

CHAPTER I

INTRODUCTION

In this chapter, the writer would like to present the basic reasons for conducting this research. Therefore, this chapter is divided into the background of the research, the research question, objective of the research, the significance of the research, and the scope of research.

A. Background of the Study

Vocabulary is important for all students who are learning a language. The vocabulary mastery as one of the language components it is strongly support the students' ability in communication both oral and written. Without vocabulary, they cannot communicate their thoughts, show their emotions, and express their feeling well. Wilkins (as quoted by Agustika, (2016) stated that "without grammar very little can be conveyed, without vocabulary nothing can be conveyed." We use words to make a sentence, and talk all things used vocabulary. Manik & Christiani (2016), the use and mastering words well can give the easiness for students to communicate. Knowing the importance of vocabulary, the main thing that students should do in learning language is learning vocabulary. Knowing the name of a word which is vocabulary make the students be able to listen, speak, read, and write effectively, so that they can share their ideas, feeling in written or oral forms. So, one of the focuses of students' English learning process is to learn vocabulary.

Teaching vocabulary in the right technique is needed in order to give motivation for students. Teachers should choose the strategy or technique which is appropriate to use in teaching vocabulary. Nowadays, some teachers still use traditional ways of teaching vocabulary. When students find some new difficult words, they still open the dictionary and ask their teacher to get the meaning. It may take a long time and wasting time for the students to find the meaning of the words. So as a teacher, it is necessary to find new teaching media to overcome the problems and not to forget to motivate the students. To help students acquire vocabulary, teachers need to employ suitable strategies and media. As far as possible, the strategies and media should involve the students' senses (hearing, sight, smell, touch, movement) so that they are interested in the students.

According to Soleman (2019), media is very important in teaching and learning process because they make abstract concepts easier to access. There are three kinds of media: audio, visual, and audiovisual media. Audio media refer to tool likes radio, telephone and compact disc (CD), etc. Visual media refer to cartoon, poster, map, sketch, etc. In this research, the writer focused on the role of an audio visualmedia, i.e., movie, in learning vocabulary. In this study, the movie is chosen as a media for teaching vocabulary. Using an English movie is interesting for the students. A movie can be suitable media to use because from the writer's view that there are many students interested in movies because they watch movies as entertainment. They can learn about language style, and also the native speaker's expression. So they can improve their English vocabulary more easily and they can share their ideas. The

movie has a very significant role in motivates the student to learn vocabulary and to make the atmosphere of teaching and learning more interested (Efrizal, 2018).

Some studies have been conducted to investigate the role of students' habit in watching English movies in English learning. Usman and Indah (2017) focused on the correlation between student's habit in watching English movie and listening skill. The result showed that there was a moderately significant correlation between the two variables, and Usman and Indah (2017) claimed that the more students watching English movies, the more their listening skills would be better. Navyani (2016) focused on the correlation between students' habit in watching English movie and their speaking ability. The result showed that the students' habit in watching English movies and their speaking ability showed a very strong correlation. Liando, Sahetapy, & Maru (2018) focused on the English major students' perception of towards watching English movies in listening and speaking skills development. The result showed that English major students are aware that they can improve their listening skill by watching English movies. Subtitles also can help them to understand conversation in the movies. Rahman (2012) focused on the frequency of the watching English movie and vocabulary mastery of the Second Grade Students. The result has shown that there was a significant correlation between frequency of watching English movies and vocabulary mastery.

Based on the research conducted above it has been demonstrated that previous researchers discussing the student's habit in watching English movies in many different perspectives in many different places with also many different results. So,

the writer intends to investigate whether or not there is a correlation between student's habit of watching English movies and their vocabulary mastery. The results of this study would hopefully show us new facts about English movie contribution to EFL. The writer was interested in conducting the research entitled "The correlation between students' habit in watching English movie and their vocabulary mastery."

B. Research Question

Based on the background mentioned the author conduct research question concerning the study. "Is there any significant correlation between students' habit in watching English movie and their vocabulary mastery of eleventh grade at SMA 17 Agustus Jakarta?"

C. Objective of the Research.

Based on the research question founded, the writer can formulated the objective of this study as follows: "To find whether there is a significant correlation between students' habit in watching English movie and their vocabulary mastery at eleventh grade at SMA 17 Agustus 1945 Jakarta."

D. Significance

The writer hopes, that this study can be useful to give some information and contribution to the development of language teaching and learning English, particularly understanding the student's habit in watching English movies identify

with their Vocabulary achievement. Hopefully, it will give information to the English teacher about the importance of media as a strategy for vocabulary achievement. By then, for the further researchers who are interested in correlational research, they can conduct a further study on the same area, they can get fundamental data from this study to show improvement over this research. Last but not least, the writer will get some knowledge and more experiences from this study and it will be useful for the future.

E. Scope of the Study

In this study, there were variables; those are habit in watching English movies and vocabulary mastery. The habit of watching an English movie provides opportunities to study language about vocabulary. They can get the new vocabulary and find much information about the structure, difficult new vocabulary based on the dialogue by the native speaker. Then, they can look for the solution to the problems by asking the teacher or looking for the other referent. Indirectly, students will study English vocabulary by watching the movie. Vocabulary is the basic element of language which someone needs in learning a language especially to communicate effectively with others. This research investigated the correlation between those variables.