

CHAPTER 1

INTRODUCTION

1.1. Background

Language is the ability to communicate. People must learn language to communicate with each other. According to Clark (1989), language is the fundamental and instrument of communication. Usually, humans learn language before they enter formal school (0-6 years old). At the age of 0-6 years old, the child's brain is developing so that it can absorb quickly. If trained from that age children's language skills will develop optimally. Since childhood, humans have learned language, it proves how important language is for human life.

People need language to share information. Language is a tool for communicating with others. Language, according to Finocchiaro (in Alwasilah, 2012), is a system of arbitrary, audible representations that allow all individuals in a particular culture, or even other individuals who have learnt that current cultural systems, to interact or engage. Communicate means connecting, interact, and understand the message from others. Lingua.edu reported that there are 7.139 language, one of them is English language.

English is a crucial language in this 4.0 era. Everyone has to master it well because English is widely use language around the world. According to The Lingua, English language has become the first spoken language in 2021. There are 1.34 billion people who speak English globally, both as a mother tongue and a second language. Data from The Lingua.edu showed, English play crucial role in the world. It controls all elements of worldwide communication, including tech, education, politics, economics, culture, and many other areas.

The placement of English in Indonesia's education only plays a role as a foreign language despite the students having studied it from primary up to university level. Mastering English well is highly need to enable Indonesian human resources to compete in this era. First step of mastering English is mastering vocabulary, In learning English on vocabulary mastery, plays a very important role

in learning English. Students must be familiar with various vocabulary in English, because vocabulary is the main capital in teaching and learning activities, students must really understand the meaning of vocabulary.

With mastering vocabulary students will be easily understand the English language. According to (Thornbury, 2002), “Mastering the vocabulary of a certain target language is required for language learners since language is made up of words. In effort to understand a term, students can move to mastering another skill (reading, writing, listening)”. Someone with a large vocabulary may effortlessly convey their thoughts, views, and emotions.

There are several methods to acquire vocabulary; a prominent one is through media. In the education process, media is a crucial instrument for delivering a message or knowledge. There are three types of media: visual media that use sight, audio media that use listening, and audio-visual media that incorporate various sensory perception of both vision and hearing. Learners would be more engaged if they learned to employ numerous senses rather than just one, either visual or auditory (Arsyad, 2013).

Visual and hearing sense can be categorized as movie. According to the Media Partners Asia (MPA) survey, Netflix subscribers in Indonesia in January 2021 amounted to 850 million. Indonesia is the one of biggest Netflix subscribers in the world. Using movie as media to increase students’ vocabulary will be effective. Given that it is an audio-visual medium, viewing English movies may be a good approach to expand a child's vocabulary.

Some students spend years learning a language but still find it difficult to understand conversations in that language. English is taught as a part of the courses taken by pupils in formal schooling from junior high school to university level, with the goal of preparing students to enhance their skills and participate in global contact. However, learning English is not simple. Students face some problem especially in vocabulary, they feel shy and lazy to memorize new word. Zhang (2012) feels that vocabulary is more essential than grammar because individuals employ vocabulary and minimize grammar particularly when expressing thoughts

quickly and correctly is critical, such as in panic situations or periods of strong emotion.

So, vocabulary will help students in their communication. The more students understand the meaning of word, they can get closer to another mastery skills. The key to master vocabulary skill is with use English in their conversation. Webb & Peters (2018), who works as a “Professor of Applied Linguistics at the University of Western Ontario”, states that it is very difficult for a language learner to recognize as much vocabulary as native speakers. Indonesian students have to work harder to memorize new vocabulary, one of many methods is using English movie.

Learning process especially English can be done everywhere. Students do not have to approach the instructor to acquire new language. They may learn at any time and from any location. Students may benefit from watching a movie in order to acquire new terminology. Movies may be a great challenge for learners because the dialogue is frequently quicker than the teacher's speaking, but they can still appreciate some aspects of English. Students who enjoy viewing movies are more likely to learn language than those who do not.

Suryani (2012) argued that employing media to assist pupils know and grasp the vocabulary, connotation, and articulation makes learning vocabulary simpler. Watching an English movie is an excellent way to acquire vocabulary. Rahmah (2020) found that movie can be effective media to increase students' vocabulary mastery. At the Fourth Semester of English Language Education Study Program at Islamic University of Kalimantan Academic Year 2019/2020, they discovered a substantial positive link with students' habit of viewing English movies and their vocabulary proficiency. It was demonstrated that the value of r test (0.452) is greater than the result of r table (0.444) on $df = n-2$ (20-2) by a significant 5 percent and that it falls within the threshold of sufficient correlation.

Additionally, Sabouri and Zohrabi (2015) found that English movies are commonly accessible in many nations across the globe and are a popular source of entertainment for so many kids studying English as a foreign language (EFL). Utilizing subtitled films to help educate a foreign language can help students stay motivated, overcome uncertainty, and alleviate a number of the anxiety of non-

native students. Within that regard, movies are frequently used as medium to help pupils improve their vocabulary proficiency. Using the argument provided previously, the researcher attempted to determine if students' habits of watching English movies correspond with vocabulary acquisition in ELE UKI.

1.2. Identification Problem

According to the preliminary study described previously, this research brings up a question which is “Is there any correlation between students’ habit in watching English movie and vocabulary mastery in ELE students in UKI?”.

1.3. Objective of The Study

This research’s objectives were to investigate the correlation in watching English movies as a habit with students’ vocabulary mastery in ELE UKI.

1.4. Hypothesis of This Study

Ho: There are no correlation between students habit in watching English movie and students’ vocabulary mastery in ELE UKI

Ha: There are any correlation between students habit in watching English movie and students’ vocabulary mastery in ELE UKI

1.5. Limitation of The Study

This research is focused on the correlation between students’ watching movie habit with their vocabulary mastery in ELE UKI. The participant only limited to ELE student’s batch 2018-2021. Additionally, the data of watching movie habit was collected using quantitative method, and the data of vocabulary mastery was taken via test.

1.6. The Significances of The Study

a) For lecturers

Researcher expected this study can be able to inform regarding the correlation between watching English movies habit with students' vocabulary mastery in ELE..

b) For readers

It is predicted that the findings of this study will provide them with insight on the correlation among watching English movies and students' vocabulary competence in ELE.

