

CHAPTER I

INTRODUCTION

This chapter discusses background of study, problems of the study, objectives of the study, significance of the study, scope and limitation of the study and definition of the key terms.

A. Background of the Study

Vocabulary is one of important aspects in learning a foreign language. Without adequate knowledge of vocabulary, language learners are generally impeded in their academic activities.¹ With a limited vocabulary anyone will also has a limited understanding in terms of speaking, reading, listening, and writing. It is true that it might be impossible to learn a language without mastering vocabulary. Vocabulary is one of the problems confronted by English language learners. Because of the vocabulary limitation, the learners cannot communicate to others clearly.²

There is a previous study about vocabulary mastery. He is Achmad from Gorontalo University. He conducted a research on investigating developing vocabulary mastery through meaningful learning approach. He uses FGD and experimental method by applying *One Group Pre-test and Post-test Design*.³The finding reveals that his research successfully identifies the average of the students' score on English vocabularies: (a) on pretest, X

¹Sayed Ali & Akram M., "Vocabulary Learning Strategies from the Bottom-Up: A Grounded Theory", *The Reading Matrix: An International Online Journal*, 15(2), (Sep, 2015), 236.

²Longman, *How To Teach Vocabulary*, (New York: Scott Thornbury, 1988), 51.

³Syarifuddin Achmad, "Developing English Vocabulary Mastery Through Meaningful Learning Approach", *International Journal of Linguistics ISSN 1948-5425*, 5(5), (Oct., 2013), 75-76.

score is 27.62 from the maximum score 49; then to apply that developed model of learning and teaching English vocabularies;(b) On posttest is found the average of students' score gradually up reaching the X score is 35.66 from the maximum score 53. From the two unit tests seemed on the average score on the posttest get improvement 8.15 point. So it is interpreted that Ho (null) hypothesis is rejected and accepting Ha (alternative) hypothesis, while T-test analysis proved that the students' scores increased significantly. It is different with this research because design in this research is quantitative research. The other difference is the instrument. He does not use questionnaire in her research. But the researcher uses questionnaire to be the instrument.

In learning process, we need something to support our activities such as media. Media is very important in teaching and learning process. There are three kinds of media. They are audio, visual, and audio visual media. By using audio visual, media that use sense of vision and hearing, students can get more than students learn by using media that only use one sense either vision or hearing.⁴ In this case, the researcher takes audio visual media for running the research. It is English movies media.

Watching English movies can be an alternative media of students to improve and enrich their mastery of English vocabulary on their free time. Vocabulary is very important in learning language, because vocabulary is one of the key elements in learning language. So, mastering vocabulary will give influence to someone who learns language.

⁴Azhar, Arsyad, *Media Pembelajaran*, (Jakarta: PT Raja Grafindo Persada, 2003), 9.

There is a previous study about English movies. He is Jing Yiping from China West Normal University. He conducted a research on investigating An Investigation into the Effects of English Movies on English Listening and Suggestions. He just focused on the effect of a movie. He applied qualitative methodology in his research. One of the positive effects on English movies on learners' listening study is a real language environment. That makes the scene more vivid. And one of the suggestion of this research is learners should pause at the more difficult part, to learn the key sentences until they fully are understandable of the meaning. Because there is large number of slang, dialects in English movies.⁵The learners can subconsciously simulate a phrase or one sentence they fancy through watching English movie. A repeated word, a phrase and sentence will definitely stimulate learners' auditory system which helps to correct their acquired wrong tone and intonation. Those are some findings of his research. So, those findings conclude that English movie can be an effective way to correct our pronunciation and intonation, learn western culture, improve the ability of cross-cultural communication, and cultivate the sense of language and so on. Those are called the differences with this research too.

The habit of watching movie provides opportunities to study language about vocabulary. Moreover, students should have a schedule for it. They can get new vocabularies and find much information about grammar to help language skills. Sometimes they also will find the problems about structure,

⁵Jing Yiping, "An Investigation into the Effects of English Movies on English Listening and Seggestions," *International Journal of Arts and Commerce*, 4(5), (May., 2016), 49-52.

difficult new vocabulary based on the dialogue by the native speakers. Then, they can look the solution of the problems by asking to the teacher or look for the other reference.

The researcher takes a research in the English in the English Department students of STAIN Kediri. Because the researcher wants to know how good the students mastery about vocabulary. The researcher assumes that someone who has habit in watching English movie will influence her or his vocabulary mastery. They vocabulary mastery influenced their skills too.

Based on the description above, the researcher is interested in investigating, whether there is correlation between watching English movies and vocabulary entitled: **“The Correlation between theHabit in Watching English Movie and Vocabulary Mastery of English Department Studentsof STAIN Kediri.”**

B. Research Problems

In this study, the researcher formulates the problems as follows:

1. How often do the English Department students watch English movie?
2. How good is English Department students' vocabulary mastery?
3. Is there any correlation between the habit in watching English movie and vocabulary mastery of English Department students of STAIN Kediri?

C. Objectives of the Study

Based on the research problems, this study has purpose as follows:

1. To find out the frequency of time used by English Department to watch English Movie.
2. To find out the English Department students vocabulary mastery.
3. To find out the correlation between the habit in watching English movie and vocabulary mastery of English Department students.

D. Scope and Limitation

The scope of this research is the English Department students, because the researcher wants to know how often the students watch English movie. The limitation of this study is about vocabulary mastery. This study discusses vocabulary in general and not about skills because the limitation is about vocabulary. The limitation of this study is about having correlation between watching English movie and vocabulary mastery. The researcher wants to know whether there is correlation between the habit in watching English movie and vocabulary mastery.

E. Significance of the Study

The researcher hopes that the result of this research can give information about student's interest or student habit of watching English movie. The researcher hopes that habit in watching English movie can support their learning process especially for their vocabulary mastery which can give

influence for their skills too. So, we can use this habit to help students in learning process if there is correlation between them. If there is no correlation between watching English movie and vocabulary mastery, we can use another habit to help students in learning process.

F. Hypothesis

A hypothesis is a tentative explanation that accounts for a set of facts and can be tested by further investigation. Quantitative researchers will design studies that allow us to test these hypotheses. We can collect the relevant data and use statistical techniques to decide whether or not to reject or provisionally accept the hypothesis. Accepting a hypothesis is always provisional since new data may cause it to be rejected later on. The hypotheses formulated in two laps, they are:

1. Null Hypothesis (H_0)

(H_0) there is no relationship between the habit in watching English movie and vocabulary mastery of English Department students of STAIN Kediri.

2. Alternative Hypothesis (H_a)

(H_a) There is a relationship between the habit in watching English movie and vocabulary mastery of English Department students of STAIN Kediri.

G. Definition of the Key Terms

To avoid misunderstanding of terms, the researcher clarifies the meaning of the term which is written the title of this research they are: correlation, English movie, and vocabulary mastery.

1. The Correlation

Correlation is one of the several parameters in his distributional equations. Correlation can use as: the square root of the ratio of two variances (proportion of variability accounted for), standardized slope of the regression line, standardized covariance, the geometric mean of the two regression slopes, the mean cross-product of standardized variables, a function of the angle between the two variable vectors, a function of the angle between the two standardized regression lines, a rescaled variance of the difference between standardized scores, a function of test statistics from designed experiments and the ratio of two means. Correlation in relation to the bivariate ellipses of isoconcentration and correlation estimated from the balloon rule.⁶

2. English Movie

English movie is a film from abroad that uses English actually. The movie called Hollywood because that is symbolic for American movies. There are native speakers in Hollywood movie. Anything about American are include in Hollywood movie. It influences for the viewers and listeners. The researcher focuses in Hollywood movie that the language is natural. Movies also known as films are a type of visual communication which uses moving pictures and sound to tell stories or inform (help people to learn). English movie provides an opportunity to become accustomed to idiom, slang, regional accent, and the everyday corruption

⁶Joseph Lee Rodgers and W. Alan Nicewander, "Thirteen Ways to Look at the Correlation Coefficient", *The American Statistician*, 42(1), (Feb., 1988), 59-65.

of language that occurs among native speakers and also provide a valuable learning resources.⁷

3. Vocabulary Mastery

In order to understand the language, vocabulary is crucial to be mastered by the learner. Vocabulary mastery is needed to express our ideas and to be able to understand other people's sayings. According to Webster mastery refers to (1) a. the authority of a master: dominion, b. the upper hand in a contest or competition; superiority, ascendancy and (2) a. possession or display of great skill or technique, b. skill or knowledge that makes one master of a subject comment. From that definition, mastery means complete knowledge or great skill that makes someone a master in a certain subject.⁸

⁷David, M.S., "Film English: Using Film to Teach English", *Electronic Journal of English Education*, (2006), 7.

⁸Mofareh Alqahtani, "The Importance of Vocabulary in Language Learning and How to Be Taught", *International Journal of Teaching and Education*, 3(3), (2015), 26-27.