

CHAPTER I

INTRODUCTION

A. Background of The Research

Employing genuine materials in education is effective for enhancing students' proficiency in vocabulary. Brochures, as authentic materials, serve as visual aids and contribute to a dynamic language classroom. They represent a strategic approach to teaching and learning, offering learners an engaging educational experience. The use of brochures proves notably advantageous in language instruction, especially for vocabulary acquisition. Incorporating brochures into teaching is a valuable method for automatically gathering information and expanding vocabulary. Teachers can bring brochures to the classroom, integrating them into the teaching and learning process to enhance students' vocabulary mastery. This utilization of brochures in vocabulary instruction is highly useful, providing visual cues from real life that aid in identifying different word categories such as nouns, adjectives, verbs, and adverbs. Additionally, it facilitates longer-lasting retention of vocabulary by creating memorable associations (Melvina 2015).

The widespread use of social media among students across various disciplines has facilitated easy access to current knowledge and information. The impact of social media on vocabulary learning extends beyond popular platforms like Facebook or Twitter; indeed, other networks also contribute to this process. Responses indicate that a majority of teachers and students

believe that social media enhances vocabulary acquisition by increasing students' interest in second language learning. Facebook, a social networking website, connects individuals with friends and others in their work, study, and living environments. YouTube videos play a crucial role in enriching learners' vocabulary, providing easy access to a variety of audio-visual lessons, thus assisting learners in improving their vocabulary (Abbas, Gulzar, & Hussain 2019).

One interesting medium that can assist students in learning vocabulary is through films or movies, this can bring the classroom environment to life, inspiring students to learn English with new vocabulary introduced in films. Additionally, watching films can enhance English language skills (Simamora & Oktaviani, 2020). As stated by Harmer (2007), there are several positive reasons for learning English through watching films, such as: films have a special appeal, provide realistic teaching to understand pronunciation and facial expressions, aid in understanding meaning conveyed through body language, present a series of lessons to explain a process, and have audio and visual elements that facilitate learning. Furthermore, watching English-language films, especially those with English subtitles, can improve vocabulary and speaking skills (Sari & Aminatun 2021).

Students' habit of watching English movies is possibly a way to enrich their vocabulary. The learning process may not always be done in the class but anywhere. They also do not always need to face to face meeting

with the teacher to learn vocabulary. Movie is one of the audio-visual aids that contains pictures and voice so the students can see and hear directly. The habit of watching movies also plays a critical role. It makes students willing to learn the language, especially vocabulary. Therefore, the students should have a definite schedule for it in order to make it as a positive habit. By doing it regularly, the students may get new vocabulary input, grammar, intonation, pronunciation and how to use them in real contexts to help developing language skills. When watching movies, students may find problems with structure and unfamiliar vocabularies. Then, they can look the meanings in the dictionary. Indirectly, the students can study deeper about its meaning and how to use it, from unknown to known (Fikriyah et al. 2021).

Movies that provide with subtitle have special attraction for students learning English, especially in increasing vocabulary. When students watch English movies but do not know what the actors or actresses are talking about in the movie's storyline, they will find out the meaning or meaning through the displayed English texts. Students will translate difficult words and phrases into Indonesian. In the movie, actors and actresses present dialogue and a storyline with a plot, starting from introductions, problems that arise, problem-solving, and resolution. Students learn appear can give students new vocabulary. One example of this audio-visual channel, with the help of subtitles, gives the learner a large amount of vocabulary, which the learner first needs to pay attention to and then process. However,

depending on the level of language proficiency and vocabulary content of the movie learners, they may sometimes face difficulties in understanding video material without being provided with subtitles in the mother tongue or target language. Therefore, watching foreign language movie subtitles is a significant educational component that has shown great promise in facilitating various language traits, especially vocabulary acquisition (Hestiana and Anita 2022).

The research conducted by Fikriyah et al. (2021) Shows there are positive correlation between student's habit of watching English movie and vocabulary mastery in tenth grade, and the research conducted by Hestiana and Anita (2022) shows that movie with subtitles are appealing to students who are learning English, particularly for expanding their vocabulary, it was found that there are positive correlation coefficient correlation between students' habits of watching subtitled films and their improvement in their English vocabulary skills. Those two studies conducted by Fikriyah et al. (2021) and Hestiana and Anita (2022) only measure student vocabulary mastery, so it is not yet known how students' reading literacy skills relate to the vocabulary understanding obtained through movies. Literacy is not limited to reading and writing skills, but also includes technological understanding, political awareness, critical thinking abilities, and environmental sensitivity. According to Kirsch & Jungeblut in the book *Literacy: Profile of America's Young Adult*, literacy is defined as an individual's ability to use information to enhance knowledge and benefit

society. This is an important aspect in turning individuals into literates needed by the nation, enabling Indonesia to rise from challenges, compete globally, and live on par with other nations (Irianto & Febrianti 2017).

Many students enjoy spoken literature, which has become a characteristic of Javanese people. Youngsters tend to prefer television programs such as cinematography, parody, or Western films. In addition to their general dislike of reading, they are often unfamiliar with their own local literary works. They frequently believe that watching Western films and cinematography is more enjoyable than reading books. They seldom read because they find it easier to listen to and watch films or dramas than to read. (Nurhayati 2014).

Reading is a form of non-verbal communication that allows students to understand and comprehend language through text passages. However, some students believe that reading is one of the most challenging language skills to learn. In Indonesia, mastering English is difficult for many reasons, including challenges with reading. Reading skills are crucial because they help students access information about general knowledge and school subjects. Through reading, individuals can enhance their knowledge, gain experience, develop new concepts, and broaden their perspectives, which are essential for personal growth and adapting to changes in the world. (Nurhayati & Fitriana 2018).

The importance of reading literacy awareness really supports a person's success in dealing with various problems. Through reading, a

person not only acquires knowledge but can also document a piece of experience that can be used as a reference in the future (Irianto & Febrianti 2017). According to Holloway (1999), reading skills are essential to the academic achievement of middle and high school students (Delgadova 2015). Most education experts consider reading literacy skills as a fundamental right of citizens that must be facilitated by the government as the provider of education. Therefore, many countries, especially developed and developing ones, make reading literacy skills a primary agenda in human resource development to compete in the modern era. (Mutji & Suoth 2021). So, it is important measure how far students' reading literacy skill from vocabulary mastery that is obtained from English movies, it is necessary to carry out literacy using narrative text. The use of narrative text because Narrative is a continuous story, both fictional and non-fictional, typically told in a chronological sequence of events. The essence of narrative concept is a composition in the form of a story derived from observations of daily events or stories from the virtual world. Additionally, narrative texts are interesting story compositions aimed at entertaining and providing enjoyable information to the readers (Fhonna 2014).

Based on an informal interview conducted on April 7 and 10, 2023, with undergraduate EFL students from UIN SATU Tulungagung enrolled in reading courses, some students expressed a lack of confidence in their English proficiency due to limited vocabulary. Additionally, students in the English Education Study Program reported difficulties in comprehending

lengthy texts, attributing this to their habituation to online learning during the pandemic. (Nurhayati 2023).

From the statement about narrative text by Fhonna (2014), it can be concluded that the form of narrative text is almost similar to a film because they both have similar elements. From the statement about the importance of reading literacy skill that stated by Irianto and Febrianti (2017) and Mutji and Suoth (2021), it is important to conduct research that examines the Relationship between habit of watching English movies and reading literacy skill on narrative text of grade X students at MAN Kota Blitar. In this study, reading literacy refers to the ability to finding main idea, identifying supporting detail, identifying reference, understanding vocabulary, making inference. Through the development of strong reading literacy, individuals can access information, develop critical thinking, and actively participate in knowledge-based societies.

This study aims to investigate the relationship between habit of watching English movies and reading literacy skill on narrative text of Grade X MAN Kota Blitar Students. This study will provide deeper insight into the activity of watching English movies on students' reading literacy development. This study can help to understand the extent to which watching English-language movies influences students' narrative reading skills. By understanding the relationship between these two factors, it can evaluate the impact of media exposure on literacy. This study can provide insights to educators on effective ways to utilize media, such as English-

language movies, in the learning process. With a better understanding of its connection to literacy, educators can design relevant and engaging learning activities for students. The findings from this research can serve as a basis for further in-depth studies, such as exploring the types of movies or genres that have the most significant impact, or testing various teaching interventions to improve students' reading skills.

Thus, the title of this thesis was Correlation between Habit of Watching English Movies and Reading Literacy Skill on Narrative Text of X Graders at MAN Kota Blitar.

B. Research Question

The problem of the study is there any correlation between habit of watching English movies and student reading literacy skill on narrative text of Grade X MAN Kota Blitar Student?

C. Objective of the Research

To find out whether there is a correlation between habit of watching English movies and student reading literacy skill on narrative text of X Graders at MAN Kota Blitar Student.

D. Research Hypothesis

There are Two kinds of a hypothesis used in this study, those are:

1. Null Hypothesis (H₀).

There is no correlation between watching English movie habit and reading literacy skill on narrative text of X graders at MAN Kota Blitar

2. Alternative Hypothesis (Ha)

There is a correlation between students' watching English movie habit and reading literacy skill on narrative text of X graders at MAN Kota Blitar.

E. Significance of the Research

This research offers valuable insights for educators regarding the efficient utilization of media, such as English-language films, in educational practices. By comprehending its correlation with literacy, educators can craft pertinent and captivating learning experiences for their students. The outcomes of this study may act as a foundation for subsequent extensive research endeavors, such as investigating the specific types or genres of movies that exert the most substantial influence, or experimenting with diverse teaching approaches aimed at enhancing students' reading abilities.

F. Scope and Limitation of the Research

This research is limited to examining the relationship between habit of watching English movies and the reading literacy skill of students in narrative texts. The subjects of the study are the tenth-grade students in MAN Kota Blitar. The object of the study is concerned with two variables: watching English movie habit is the independent variable (X) and reading literacy skill is the dependent variable (Y).

G. Definitions of Key Terms

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

1. Watching Movie

Movies serve as a form of entertainment available on television or in cinemas. As described in Wasi'ah (2011: 14), a movie is a strip of material sensitive to light, utilized in cameras to capture photographs or moving images for cinema purposes. Barsam and Monahan (2010: 2) define a movie as a narrative encapsulated within celluloid strips or films, projected onto a screen at a specific speed to create the illusion of motion. Similarly, according to Krikpatrick in Mohamad Asyar (2014: 11), a movie is a sequence of interconnected cinematic images displayed on a screen. (Faliyanti and Arlin 2018).

Movies serve not only as a source of entertainment but also as a valuable educational tool. They can significantly enhance the teaching and learning process by engaging students in both receptive and productive skills. Movies have the capacity to convey information, elucidate complex concepts and processes, impart skills, and shape attitudes. By watching movies, students come to realize that they can also learn English, thereby improving their reading proficiency through regular exposure to English-language films (Roslinda, Raja, & Prayuda 2021).

2. Reading Literacy

Reading literacy encompasses a broad range of skills include finding main idea, identifying supporting detail, identifying reference, understanding vocabulary, making inference (Tønnessen & Upstad 2015). Primarily, it entails the capacity to formulate personal judgments about texts and utilize their content to innovate and generate new knowledge as a consequence of the information acquired (Delgadova 2015).

3. Narrative Text

According to Anderson & Anderson (1997: 8), a narrative text is a form of writing that recounts a story, serving to both entertain and inform the reader or listener. On the other hand, Percy, as cited in Permana and Zuhri (2013: 2), defines narrative as a genre of writing that presents a sequence of events or a story. This typically involves three main components; Orientation, where the author introduces the characters, setting, and timeframe of the story. Complication, which drives the narrative forward through a series of events, often leading to the introduction of conflicts or challenges. Resolution, where the complications are resolved, providing closure to the narrative (Asirika & Refnaldi 2017).