

## CHAPTER I

### INTRODUCTION

#### A. Background of the Study

According to Ramelan Andriyani (2016: 1), English as an International Language is used to communicate, strengthen, and bind relations between all countries in the world in all fields, for example, in tourism, business, knowledge, and technology. To balance modern life, English language skills are certainly very necessary.

Including in Indonesia, English is the first foreign language taught in schools, from low to high levels. In learning English, students must master speaking, reading, writing and listening skills. These four skills influence each other to create good communication skills in English. In language there are linguistic components that must be understood and improved to help students in the communication process, namely vocabulary, pronunciation and grammar. Vocabulary is a crucial component that serves as the foundation for students' English language proficiency. "Vocabulary is a basic or important part of building a language, playing a very basic role in terms of communication," claim Hatch and Brown (1995: 1). In other words, speaking English becomes easier as we increase our vocabulary. The totality of words that create a language is its vocabulary. The first step in learning vocabulary should be done before studying English skills. One of the most important components of teaching any language is building vocabulary. Students need to be learning new words all the time as they practice the sound system and learn its structure. One component of language that needs to be taken seriously is vocabulary. It is the primary component of learning and comprehending language. The general definition of vocabulary is the understanding of words and their meanings. More precisely, vocabulary refers to the kinds of terms that

learners need to be familiar with in order to comprehend texts that get harder to read (Hiebert, 2005), as referenced in Nurdiansyah, Asyid, & Parmawati (2019).

Several kinds of problems prevent students from learning language by memory. Thus, a large number of students have little interest in studying English. As a result, it is encouraged that English teachers become proficient in several techniques. For instance, Nababan (1991:4) says that a good teacher is one who can modify the most effective method or technique to fit the subject matter being taught. Some children have trouble remembering words and become confused. In the second language classroom, the extent to which media are used has varied widely, depending on the methodology selected. In some methods, media have figured prominently as a force that drives the curriculum. In the St. Cloud (or audiovisual) method, which was developed primarily for the teaching of French as a foreign language (Bowen, Madsen, and Hilferty 1985; Stevick 1976), all language items were introduced to learners via contextualized, audiovisual presentations (usually filmstrips or slide shows with an accompanying soundtrack). The underlying approach assumed that language is an acoustic-visual whole that cannot be separated from its constituent elements. All of the previous studies about the use of movie towards students' vocabulary mastery above were conducted using movie with subtitle. Therefore, a study about the use of English movie without subtitle towards students' vocabulary mastery is under researcher. Dealing with that condition, the researcher interest to conduct a similar study as those previous studies entitled "**The Effectiveness of Using English Movie with Subtitle towards Students' Vocabulary Mastery at SMAN 1 GONDANG**"

## **B. Formulation of Research Question**

Based on the background of the study, the problem formulation of this study is:

Is the use of English movie is effective on vocabulary mastery for tenth grade students at SMAN 1 GONDANG?

### **C. Purpose of the Study**

Based on the background of the study mentioned above, the objectives of this study are:

To find out whether using English movie can be effective on vocabulary mastery for tenth grade students at SMAN 1 GONDANG or not.

### **D. Research Hypothesis**

The hypothesis is not the final answer of the research. This is an alternative answer that's need to be verified. The Researche's hypothesis must first conduct research empirically. The hyphotesis in this research is :

1. The null Hypothesis (H0) : There is no significant effect on the use English film on students vocabulary mastery
2. Alternative Hypothesis (Ha): There is a significant effect on the use English film on students vocabulary mastery

### **E. Significance of research**

#### **1. Theoritically**

Theoretically, the results of this study will answer questions on the problemsmentioned above. In addition, it will provide benefits for innovation in the process of teaching English vocabulary.

#### **2. Practically**

For the institution of SMAN 1 Gondang, the results of this research can be useful to improve the learning system and facilities that support needs, especially in the process of teaching English vocabulary.

a. For teachers of SMAN 1 Gondang, the results of this research can be useful to add innovation in the process of learning English

vocabulary.

- b. For students, the results of this study can be a motivation to continue learning vocabulary in a more fun and memorable way.
- c. For researchers, the results of this study can enrich innovations in teaching English vocabulary to support speaking, reading, writing and listening skills.
- d. For other English teachers, the results of this study can be used as an example for English vocabulary learning programs.
- e. For readers and future researchers, the results of this study are expected to add knowledge, and can be a reference for similar research.

## **F. Scope and limitation of the study**

To avoid misunderstandings, researchers want to limit the scope of the problem. This research focused on: the use of English movie on vocabulary mastery for tenth grade students at SMAN 1 GONDANG.

## **G. Definition of Key Term**

In this section, there are several explanations related to the title mentioned above. The title is "The Effectiveness of Using English Movie with Subtitle towards students Vocabulary Mastery for Tenth Grade Students at SMAN 1 GONDANG.

To avoid misunderstanding from readers, it is important to explain key terms such as the following:

### **1. Effectiveness**

Effectiveness according to Adisasmita Raharjo (2011: 170) is a condition that contains an understanding of the occurrence of an effect or desired nature. Meanwhile, according to Sedarmayanti (2006), effectiveness is a picture that provides a measure of how far the target can be achieved.

## 2. Vocabulary

Vocabulary is one of the linguistic components which is the main basis for building good communication. This statement is supported by Hatch and Brown (1995:1). They say, "Vocabulary is the foundation for building language, which plays a fundamental role in communication." This means that by mastering vocabulary; people can express their ideas and understand other basic competencies well.

## 3. Movie

The improvement of technology has brought diverse media that can be used as a method of gaining knowledge of English like Aminatun and Oktaviani (2019) said that technology usage can boost students' vocabulary mastery which covers spelling, pronunciation, and the usage of it in a sentence. Furthermore, many kinds of media may be used to exercise students' ability nowadays, which include music, video, movies, etc.