

# CHAPTER I

## INTRODUCTION

This chapter provides the background of the research and explains why the author conducted the research. It also contains the problem of the study, objectives of the study, scope and limitation of the study, the significance of the study, and definition of key terms.

### **A. Background of the Study**

English is important for our lives. In fact, it is the third most spoken language in the world. Globalization made the use of English language more widen. According to Nishanthi (2018) that English is called the ultimate window to the world, meaning it gives us a view of the world's progress, and one in five people can speak or at least understand the language. English has been considered as a foreign language in Indonesia. Indonesia has been carrying out teaching English as a foreign language at schools which is taught in primary school, junior high school until senior high school and university.

Listening, reading, speaking and writing skills depend on vocabulary. Vocabulary is essential for communicating and expressing feelings effectively, both orally and in writing. The more vocabulary a person has, the more they can write, read and listen to what they want. According to Wilkins (2004), there is no effective communication without grammar or vocabulary. That is, having good grammar will not be useful if you do not know much vocabulary. In addition, Ur (1996) states that, since it is impossible to speak without different

vocabulary, teaching vocabulary as a foreign language is very important. This statement shows how important vocabulary teaching as a foreign language is.

Cameron (2001) states that vocabulary, as an area of language knowledge, plays an important role in helping students learn a language. According to Linse (2005), expanding students' vocabulary is an important component in their language development. It is considered an essential tool for students learning a second language as limited vocabulary can hinder effective communication. Schmitt (2000) emphasizes that "lexical knowledge is central to communicative competence and second language acquisition" and stresses how important vocabulary acquisition is.

Many learners find difficulties when learn new language because English is not their first language, so they cannot use English in real life situations. Vocabulary represents one of most important skills necessary for teaching and learning a foreign language. It is the basis for the development of all the other skills: reading, listening, speaking, and writing. Vocabulary is the main tool for the students in their attempt to use English effectively.

Each person's vocabulary level is different, and those individual differences in vocabulary may even increase over the time. Vocabulary skill is strongly related to a variety of academic, vocational, and social outcomes as said by Dollinger, et al. (2008). Reading skill could be associated with rate of vocabulary growth base on the premise that reading could potentially have a significant effect on each person's exposure to novel words. Reading text can provide key opportunities for advanced in vocabulary development. Nelson, et

al. (2005) predict that word learning through reading will affect vocabulary as measured on both oral and written task because words learner through reading text will be at least partially available to the individual for both written and oral language use.

In fact, there are still many students who still have problems with reading habit. In fact, it raises concerns about why there are still many students who are poor in vocabulary. Indifference and underestimating the importance of reading habits are the main reasons students experience problems in reading habits so that students cannot increase their vocabulary. Some of them rarely have English books in their homes except for textbooks. If they want to read books in English, some of them will go to the library which takes a long time. They prefer to watch television or read the text in their social media as a media for practicing their reading skill and find new words.

Media as a tool in the learning process can help the learning process and help teachers deliver material. Azhar (1999) says that media is part of an instructional system that is expected to help students in learning success because students have different types of sensing. Students with visual sensing types learn more easily by listening to oral or verbal explanations; students with motor sensing types learn more easily by understanding movements and activities carried out as a whole; and students with tactile sensing types learn more easily by understanding the material.

Teaching media can be classified into three categories first is visual media such as printed, or written. Then, audio media such as music and last is

audio visual media such as video. There is a general consensus among researchers and teacher educators that video can be a valuable tool for supporting teacher learning. Learning and teaching through videos is currently very popular. This is because videos play an important role in assisting students in learning activities. In addition, evidence shows that the use of videos can make students more motivated to follow lessons, which will definitely help achieve learning objectives.

Harmer (2001) states that using English movies as a tool in the teaching and learning process has several advantages. One of them is that students not only hear the language but also see the movie, which allows them to imitate the movements or expressions spoken in the spoken language. The students have the opportunity to create something useful and interesting. Students will also enjoy their learning activities as the movie videos can help them understand the material.

Subtitling is a translation technique that includes the presentation of written text, usually at the bottom of the screen, discursive elements on images (such as letters, inserts, graffiti, inscriptions, plaques, and so on), and information from the soundtrack (such as songs, voices). According to Karakas and Saricoban (2012), we feel comfortable because we get meaning from foreign language movies that have easy subtitles and captions. Movies that have subtitles in their own language will make them less aware of the language they are learning; in other words, their focus is on reading subtitles in their own language to understand them.

According to Katemba and Ning (2018), it showed that most students consider watching English movies with subtitles helps them expand their vocabulary. So, it is expected to help teaching and learning efforts, especially to improve students' vocabulary. However, there is a significant difference between men and women in vocabulary comprehension when watching movies with subtitles. To teach a foreign language, using subtitled movies can increase student motivation, resolve ambiguities, and relieve anxiety for non-native students. Sabouri, et al. (2015) agreed that the use of subtitled movies can increase students' engagement in learning and their ability to retrieve new lexical items.

One example of audio-visual media is an English movie, which through subtitles provides a lot of vocabulary that students should pay attention to and process. In this case, watching an English movie with Indonesian subtitles can encourage students to pay attention to vocabulary that they do not yet know. Watching an English movie with Indonesian subtitles can also motivate students to learn English outside the classroom. In fact, Indonesian text in the form of subtitles on English movie can help learners keep an eye on a new word and remembering the meaning that related with the story. Reading Indonesian subtitles on English movie gives the opportunity to learners to grasp wide range of vocabulary and help learners understand the meaning of the unknown words which leads to vocabulary acquisition. Furthermore, the purpose of this study was to know the students' opinions of reading Indonesian subtitle of English movie on their vocabulary learning.

## **B. Research Problem**

Based on the background of the study above, the problem in this research can be formulated as “What are the students’ opinions on reading Indonesian subtitle of English movie for vocabulary learning?”

## **C. Research Objective**

Based on the research question mentioned above the research objective is “To analyze the students’ opinions on reading Indonesian subtitle of English movie for vocabulary learning.”

## **D. The Scope and Limitation of the Study**

In conducting the research, this study will focus on exploring the opinions of English Department students at State Islamic Institute of Kediri towards the idea of reading Indonesian subtitle of English movie on vocabulary learning.

## **E. The Significances of the Study**

The significances of this study are as following:

### 1. For the students

It would be an effort to improve their learning motivation and enrich vocabulary by reading Indonesian subtitle of English movie. The implementation of Indonesian subtitle on English movie as learning media hoped to be one of the ways to develop their vocabulary competence to face global communication.

2. For the English teachers

By reading Indonesian text from an English movie, it will be a great opportunity to improve the English learning process. It is hoped that implementation as a learning medium can continue to be done to create a fun classroom atmosphere and provide the right English model to enrich vocabulary.

3. For the Future Researchers

Other studies with similar topics and objectives can use this research as a reference.

## **F. Definition of Key Terms**

The key terms of this study are as following:

1. Vocabulary

Vocabulary plays an important role in language learning, especially English learning. Understanding vocabulary well can also support the four basic skills: reading, writing, speaking and listening.

2. Reading

Reading, also referred to as a “second language”, is the process of understanding the full linguistic meaning in a new language through the use of symbols to understand something written.

3. Indonesian Subtitle

Subtitles are written translations of the movie dialog displayed on the screen. In addition, subtitling is done in three stages: 1) from one language to another, 2) from verbal speech to written text, and 3) from

verbatim to non-verbatim. Subtitles written in Indonesian are referred to as Indonesian subtitles.

#### 4. English Movie

Five different sorts of information can be conveyed using the most advanced presenting media: sound, movement, lines, symbols, and pictures. Media includes live visuals from shows like television and movies. A film that uses English for dialogue might be classified as English-language if it features live actors acting out animated scenes.