

ABSTRACT

Balyai, Reza Fachri (2022): **TEACHING ENGLISH VOCABULARY IN LISTENING WITH ENGLISH-SUBTITLED MOVIE CLIPS: STUDENTS-TEACHER INTERACTION: A Case Study at one of the Senior High Schools in Tangerang.**

The important relationship between family background and student motivation with student-teacher interaction is that student learning motivation is significantly related to family background and more importantly is teacher-student interaction (Liu & Chiang, 2019). This research was aimed to achieve the objectives: 1) to investigate the student-teacher interaction in the process of learning English vocabulary in listening using English-subtitled movie clips, 2) to describe the students' perception of learning English vocabulary in listening using English-subtitled movie clips. The research used a qualitative method, specifically in a case study approach. The participants for observation of this research included an English teacher with 15 students in the 11th grade and 6 students for an interview. Observation and interviews are used to obtain the data about the student-teacher interaction and students' perception of learning English vocabulary in listening using English-subtitled movie clips.

The research showed two final results. First, this research found that in the first meeting, 8 out of 16 of student-teacher interaction were implemented; dealing with feelings, praising and encouraging, asking questions, giving information, giving direction, students' responses, specific, students' initiation, and silence. At the second meeting, 10 out of 16 were implemented that was not found at the first meeting, which are repeating student responses, and confusion work oriented. Meanwhile, at the third meeting, most of student-teacher interaction indicators were implemented and only criticizing the student behavior and confusion work oriented were not found in the teaching English vocabulary using movie clips increased at each meeting. Second, most of the students are interested in using movie, the use of subtitles in movie clips helps student in learning English vocabulary and increase their motivation. The students also feel enthusiastic in learning English vocabulary and hope that movie clips will be used again in the next learning.

In conclusion, the implementation of the student-teacher interaction indicator in learning English vocabulary using movie clips has increased at each meeting and the students' perception showed that they were interested in learning English vocabulary with movie clips. In addition, based on the results of the research, the teacher's role in learning is an important factor that can stimulate student interaction activity. Therefore, as much as possible the teacher should be more active and creative in conveying the material.

Keywords: Student-teacher interaction, Students' perception, English movie clips.