

CHAPTER I

INTRODUCTION

This chapter deals with the background of the study, identification of the problems, limitation of the problem, formulation of the problem, objectives of the study, and significant of the research.

A. Background of the Study

Language has been introduced since humans were born into the world. The widespread language, namely English, in Indonesia has been introduced since students were in elementary school to high school. English itself has four skills, including listening, reading, speaking and writing. This is a unique type of meal that cannot be replicated in any other way. According to Cameron (2001), vocabulary is needed when mastering a foreign language because it contains important things in it. Therefore, when learning a language, the most important thing is to understand the vocabulary and learn it.

Vocabulary is learned in school since in the elementary school. Students can learn vocabulary from an English lesson in class. Besides that, student can also develop their vocabularies by join an extraculicular focusing in English, like English club in school. Students need improve their vocabularies to make their study is easier. If students can master it, they will learn English at ease.

Vocabulary is one of the aspects that students have to learn when study language. Thornbury (2002:13) state that grammar can be formed if the vocabulary structured and produced a sentence. In this case, vocabulary is important for students to learn because it can reveal themselves. Munirah and Hardian (2016) tell

that students' vocabulary knowledge can determine the quality of their language skills. That way, if students want to master the language being studied, students must master the vocabulary of the language. In addition, Willis (2008) said that when students can master foreign language vocabulary, they can expertly communicate their ideas, recognition, and voices. It means that the increase in students mastering foreign language vocabulary will increase the student's knowledge.

In learning foreign language vocabulary, students can do it in several ways, namely they can learn it at school and outside of school. In schools students can learn foreign language vocabulary through teachers who teach the language. However, they can also learn the vocabulary when listening to English songs, watching or listening to English news, and watching English movies. With the increasing technology in today's life, everyone can easily access songs, news, and movies via the internet.

In SMPIT Permata Hati Banjarnegara, the students not only get lessons from the study hours in class. They often obtain new lesson from many activities in boarding, because the school is boarding school. One of the activities is watching movie together when they had free time, especially in weekend. One of the movie they watched is English movie. The movie they watched is in the level of easy to undestand, because the teacher or the boarding companion want the students not difficult to understand with the plot and they also can understand the vocabularies. In the last section of watcing movie, they were asked to write or ask the new or

difficult vocabularies. Next, they will discuss together and the new vocabularies will be remembered by the students.

One of the technologies that can be used as a learning media to develop students' vocabulary is using English movies. However, it is necessary to pay attention to what types of films will be the media for student learning. The teacher needs to provide guidance to students in choosing the category of films that can be consumed by students as a media that can help develop new vocabulary.

In this case there are many films that are not only entertaining but also provide education about culture or language. Students can watch their favorite movies and learn many things in it. Students can recognize the information depicted in the movie, their pronunciation or accent to the new vocabulary they get from the movie. According to Suryani (2012) students can learn vocabulary more easily using media. One of the media that can be used is by watching movies.

According to Sabouri and Zohrabi (2015) English movies are reachable in various countries in the world so that students can easily access it. Usually in the movie there are subtitles that can make it easier for students to understand the storyline of the movie. With this, the English language film can motivate students to want to learn English and improve new vocabulary skills.

In the current situation, schools are still applying learning from home. Not a few students have become fond of watching movies. There are many films they watch, one of which is English films. The reasons they watch movies vary. Some do have a hobby of watching movies, or they fill their spare time in this pandemic by watching movies.

Students can use English Movie as a media to study English. While watching the movie, students may be able to analyze how the actor or actress speaks in their language. Students also can recognize how the pronunciation of the words they speak. From that explanation, the researcher wants to know about the correlation between the habitual students' activities in watching English Movies and students' vocabulary mastery.

Additionally, watching movies can improve your English skills. As Harmer (2007) states, there are a number of positive reasons to learn English by watching films, such as: Films have great value, they really teach you pronunciation and facial balance, they help you understand the meaning of a word. spoken through body language, includes a series of lessons to explain a process, and includes sounds and images to support learning. Apart from that, watching English language films, especially films with English subtitles, will improve your mastery and speaking skills (Pratiwi & Ayu, 2020). When watching a film with English subtitles, students can clearly understand the pronunciation and imitate it because the film has subtitles and dialogue. Just like in conversation, students can also learn intonation. English subtitles can help students understand any words or phrases they already know. During the learning process, students often misunderstand the context of the speaker's words and thus require subtitles. The use of subtitled films has proven to be more effective in increasing overall understanding compared to films without subtitles (Ebrahimi and Bazae, 2016). Ebrahimi and Bazae (2016) also added that subtitled films can provide new avenues for language learning and understanding; The use of film subtitles has proven to be more effective than films without subtitles

in improving overall understanding. In addition, according to Faqe (2017), watching films with English subtitles will increase vocabulary learning and help students absorb vocabulary. It also helps to learn new words, grammar, idioms and slang in English.

B. Identification of the Problem

Based on the discussion above, the researcher finds several problems:

1. Students have to master vocabulary while study English and they need to know that mastery vocabulary is important.
2. Students need to know how to improve their vocabulary with some ways.
3. The teacher teaches the material with usual or boring method.
4. The students have no motivation in learning vocabulary

C. Limitation of the Problem

As a result of this, the writer can focus on the relationship between the activities of students' habits in watching films in English and students' vocabulary mastery.

D. Formulation of the Problem

In conducting this research, the researcher formulates the problems as follows:

1. How is the students' habit in watching English movies?
2. How vocabulary that they can be mastered after watching English movies?

3. Is there correlation between student's habit in watching English Movies and their vocabulary?

E. Objectives of the Study

Referring to the formulation of the problems mentioned above, the objectives of the study are:

1. To find out the students' habit in watching English Movie
2. To find out the vocabulary that they can be mastered after watching English movies.
3. To know is there correlation between student's habit in watching English Movie and their vocabulary.

F. Significance of the Study

The significance of this study is as follows:

1. English teachers

The results of this research can inspire masters to teach English more easily. Moreover, the learning part develops organizational vocabulary which is adapted to watching English language films. Can be used as a medium for teaching students.

2. English students

The result of the study can give the new information and reference about how to develop their vocabulary in learning English.

3. Another researcher

The result of the research can give more information and reference to the other researcher who want to know more about the topic of this study.