

CHAPTER I

INTRODUCTION

1.1 Background of the Study

English is acknowledged as necessary language to enable the Indonesian community to involve in global communication; it is taught even from kindergarten. The students must be able to understand all skills in English. There are four skills in learning English, namely listening, speaking, reading and writing, but before we need mastery four skill, we must studying about vocabulary.

Vocabulary is the important element in learning English, it is the first step for the students if they want to achieve their goal in learning English skill. Vocabulary is an essential part of language and always be first thing to learn a language. Vocabulary besides grammar, pronunciation, and spelling is considered one of the important elements in language learning. As Chitravelu and Saratha (1996: 214) stated that “the word (vocabulary) which make up a language constitutes vocabulary”. It is the basic competence that should be mastered by the students. Through vocabulary, the students are able to master the four language skills; they are, listening, speaking, writing and reading. That is why the mastery of vocabulary determines the mastery of four language skills. By having good mastery of vocabulary the students are able to communicate well and clearly with each other.

In the process of learning English in school, vocabulary mastery is very important for the students. It is because in their early years, vocabulary connected experiences that the students have and play a vital role in the development of their language. Junior high school students are train to do some ways in learning a vocabulary. It will be developed when the learning grow up and learn it a senior high school. Both of junior high school and senior high school students have their similarity in learning, but the junior high school students have more specific treatment since they are in the concrete operation or grow to the semi abstract of psychological development. The students learned basically content word of vocabulary, because the learners are major word dominate English

To improve students' mastery in vocabulary need strategies, it means as specific action by the student to make learning easier, faster, more effective. Learning strategies are possible help the learner to study vocabulary. Commonly, students get new vocabulary by two learning strategies; conventional and visual strategies. Conventional is the simplest strategy that is used by lecture in vocabulary teaching. For example; the lecture introduces the new word and give the meaning of words. Meanwhile, from a visual perspective, students can increase their vocabulary through media such as movies, music and other media

Learning process is not always in the class, learning can be done everywhere. Students also do not always face with the lecture to teach vocabulary. Students can learn at anywhere, any time. Students watching English movie habit possibly way to enrich their vocabulary. The habit of watching movie provide opportunities to study language about vocabulary. Moreover, students should have a schedule for it is. In order to get new vocabularies and find many information

about grammar to help language skill. Sometimes, they also found the problems about structure, difficult new vocabulary, based on the dialogue by the native speaker. Then, they can look for the other referent. Indirectly, students would studied about vocabulary of English by watching movie

A movie is a type of visual communication which uses moving pictures and sound to tell stories so the students can see and hear directly. According to Hornby (2006:950) movie means a series of moving picture recorded with sound that tells a story, shown at cinema or movie. By using movie, the students are hoped to enjoy and pleasure to learn English vocabulary, make clear the message, can save the teacher energy, can motivate the students to learn, can increase the quantity of teaching and learning. Using films or movies in the classroom, students can enhance their vocabulary awareness and they can even make their pronunciation and intonation much better.

From the previous statement it is known that using movies as a media of teaching vocabulary and makes it to be a habit will help students' to mastering vocabulary also understand what native speaker told. Therefore, student's habit of watching English movies makes them to learn and get the language, especially about vocabulary. In fact, students also find problems with structures, difficult new vocabulary, based on the dialogue by the native speaker. Therefore, students can listen to the dialogue slowly and repeatedly and they can look for the other referent. Indirectly, students would study about vocabulary of English by watching movie.

In generally claimed, most of junior high school students still have difficulties to use to learn or enrich vocabulary . However, based on the interview that had been done by the researcher to the English teacher and some students of the ninth grade

of SMPN 9 Denpasar, it was found that the most of students did not mastered vocabulary. Students' lack of mastery vocabulary was one of the factors that cause their problem in learning English. They became passive in the class when the teaching and learning process were ongoing. They felt that they would always make mistakes when they were learn something with English. In line with the explanation above, this research is interested finding out the correlation between students' watching movie habit and their vocabulary mastery.

In conclusion, the researcher was interested to find out the correlation between watching English movie habit and vocabulary mastery, especially the ninth-grade students of SMPN 9 Denpasar. To solve the problem stated previously, the researcher utilized visual strategy watching english movie. The researcher measured the score of student's habit first. Then, the students were given vocabulary test to know their vocabulary mastery. The result can be recommended to the teacher as a media of teaching vocabulary. Habit in watching English movie provides opportunities to study language about vocabulary. Moreover, students should have a schedule for it in order they can get new vocabularies and find many information about structure, difficult new vocabulary based on the dialogue by the native speaker. Then, they can look for the solution of the problems by asking to the teacher or looking for the other referent. Indirectly, students will study about English vocabulary by watching movie.

1.2 Research Problem

Based on the problems that had been mentioned on the background of the study, the problem in this present study can be formulated as follows: Is there any

correlation between watching English movie habit and vocabulary mastery of the ninth grade student of SMPN 9 Denpasar ?

1.3 Objective of the study

Related with research problem stated, the objective of this study is designed to answer the research problem that has been previously formulated that is to figure out whether or not correlation between watching English movie habit and vocabulary mastery of the ninth grade student of SMPN 9 Denpasar ?

1.4 Limitation of the study

The limitation of the study is very important to make a discussion about the research problem more specific. Moreover, it also can avoid a broad discussion. Considering the complexity and broadness of the problem that has been mentioned above, the limitation of the study is formulated. Based on the background above, this study limited to the correlation between watching English movie habit and vocabulary mastery in ninth grade at SMPN 9 Denpasar.

1.5 Significance of the study

This study aims at providing both of theoretical and practical significances. The result of this study is expect to give us a clear description of the theory and to determine the correlation between English movie watching habits and vocabulary mastery. The significances of study could be divided into two parts elements as follows:

Theoretically, the results of this study provide the correlation between watching English movie and vocabulary mastery . The results add evidence that the habit of watching English movie can significantly improve vocabulary mastery. For

other researchers, the results of this study can provide important input and help researchers find new strategies in improving listening skills. In addition, this research can be used as a reference and additional source for other researchers in carrying out similar research, especially in the context of teaching vocabulary.

Practically, the results of this study are expected to contribute to teachers in terms of techniques to improve listening skills in teaching. This can be useful as feedback for teachers, students and other researchers. This is able to motivate and make students interested in learning English.

The researcher hopes that the result of the research can give information about students' interest or student watching English movie be able to help learning - teaching process. The researcher hope it will be useful for some stakeholder, for English teachers, for the students, and also for the students of SMPN 9 Denpasar.

1.6 Definition of Key Terms

The definition of a key term is important to give a guideline of the research will be conducted. Related to this research, there are three key terms to guide the conduct of this research. Those are:

1. Vocabulary Mastery

Many vocabulary definitions, it is very important for someone to know what vocabulary is before discussing vocabulary mastery. Mastering a large amount of vocabulary is very important for foreign language learners. Without mastering it, of course, foreign language learners will have difficulty in developing these four language skills. Vocabulary is something that refers to a list or collection of words for a particular language or a list of words used by individual speakers of that language. Therefore, success in learning English

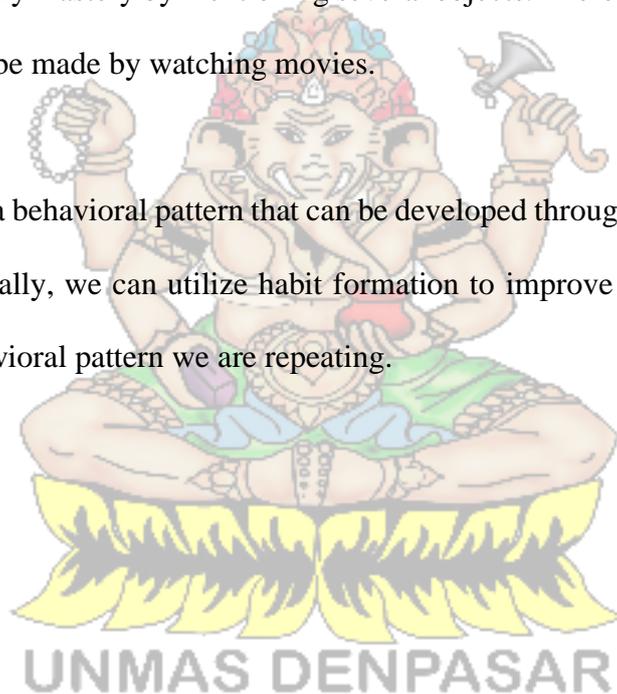
requires mastery of the importance of vocabulary mastery in learning because the development of a rich vocabulary is an important element in the acquisition of a second language. It can be said that vocabulary mastery is a complete skill to understand the stock of words and their meanings of a particular language.

2. Movie

Movies contribute to language teaching. Emphasis in teaching writing, pictures can be a stimulation to get ideas. Several things in the movie can build students' vocabulary mastery by mentioning several objects. There are various activities that can be made by watching movies.

3. Habit

Habit is a behavioral pattern that can be developed through frequent repetition. Additionally, we can utilize habit formation to improve our performance for the behavioral pattern we are repeating.



CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

Theoretical review is a review of the related theories that make up the research. In this research, scientific studies should be carried out based on some relevant theoretical reviews because the related literature review is very important. Theoretical review is a review of theories related to the research conducted. Furthermore, it is used to support and build this research. In this chapter, the researcher explains the important points which include a theoretical review related to the literature related to this research. Based on the relevant theoretical review taken by the researcher, there are several theoretical reviews written in this chapter which contain many relevant theoretical reviews from various related literatures to support this research. The description is presented as follows; Definition of Vocabulary, Habit, Movie, Type of Movie, and The Advantages of Using Movie in Teaching and Learning Process.

2.1.1 Definition Of Vocabulary

Vocabulary refers to all the words in a language that are understood by a particular person or group of people. There are two main types of vocabulary: active and passive. An active vocabulary consists of the words we understand and use in everyday speaking and writing. Passive vocabulary is made up of words that we may recognize but don't generally use in the course of normal communication.

According Linse (2005: 121) says that vocabulary is the collection of words that an individual knows. It means that vocabulary is all of the words that an individual use to communicate with others in order to convey their ideas and thoughts. Based on the definition above, it can be concluded that vocabulary is list of words of language which has meaning. It is all of the words that an individual use in communicating with others either in spoken and writing

Mastering a large number of vocabularies is very important for students. Without mastering vocabulary, students will get some difficulties in developing the four language skills. Vocabulary mastery is not only knowing the words and its meanings, but also knowing about how the words sound and how the words are used in the context. According to Hatch and Brown (1995: 1) the term vocabulary refers to a list or a set of words for particular language or a list of words that individual speakers of language use. Mastery of vocabulary is very important and helps students to understand and convey ideas or things in written or oral form.

Vocabulary mastery is the ability to use knowledge of words that are taught when students are learning a foreign language and it is not only understanding the meaning of words, but also having no difficulty in pronouncing, spelling and using them. In education field, having a good mastery in vocabulary will help the students when they want to convey their ideas or comprehend something in written or spoken form.

Some experts divide two types of vocabulary; active and passive vocabulary. Jo Ann Aeborsold and Mary Lee (1997), distinguishes vocabulary into active vocabulary and passive vocabulary:

- a. Active vocabulary; is also called as productive vocabulary. Students must how to pronounce the vocabulary well, they must know and be able to how to use grammar of the target language, they also must be familiar with collocation and understand the connotation meaning of the word. This type is often used in vocabulary.
- b. Passive vocabulary; refers to language items that can be recognized and understood in the context of reading and listening, and it also as receptive vocabulary.

According to Hatch and Brown as quoted by Gultom (2017:218), the word classification in based on their functional categories which are called part of speech. There are parts of speech such as nouns, verbs, adjectives, pronouns, prepositions, conjunctions, and interjections. The researcher chose nouns, verbs, adjectives, and pronouns as the object of research instrument. Those parts would be explained as follows:

- a. Nouns

Nouns are words that name something, such as a person, place, thing, or idea. In a sentence, nouns can play the role of subject, object, subject and object complement, or adjective. According to Hatch and Brown as quoted by Gultom (2017:219) are all parts of speech having a semantic core that is language-independent. The most core like nouns (which the calls first order) are names of people and physical objects, and entities that exist in time and space. Second-order nouns are observable entities which take place and time. So these would include nouns of states (e.g., sleep), process (e.g., weaving), and events (e.g., a crash).

b. Verbs

Verbs are words used to describe an action, state, or occurrence, and forming the main part of the predicate of a sentence. According to Hatch and Brown as quoted by Gultom (2017:223) placed verb into four classes; activities, accomplishments, achievements, and state.

- Activities : run, walk, write, drive, seek, and listen.
- Accomplishment : paint, draw, run, write, build, kill, put.
- Achievements : recognize, find, lose, understand, hear, see.
- State : know, love, have, desire.

c. Adjectives

Adjectives are words that are used to describe or modify nouns or pronouns, primarily by describing a particular quality of the word. For example, dark, light, bright, and pale are used with color names.

d. Pronouns

Pronouns refer to either a noun that has already been mentioned or to a noun that does not need to be named specifically. There are various kind of pronoun; as subject, object, possessive adjective, possessive pronoun and relative pronoun.

2.1.2 Habit

Habits are routines of behavior that are repeated regularly and tend to occur subconscious about them. From this definition, we can interpret that a habit is a behavioral pattern that can be developed through frequent repetition. Additionally, we can utilize habit formation to improve our performance for the behavioral pattern we are repeating.

Habit is routines of behavior that are repeated regularly and tend to occur subconsciously about them. Habit is defined as thing that someone does often and regularly. Most people do something unconsciously. Richard (2002) states that habit is a regular behavior system that becomes nearly automatic as an output of repetition. In addition, Lally et al (2010:37) state that, habit formation is the process by which a behavior, through regular repetition, becomes automatic or habitual. This is modeled as an increase in automaticity with the number of repetitions up to an asymptote. This process of habit formation can be slow. Therefore, habit is something that is not conducted drastically but it is conducted slowly, repeatedly and continuously (Syafi'i, 2013:19)

In addition, to improve students' learning, habits are needed. Therefore, habitual learning is important to make the learning process easier. According to Richard and Schmidt (2002), learning is the process by which change in behavior, knowledge, skills, etc. It comes about through practice, instruction or experience, and the result of such a process. It means habitual learning is a process of developing something by using repetition in learning. The learners do an activity automatically and repeatedly to improve their skills. For example, students want to increase their vocabulary mastery than they using watching the movie as their habit to reach the goal. From the definition above, the researcher can conclude that habit is something that is done continuously and always repeatedly, from this repetition it will be automatic habits on their brain and become accustomed.

2.1.3 Movie

Film is the result of a work of art that has various elements of art to complement spiritual needs. So, in making a story film, one must go through a thought process and a technical process, namely in the form of searching for ideas and story ideas. While the technical process is in the form of artistic skills to realize all ideas, ideas or stories so that they are ready to be watched. The film genres that you should know are Horror, Romance, Drama, Thriller, Colossal, Comedy, Action, Mystery, Sci Fi (Science Fiction) and fantasy films.

According to Kridalaksana (1984:32) movie is thin, clear, flexible sheet coated with an antihalo layer, used for photographic purposes and mass media tools that have the characteristics of seeing and hearing (audio visual) and can reach a large audience. Audiences watch movies mainly for entertainment. However, the film contains informative, educative and even persuasive functions. National films can be used as educational media for the development of the younger generation in the context of nation and character building. The educational function can be achieved if national films produce objective historical films or documentaries or films based on everyday life in a balanced way.

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2.1.4 Type of Movie

According to (Effendy, 2003:210) films are grouped into story movie, news movie, documentaries and cartoons

1. Story Movies

Story movie is a type of film that contains a story that is commonly shown in cinema buildings with famous movie stars and is distributed as an entertainment medium. The story that is raised as the topic of the film can be in the form of a

fictional story or based on a modified true story, so that there are interesting elements, both from the storyline and from an artistic perspective.

2. News movie

A news movie or newsreel is a film about facts, events that actually happened. Due to its newsworthy nature, films presented to the public must contain news value. The news criteria are important and interesting

3. Documentary Movie

Documentary movie are defined by Robert Flaherty as “creative treatment of actuality, which is different from news films which are recordings of reality, so documentary films are the result of personal interpretation (the maker of the reality).

4. Cartoon

Cartoon films are made for children's consumption, and we can be sure we all know the characters Donald duck (Donald duck), Snow White (Snow White), Mickey Mouse (Mickey Mouse) created by American artists

2.1.5 The Advantages of Using Movie in Teaching and Learning Process

According to JE Champoux in his journal (2007) there are some movies advantages in teaching English:

1. Movies are comfortable, familiar medium to contemporary students that can keep student interest in the theories and concepts under discussion. Students can see the theories and concepts in action.
2. The movie is available on videotape of high production quality. The high production qualities of these senses present strong effects in a short time.
3. Movie also is an economical substitute for field trips and other real world

visits while most movies are fiction, they can offer powerful

4. Students can hone their analytical skill by analyzing movie scenes using the theories and concepts they are studying. Students also can see and experience world beyond their own, especially if the scenes sharply differ from their local environment.
5. Movies offer both cognitive and affective experiences. They can provoke good discussion, assessment of one's values and assessment of self if the scenes have strong emotional content.

From the statement that mentioned above, it can be concluded that movies have advantages in teaching vocabulary. They are:

1. Attract attention

The use of authentic material such as film will increase students' motivation because it is more interesting and also because it is equipped with images, sounds, and many cultural examples that further increase the interest of learners in learning foreign languages.

2. Make learning fun

Basically learning vocabulary will be more fun when using audio visual media because it will make it easier for students to memorize vocabulary and to imitate the pronunciation that comes from native speakers

3. Increase their vocabulary

The vocabulary displayed on the film will be much more representative of native speakers of the mother tongue of the film which of course will improve the vocabulary of students through English subtitles

4. Getting new words from one film to the other films.

2.2 Empirical Review

Empirical review is a way of gaining information by doing observation based on result in previous research which aim to strengthen the research topic in this present study and the function of this term is also as a comparison because this present study is relevance and similar with the previous researcher. In this term the researcher described previous empirical researches. Empirical evidence can help researchers avoid unintentional repetition of previous research results and to clarify and define research concepts. In conducting this research, the researcher wanted to know the relationship between the mastery of vocabulary and the habit watching english movie. Researchers use these studies as a basis for consideration for conducting this research. The empirical review is presented as follows:

The first study was conducted by Mentari (2018) in her correlation research entitled “The Correlation Between Students’ Habit In Watching English Movie And Their Vocabulary Mastery (A Descriptive Research at the Eleventh Grade of SMK Negeri 1 Enrekang) ”. Furthermore, the objective of this study was to investigate the correlation vocabulary mastery and watching movie habit . Moreover, based on the research results using the instruments of vocabulary tests and student movie favorite , the result showed that there was a correlation between vocabulary mastery and watching movie habit , especially about their apprehension and achievement to students. Additionally, students with high frequent watching movie english would have good mastery of vocabulary . In contrast, students with low frequent watching english movie would has no effect on vocabulary mastery.

In addition, the strength of the previous study was in its research findings. The findings of the previous research showed that there is a significant correlation

between two variables; those are vocabulary mastery and watching movie habit . However, the instructions of the research instrument did not provide clear criteria on the scoring rubric of writing ability. Additionally, there was no specification of the scoring rubric used by the previous researcher.

In another research, "Suci Ramadayanti Gultom (2017) with the title " The Correlation Between Students' Habit In Watching English Movie And Their Vocabulary Mastery At Mts Islamiyah Ypi Batang Kuis In 2016/2017 Academic Year", In her study showed that he used media as English movie to teach vocabulary and to improve students vocabulary. In fact, the result of analysis of interpretation of the data shows that teaching vocabulary is probably more effective by using English movie. It can be seen from the result of the test. By using English movie in teaching vocabulary, the researcher hopes that the students will be interested in achieving vocabulary. In which, his research question is any correlation watching english movie habit of the eight grade students of MTS Islamiyah Ypi Batang in academic year 2016/2017 and their vocabulary mastery?. Moreover, previous researcher did not try out the instrument to provide reliabilty and reliabilty

2.3 Hypothesis

According to Arikunto (2013), the hypothesis is an important statement of its position in research. In addition, hypotheses are formulated to describe the relationship of two effect variables. The hypothesis is like a guiding material for the researcher in exploring the desired data. Furthermore, to answer the research problem in this study, the researcher assumed that there was correlation research namely the directional hypothesis. It defines as a hypothesis that there is a relationship between the two variables being studied. It stated that the results were

not due to chance and that they were significant in terms of supporting the theory being investigated. In this present study, the hypothesis could be stated as follows: There is a significant correlation between watching English movie habit and vocabulary mastery of the ninth grade student of SMPN 9 Denpasar in academic year 2021/2022.

