

CHAPTER I

INTRODUCTION

This chapter presents important information about this study: research background, research problem, research objectives, scope and limitation, research significance, and definition of key terms.

1.1 Research Background

English is an international language that can be used to communicate worldwide. English is a foreign language taught in high schools and universities in Indonesia. For Indonesian students as foreign learners, mastering a massive number of vocabularies is very important because it is the foundation of the language. Vocabulary can be interpreted as the raw material used to express thoughts and ideas, share information, and communicate. Besides, having a more comprehensive vocabulary can support all four language skills: reading, writing, listening, and speaking. Nation (2015) claimed that listening, speaking, reading, and writing skills would be easier to perform with a rich vocabulary. In line with Mahmud and Tryana (2020), vocabulary is also used throughout communication skills. Without vocabulary, people cannot read and speak and cannot understand what others say, either spoken or written.

As a learner, media is an instrument for teaching in the learning process; it is crucial because it can support the learning process, especially in learning vocabulary. The previous research (Fajarianti, 2010) cited in Vidiarti (2018) found that the English teacher used media to give vivid explanations to the

students. It was found that the teacher used three forms of teaching media: audio-visual media, audio media, and visual media. Learning media can provide meaningful experiences for learners and make it easier for students to gain a deeper understanding. In addition, media is one of the essential aspects of the language learning process. Media use for foreign language learning is needed because students have to master many complex components of the language. Media use in learning English will facilitate and motivate teaching and learning activities. According to Sinaga and Oktaviani (2020), using media when learning English will attract students' motivation and attention. There are various media and ways to learn vocabulary in English. One of them is watching movies or series using English subtitles. It is due to the effectiveness, efficiency, and attractiveness of digital technology-based learning methods. However, technology cannot be separated from teaching language as time passes. Solanki and Shyamlee¹ (2012) and Pourhosein Gilakjani (2018) agree that technology has changed language teaching methods. The researchers also said that technology helps students learn based on their interests. It is why technology becomes an integral part of the learning experience.

The use of media can attract students to the learning process. It also provides information about an object and makes the classroom situation evident. Therefore, the teacher should use media because it is beneficial for students to describe an object clearly.

A movie or serial is one of the exciting media to help students learn vocabulary. Fauzi et al. (2021) mentioned that using movies as a learning medium is an appropriate way to learn new vocabulary for students. Movies are a part of visual literacy, and movies are a pleasant source of amusement and language acquisition (Ismaili, 2013).

Watching movies is joyful for everyone. There are many movie genres available to watch for children to adults. A movie sometimes presents entertainment and can also have a moral message in it. Besides, some people can learn new information or knowledge through a movie. As in learning English, watching movies with screen text in the same language as the movies (subtitles) can be a tool to master a skill or learn a new vocabulary in English. Sometimes subtitles are needed by students to avoid misinterpreting the speaker's intentions. Therefore, subtitles facilitate the student to recognize all the new words or even words they might already know.

By watching English movies, students have the opportunity to practice language skills, especially listening skill. From the conversations that occur in the movies, students are able to identify the grammar and their vocabularies will be gradually increased.

Learning English is meant to provide learners with the competencies and performances of using that language. Besides, to succeed in the four language skills, every student should have acquired the sub-language skills, including vocabulary, pronunciation, and grammatical competencies. The sub-skills are fundamental to the four skills of language. In other words, without the sub-

skills, the students will never meet the goal of language learning, which concerns the capability of producing and receiving language in communication. Among the sub-skills, vocabulary is considered the most fundamental one. It means that without an adequate amount of vocabulary, communication will never occur.

Similarly, Perez et al. (2014) stated that as audio-visual teaching media, providing subtitles for movies could provide several new three vocabularies that learners may never have known. Furthermore, subtitles can pull students' attention as the first step in fulfilling vocabulary learning. Moreover, Fage (2020) expresses his opinion that subtitles are not only for vocabulary enrichment but also for learners to recognize a new word. Besides, they will learn how to spell well, pronounce a new word or the word they have learned, and understand spoken language through idioms and slang used in movies.

There are several problems faced in Indonesia regarding the quality, access, including the even distribution of well-trained teachers. In Indonesian senior high schools, EFL students currently have some difficulties in developing their vocabulary is mainly determined by the limited stock of words, which built up the meaning of spoken and written forms (Kamil, 2017). Thornbury (2004: p.27-28) claims that the following factors make vocabulary difficult to learn: pronunciation, meaning and range, length and complexity, spelling, grammar, connotation, and idiomaticity. In addition, according to Wulandari (2020), there are also some other difficulties, namely

the pronunciation of words, the appropriate use of words, the understanding of word meanings, and the lack of motivation to learn English

Putra (2014) stated that English-subtitled movies could increase the ability of students at SMAK Santo Yoseph Denpasar to acquire vocabulary. This study was conducted in two different types of subtitles: bimodal and standard, showing that respondents effectively gained more vocabulary. His research suggests that English-subtitled movies facilitate students to learn new vocabulary. Additionally, the researcher concludes that watching English subtitled movies more than once could help students recognize new words and develop other skills. In another study, Faqe (2017) examined the effectiveness of English movie subtitles in vocabulary learning in Iraq, with 31 participants studying at the English department at Soran University. All participants were English language learners. They were at the same level of vocabulary knowledge proficiency based on the English language proficiency test at the beginning before the researcher gave the English movie treatment. His study found that English movies with subtitles significantly affected the students' vocabulary learning and improvement. The researcher also claimed that the learners have improved English skills, such as spelling, recognition, and pronunciation, new four words, idioms, and slang. This research shows that watching English movies with subtitles benefits learning vocabulary and other aspects of English.

To sum up, watching English subtitles movies is an effective educational tool for all students and positively impacts special populations of students in gaining greater attention.

Previous studies have analyzed English subtitles movies' effectiveness in improving students' vocabulary. It shows that English-subtitled movies have a positive result and impact on vocabulary improvement. However, a previous study has successfully analyzed the effect of watching movies with English subtitles on improving vocabulary. Hence this study focused on the students' side to investigate their perception or opinion on the use of English-subtitled movies for vocabulary learning since a deeper understanding of the topic is still needed in addition to the effectiveness. Besides, this researcher also aims to investigate and show how students perceive when they watch movies using English subtitles. In the end, the purpose of this research was to find the effectiveness of using movies with English subtitles to improve students' vocabulary and help the students have an active, fun, and interactive learning in English. It could make the learning process easier.

1.2 Research Problems

Most eleventh-grade students at SMAN 4 Balikpapan got difficulties in learning English because they have limited knowledge about vocabulary in English, which will impact the future, especially in their learning activities. Based on the research background, the problems of this study are stated as follows.

1. How does the implementation of watching English movies with subtitles to improve vocabulary knowledge in Senior High School 4 Balikpapan?
2. What are the students' difficulties in watching English movies with subtitles?

1.3 Research Objectives

Based on the research problems, the objectives of this study are

1. To know the implementation of watching English subtitle movie in improving students' vocabulary at SMA 4 Balikpapan.
2. To find out the students' difficulties in watching English movies with subtitles.

1.4 Scope and Limitation

This study is limited to exploring the effects of watching English movies on Netflix on students' vocabulary. The researcher is also has a limited to the eleventh grade at Senior High School 4 Balikpapan.

1.5 Research Significance

The result of this research is expected to contribute some significant progress in teaching Vocabulary.

1. Theoretical Significances

This researcher expects to improve students' vocabulary in learning the English language. Furthermore, the researcher expects this research to contribute to other relevant research, significantly improving vocabulary.

2. Practical Significance

a. For English Teacher

This study gives teachers a better understanding and knowledge about some teaching media that can help them create a good quality education. Movies are one of the media that can be applied in language teaching to help students improve their Vocabulary. This study is also expected to help English teachers select the most effective media that makes learning easier for students. The result of this study can be a reference for teachers to give the best media to support and facilitate students to learn more about the target language.

b. For the Students

It is expected to give the students information about the media to increase their Vocabulary by watching movies with English subtitles and increase their enthusiasm for learning the English language. Not only that, students can study Vocabulary in a fun and enjoyable way.

c. For Future Researcher

For future researchers, this study will likely give a source or reference and information; others might have the same interest in the implementation of watching English subtitle movies on the students' Vocabulary and finding other gaps that can benefit others.

1.6 Definition and Key Terms

To avoid misunderstanding, the researcher wants to clarify the meaning of the key terms which are necessary to be explained; they are as follows:

A. *Improve:*

Kants says (2001:45) stat that the improving is an act to make a change for better in certain condition.

B. *Movies:*

Movie is visual communication that contains a moving picture usually called video and sound to tell stories. The movie has a lot of genre such as comedy, romance, horror, etc. The movie also could be an alternative for learning languages (Armasita, 2017).

C. *Vocabulary:*

Vocabulary is words that are the vocabulary of a language, according to Kridalaksana (2018) cited in Prawiyata (2018). In this study, vocabulary means words used by SMAN 4 Balikpapan students to communicate with other students or English Teachers.

D. *Difficulties:*

Irham and Wiyani (2013: 254) state that the difficulties as a situation where students have difficulty following the learning process to achieve less than optimal learning outcomes.