

CHAPTER I

INTRODUCTION

In this chapter, the researcher presents background of the study, problem of the study, objective of the study, scope limitation of the study, significance of the study, formulation of hypotheses, and definition of the key terms.

A. The Background of the Study

English has been being used by people all around the world to communicate and meet their needs. This makes English the most commonly spoken language in the world. Even people in a non-English speaking countries will still find English in their daily life from time to time. For instance, people often find written English like in tour and travel brochures, academic books, newspapers, magazines, traffic signs, advertisement, and so on. Other than that, nowadays, people need to be able to understand spoken English and to be able to speak English for business purpose, academic purpose, or to just to meet their needs in life. It has become a necessity for a lot of people to understand both written and spoken English. The ability to understand English in any form will give a great deal of advantages in life.

The world demands almost everyone to be able to use English to communicate. Therefore, many people, especially learners, ought to master English. To master English is an important value for learners to have. By mastering English, learners can improve themselves both in academic and life skill. English is one of the subjects learned by learners in formal education in

Indonesia. Moreover, they often find English language in daily life. There are also not few people who work with foreigner or work overseas nowadays.

According to Harmer (1991: 16), there are four basic language skills that should be majored in learning English. Those skills include speaking, writing, listening, and reading. Speaking and writing are referred as the productive skill involving language production. It means that learners are able to produce their own language in the form of spoken or written text dealing with English. Then, listening and reading are referred as the receptive skills because they involve a receiving message. In productive skills learners are intended to be able to produce message through speech or written text.

Langan (1984:96) states, “Writing is a skill like driving, typing, or even preparing a good meal. Like any skill can be learned”. The statement shows that everybody can write a good writing, but she or he has to learn how to write correctly before starting to write. In English writing, most learners think that to write well is not easy because it is more complex skill. When learners want to write, sometimes they think what first should be written and what kind of tenses should be used.

Writing is a system for interpersonal communication using various styles of language. It plays a fundamental role in our personal and professional lives. In academia, writing has become central as a measure for academic success. Learners attempt to gain more control over improvement of English writing skill (Hamed, 2012). Richard and Renandya (2002: 303) claim that writing is not only generating and organizing ideas of our mind, but also translating these ideas into a readable text.

People learn English with different methods that varies. In Indonesia, English is included as one of the subject being taught in school. Other than that, Indonesian people also learns and being exposed to English both in school and outside the school. People may have different English learning strategies matching to their needs. In this case, some people may prefer a more enjoyable English learning strategy.

Being exposed to authentic materials help people to develop their English language competence. Movies provide exposures to “real language”. It has been found that movies catch the learners’ interest and it can positively affect their motivation to learn (Kusumarasyati, 2004; Luo, 2004). Learning process is not always in the class, learning process can be done everywhere. Learners also do not always face the teacher to learn English. Learners can learn anywhere and anytime. Learners’ watching English movie habit is a possible way to develop their English skills.

According to Sabouri (2015: 110), cartoons and movies use language so extensively in performing their cultural aspect. Narrative movies in particular use language to advance the main plot and storyline, define movie characters, establish various moods, and simply tell us what is going on in the content of the material. Language plays a crucial role in connecting and defining the various forms of visual and sound information that presents the film experiences as a whole. As realism is the main concern and style of a film, thereby its language approximates the language use, its practical application and benefits in different situations in real life. Vocabulary and listening-comprehension are not the only skills improved by watching movies. Subtitles and closed captioning (dialogue

and other sound information placed at the bottom of each frame of the movie) can help the watchers increase their reading and comprehension speed. Films can also serve as the basis for writing assignments and oral presentations, especially when they are combined with the varied film resources which are now readily accessible on the Internet. In short, films provide an invaluable extension of what we might call the technologies of language acquisition that have been used to teach learners the basics of English learning in elementary and high schools or institutes.

Films can serve as the basis for writing especially when combined with varied film resources, they can help to boost ideas in writing descriptive text. As EFL learners, watching English movie with English subtitle can improve their comprehension of the language being used rather than only listen to it. One of writing skill that may be improved by a broad knowledge is descriptive writing skill. Descriptive writing is a style of writing which focuses on describing a character, an event or a place in great details. It is often poetic in nature; it can describe places, people, events, situations or locations in a highly detailed manner. The author visualizes what they sees, hears, tastes, smells and feels. In this writing, we can make the sentences more detailed, and makes the descriptions clearly.

English movie can broaden learners' knowledge that may help their English skills. This is in line with a poll that the researcher conducted online. The poll asked EFL learners what English skill they have that is improved by watching English movie with English subtitle. The result from 92 EFL learners says: 14% speaking, 20% writing, 23% listening, reading 43%.

Based on the explanation above, it is significant to conduct a study on *“The Correlation Between Habit in Watching English Movie With English Subtitle and Ability in Writing Descriptive Text of EFL Learners”*.

B. Problem of the Study

Based on the background stated above, this study is conducted in order to answer the following question: How is the correlation between habit in watching English movie with English subtitle and ability in writing descriptive text of EFL learners?

C. Objective of the Study

According to the formulation of the research problems, the aims of the study are stated, as follow: To know the correlation between habit in watching English movie with English subtitle and ability in writing descriptive text of EFL learners.

D. Significance of the Study

The result of the study is expected to give some benefits in the English lesson, especially in writing. The following are some benefits of the study :

1. For the learners

The learners can get the information about the benefits of habit in watching English movie with English subtitle towards their ability in writing descriptive text. They can improve their English skill, especially in writing descriptive text with a more enjoyable learning strategy by watching movie.

2. For the teachers

English teachers can motivate the learners to improve their ability in writing descriptive text by using a more enjoyable English learning strategy. They can also apply media such as English movie with English subtitle and control the class so that the objectives of the English teaching program (especially writing skill) can be achieved.

3. For the other researcher

The result of this research can be used as one of references and additional knowledge in further similar research.

E. Formulation of Hypotheses

There are two hypotheses in this study, null hypothesis and alternative hypothesis:

1. Null hypothesis (H_0):

There is no significant correlation between habit in watching English movie with English subtitle and ability in writing descriptive text of EFL learners.

2. Alternative hypothesis (H_a):

There is significant correlation between habit in watching English movie with English subtitle and ability in writing descriptive text of EFL learners.

F. Scope and Limitation of the Study

The scope in this research is focused on finding out the correlation between habit in watching English movie with English subtitle and writing skill. The research subject is EFL learners.

Based on the background stated above, it is known that the effect of watching English movie with English subtitle may vary in terms of the four language skills. Related to such case, it is nearly impossible to discuss all of the skills. Hence, the research needs to be limited. This research is focused on the correlation between habit in watching English movie with English subtitle and writing skill. The object of the study is concerned in two variables: habit in watching English movie with English subtitle and writing skill. The research subject is EFL learners.

In addition, there is a limitation in this research. The questionnaire and writing test were administered online. This was done to gather a larger sample and not limited by place and time. Therefore, the researcher fully aware that she could not ensure the credibility of the result. However, the researcher gave clear instructions to make sure that the learners do the test by themselves.

G. Definition of the Key Term

In order to avoid misunderstanding and misinterpretation it is necessary to define the key terms:

1. Correlation

It is derived from the word “correlate” meaning a connection between two things in which one thing changes as the other does. Correlation is having a mutual relationship or connection between two or more things.

(<https://en.oxforddictionaries.com>, 2019)

2. Habit

Habit is an easy way and doesn't need more both concentration and attention. Djaali, (2009:128) states that habitual actions do not require the attention and concentration of the individual minds in doing it and it a go on while people think about or pay attention to other things. So, habit in this research means someone watches English movie with English subtitle and feels enjoy.

3. Movie

A series of moving pictures with sound that you can watch at the cinema or at home (MacMillan Dictionary, 2019)

4. Subtitle

Captions displayed at the bottom of a movie or television screen that translate or transcribe the dialogue or narrative. (<https://en.oxforddictionaries.com>, 2019)

5. Writing skill

Nunan (2003: 88) states that writing skill is specific ability which help a writer put their thoughts into words in a meaningful form and to mentally interact with the message. It also helps for gaining independence, comprehensibility, fluency, and creativity skills.

6. Descriptive writing

Clear description of people, places, objects, or events using appropriate details. An effective description will contain sufficient and varied elaboration of details to communicate a sense of the subject being described. Details used

are usually sensory and selected to describe what the writer sees, hears, smells, touches, and tastes. (<http://web.alsde.edu>, 2019)