

Chapter One

Introduction

The introduction consists of the study's background, which explains the researcher's reasons and interest in the research topics. It is followed by identification of the problems, delimitation of the study, and research questions. The next part is the research objective, then the significance of the research, and then followed by the organization of the chapters.

Background of the Study

In English communication, the basic skills cover the essential sentence structure in English explicitly in speaking, listening, writing, and reading. When learning these four skills, vocabulary becomes essential because it is the initial capital in recognizing words in sentences. According to Olivia (2021), vocabulary is essential in speaking English. Talking to other people will lead to the sentence production both oral and written forms. Vocabulary is known to affect how to write and speak. Learning English should include learning its meaning. This means that vocabulary mastery is very influential in the use of English as quoted by Nurrahmah (2020).

As one of the three language elements, according to Chen et al., (2016) which are pronunciation, vocabulary, and grammar, vocabulary is required for optimal English proficiency and plays an essential role in supporting the four skills. Therefore, knowing English through reading, listening, writing, and speaking abilities requires learners to comprehend vocabulary to put it collected

and built into a sentence. Vocabulary mastery becomes substantial. This is due to the need for understanding English vocabulary.

Weaknesses in vocabulary mastery will affect four English skills: listening, reading, speaking, and writing. In Indonesia, the problem of low vocabulary in English deals with the memory problems as well as pronunciation problems. This is because of the different language system between English and Indonesian. The fear of making mistakes, fear of being laughed at by friends, and lack of grammar also contribute to the low vocabulary as cited by Chen (2016).

Many strategies are implemented to improve English learners' vocabulary. One of the strategies recommended is by having habit related to English skills. Habit is something that is done continuously. Habits are formed due to earlier stimuli but have yet to be carried through to achieve future results. Sequences of input, reaction, action, and outcomes contribute in forming habit. Related to learning process, according to Robbins and Costa, (2017), studying habits will form a good learning process if done continuously and achieved the goals to be completed.

In the English learning process, media play important role in forming studying habit. According to Purnaningsih (2017), learning media, in general, are teaching aids or aids in the teaching and learning process. Learning media can be in books, sounds, video images, and many others. It is stated that educational media can be accessed through audio-visual, especially by video or movie with pictures and sound. Therefore, video or movie with pictures and sound can also be used to form a habit of watching movies that benefits for English learning.

Watching movies may improve the ability to speak English in terms of improving vocabulary. Meanwhile, knowledge of vocabulary requires listening skills, which is provided in watching movies activity. According to Br Simamora and Oktaviani (2020) In learning vocabulary, it is necessary to practice listening skills, because both go hand in hand with vocabulary and listening.

In the context of watching English movies, students can expand their vocabulary with other skills that help improve their understanding in learning English. Purnaningsih, (2017) mentioned that watching movies can increase vocabulary. This further leads a question to be proven whether the habit of watching movies has correlation with vocabulary mastery. Therefore, the researcher is interested in conducting research in finding out the ELED students' watching movie habit. The researcher also intends to find out the ELED students' vocabulary mastery. Lastly, the researcher is interested in finding out the correlation between ELED students' habit of watching a movie and their vocabulary mastery.

The habit of watching movies might have a lot of influence on students. It might correlate or affect students' vocabulary mastery. There are additional concerns that in many cases, the more frequent the habit of watching movies is, the higher the understanding of vocabulary is. Watching movie as a habit allows expanding one's vocabulary, practicing listening and understanding, and broadening language abilities. Therefore, the researcher is interested in conducting a study to investigate the correlation between students' habit of watching movies and their level of vocabulary mastery at a private university in Yogyakarta.

Identification of the Problem

Based on the background of the problem, it can be identified that the students' vocabulary mastery is essential for the success of English communication. The students need to be able to speak, listen, write, and read English vocabulary properly and correctly. When the students' vocabulary level is still low, it needs to improve as it will affect the communication. The low level of English vocabulary mastery might be caused by several factors. First, it may deal with the learners' study habit. Secondly, it might deal with the low motivation to learn English. Thirdly, it also might deal with the limited English exposure learning media such as movie. These potential problems need to be investigated further.

Delimitation of the Study

This research focuses on students' habits of watching English movies and their level of mastery of English vocabulary. This research focuses on students' practices of watching English movies and the level of mastery of English vocabulary. It also focuses on the correlation between students' habits of watching English movies and their English vocabulary mastery. English movies in this research are movies in English with or without subtitles. English-language movies are of all genres, such as action, comedy, or drama genres. This research was limited to being conducted using a quantitative approach, using questionnaires and test to collect the data. This research was conducted at one English Language Education Department (ELED) at an Islamic private university in Yogyakarta, with the participants from Batch 2022 students.

Research Questions

In this research, the problems are formulated as follows.

1. What is the level of students' habit of watching English movies at ELED of a private university in Yogyakarta?
2. What is the level of students' vocabulary mastery at ELED of a private university in Yogyakarta?
3. Is there any correlation between students' habit of watching English movies and students' vocabulary mastery?

Research Objectives

The research objectives of this research are:

1. To find out the students' habit of watching English movies in ELED of a private university in Yogyakarta.
2. To find out students' vocabulary mastery level in ELED private university of Yogyakarta.
3. To find out whether there is correlation between the ELED students' habit of watching English movies and their students' vocabulary level.

Significance of the Research

The researcher expects that this research provides beneficial information for some parties such as teachers, students, and other researchers.

Teachers. Teachers are expected to have more knowledge from this research especially on the information on the students' habit of watching movies, the students' vocabulary mastery level as well as the correlation between students' habit of watching movies and students' vocabulary mastery. From this research,

teachers may get insights of using movies as a medium for teaching English to help students increase their English vocabulary. Teachers can also motivate their students to have the habit of watching English movies.

Students. It is hoped that this research will be beneficial for students especially in being aware of their English vocabulary mastery level. It is also expected that this research motivates the students to consider or maintain having habit of watching movies to increase their vocabulary.

Future researchers. The researcher hopes this research is valuable for other researchers in providing information on the students' habit of watching movies, students' vocabulary level and the correlation between the students' habit of watching movies and their vocabulary mastery. This study can be used as a reference for other researchers who are going to do similar research.

Organization of the Chapters

This research is divided into five chapters. Each chapter is described as follows. The first chapter is divided into several sub-chapters, including research background, identification of problems, and delimitation of the study that limits the objects and subjects of the study. The next part is research questions, research objectives, the significance of the research, and the last is the organization of the chapters, which contains an outline for this research. Also, first, to find out the students' habit of watching English movies in ELED of a private university in Yogyakarta. Second, To find out students' vocabulary mastery level in ELED private university of Yogyakarta.

The second chapter of this study includes a literature review on habit, vocabulary, students' vocabulary mastery, movies, students' habit on watching English movies and the correlation of watching movies and the level of vocabulary mastery. The review of previous studies and conceptual framework are also provided in this chapter.

The third chapter focuses on research methodology. It describes the quantitative research approach and the correlational research design applied in this research. It also describes the research setting which was the ELED of an Islamic University in Yogyakarta. The population of 96 students and 90 students as sample, data collection method and data analysis are presented in this chapter.

The fourth chapter contains the research findings dealing with the students' habit in watching movies, the students' level of vocabulary, and the correlation between these two variables. The last chapter includes the conclusion which is a summary of the research and recommendation from this research especially for teachers, students, and other researchers.