeintre (1996) agree that movies can motivate EFL/ESL teaching and learning by providing a story to tell rather than a lesson to teach. Media such as movies play an important role in motivating students to learn vocabulary and making the teaching and learning environment more interesting. They will experience something new and different from what they are used to in class. Besides being fun and enjoyable, learning with movie media has many advantages, one of which is that students can do it anywhere. No need to watch at the cinema, students can watch from their laptops or smartphones on youtube or movie sites. This online movie helps students learn English anytime, anywhere more easily (Ayu, 2020).

Folklore is one of Indonesia's cultures that contributes to our country's cultural diversity and should be preserved. Each region in Indonesia has its folklore, and each of these stories must have a meaning to be drawn from it to convey cultural values. Folklore is also one method of transmitting the mandate from one generation to the next. Folklore is also frequently used as a show or entertainment by people who appreciate ancient culture to be used as learning in the present. Folklore is not only used for entertainment but also contains many implied and explicit messages. It means that folklore can be used as one of the learning media to help students improve their vocabulary. Folklore is also useful for student learning because it contains moral values for children. Folklore is a fairy tale or legend that is usually believed by the people of an area. Folklore or legend in society is also included in folktale. As a country rich in culture, Indonesia has a lot of folklore. But unfortunately, there are very few media that present Indonesian folklore. One site that provides Indonesian folklore is English First or EF. English First folklore is called E-Folklore. E-Folklore is an animated series presented by Kastari Animation and EF which is packaged in beautiful animation. Indonesian folklore can also bring students closer and help students to better understand the original culture of their own country. Besides coming from Indonesia,

that folklore is also more familiar to students because since childhood they must have heard or read at least once about folklore.

Based on the descriptions above, the researcher decides to conduct research to discover about students' perception of using Indonesian folklore movie in learning vocabulary. The folklore that the researcher use in this research entitled "The Origin of Banyuwangi". The findings of this study are supposed to give evidence of student perceptions of the usage of Indonesian folklore movies in vocabulary learning. The researcher hopes that by using this Indonesian folklore movie, students can memorize vocabulary more easily because the media used is fun and not boring and the researcher also choose stories that are familiar to students.

B. Limitation of the Study

In this research, the researcher will only explore the students' perception of using Indonesian folklore movie in learning vocabulary.

C. Statements of the Problem

Based on the background of the research above, this study has the main question: what are the students' perceptions of using Indonesian folklore movie in learning vocabulary?

D. Purpose of the Study

The purpose of this research is to find out how students' perceptions of using Indonesian folklore movie in learning vocabulary.

E. Significance of the Study

This research is expected to provide benefits to students and teachers, as written below:
1. For Students: This study can make students more interested and enthusiastic to learn vocabulary because the teaching process is interesting and varied; and
2. For Teachers: Encourage teachers to find alternative media for teaching English vocabulary to students.

F. Definition of the Key Terms

This part functions to make the reader know the context and the meaning of the terms. Here are some important terms and their definition.

1. Folklore

According to the Cambridge dictionary, folklore is the traditional beliefs, customs, and stories of a community that are passed through the generations by word of mouth.

2. Vocabulary

Hiebert and Kamil define vocabulary as the set of words for which we know the meanings when we speak or read orally, as well as the set of words that an individual can use when writing and speaking.

3. Perception

According to the Oxford Dictionary (2007), perception is defined as the way you notice things, particularly with your senses. Perception is concerned with the human senses, which generate signals from their surroundings via sight (the eyes), hearing (the ears), touch (the rest of the body), smell (nose), and taste (tongue).