

Chapter One

Introduction

This section explained several parts that were presented in this chapter. In the first part, the research background explained why the researcher was interested. The following part discussed the research context and problem in the research site. Following this, the delimitation of the research presented the scope and focus of this study. Then, the review of previous studies, as well as the gap between previous studies and the correlation between senior high school students' habit of watching English movies and their vocabulary mastery, was explored in this research. The part related to the importance of research and the aim of the research was discussed in the next section. Next, the importance of the study for several parties was highlighted. Finally, chapter organization, which showed a description of each chapter, was presented.

Background of the Research

Vocabulary was the core of the language. Vocabulary was the basis for other language skills, such as reading, writing, speaking, and listening. Vocabulary served as the foundational component of language. As a linguistic element, English also had several components, one of which was vocabulary; these components were very important in learning English. According to Faliyanti and Arlin (2018) in the context of foreign language acquisition, Vocabulary referred to the fundamental knowledge and useful materials in the form of words that students frequently used when learning a specific language. It was important for students to develop mastery in vocabulary, as their absence of proficiency in the subject limited their ability to understand in listening, reading, speaking, and writing.

Vocabulary learning could be done both inside and outside the classroom. Inside the classroom, students could have various activities that involved informal learning and teaching

media. Outside the classroom, students could gain vocabulary through reading novels, listening to music, or watching movies, or they could utilize a learning strategy.

Traditionally, inside the classroom, teachers more often used conventional strategies, where the teacher would give a new word and tell the meaning of the word. This conventional strategy generally only occurred during classroom learning. Students could learn vocabulary through techniques other than traditional classroom instruction. Students were able to learn vocabulary independently, anywhere, and anytime outside the classroom According to (Dakhi & Fitria, 2019), said Nothing can be done without the vocabulary. Vocabulary is the basis for communication.

Susanto and Fazlinda, argued that vocabulary mastery refers to the good skill in processing words of a language(as cited in Susanto, 2017, p.185). The more vocabulary a person had, the easier it would have been for them to convey information or receive information. Vocabulary could have been used as a measure of a person's intelligence. This is why vocabulary mastery was essential. Vocabulary mastery was a linguistic characteristic that influenced a person's competence.

Students needed to master English vocabulary so that it would have been easy to make sentences because vocabulary t had to be mastered in learning English. Your ability to master English would have increased as your vocabulary mastery increased.

Vocabulary mastery is different from vocabulary size. Vocabulary size is a measure of the amount of vocabulary a person knows or how extensive a person's vocabulary knowledge is. According to Naqeeb (2021) vocabulary mastery refers to the comprehensive collection of words, together with their respective meanings and used, that a language student or speaker used. Vocabulary mastery referred not only to knowing the meaning of vocabulary but also to being able to use that vocabulary appropriately. In addition to the four skills that

needed to be possessed in learning English, vocabulary was an important component to master. The more mastery we had regarding vocabulary, the easier it would have been for us to learn a language because, essentially, vocabulary mastery was a basic skill for language learning.

Students can watch English movies to learn vocabulary independently. According to Yusuf et al. (2022) watching movies with subtitles improved the students' skill in reading, listening, speaking, and pronouncing words in English. Students' habit of watching English movies might have enriched their vocabulary knowledge. This habit might have influenced this because by watching, students could have learned from audio and visuals. Students could have seen how the vocabulary is written, its meaning, pronunciation, and how it was used. The habit of watching English movies could have created good habits for students. Students could have improved their vocabulary mastery if this habit was carried out regularly and on a schedule.

Habit in watching movies and vocabulary mastery were correlated as students who had the habit of watching English movies tended to have had exposure to vocabulary, especially since watching a movie is an authentic material. Wallace argued that authentic input is defined as real-life language materials, not produced for pedagogic purposes (Wallace, 1992, as cited in Hoinbala, 2022, p.03). Authentic materials did not contain learning objectives, or anything intended for learning. In the movie, there were natural conversations carried out by the actors, where these conversations contained vocabulary that students could learn.

Viewing movies had a purpose rather than simply for entertainment. Movies could increase students' interest in studying English. Movies made learning more interesting. Students were expected to learn new vocabulary from the movies they saw. By using movies,

apart from knowing the meaning of vocabulary, students could find out how to use vocabulary in everyday life. The study by (Hestiana & Anita, 2022) said that movies provide visual information in real-life situations using realistic and natural language spoken at an everyday conversational movement, representing variations in language according to age, gender, and cultural backgrounds.

Identification of the Problem

In an eleven grade senior high school in Yogyakarta, vocabulary learning was done by having several activities, such as formal learning in class. Students and teachers interacted to carry out learning. Usually, this learning was done by the teacher providing vocabulary and its meaning. Then, students took notes on what the teacher said. After carrying out this activity, the teacher remembered to teach how to use the vocabulary in a sentence. This learning was usually carried out in the classroom, but it was less effective because it could only be applied in school.

However, teachers in one of private senior high school in Yogyakarta also applied strategies using audio-visual media in learning. Vocabulary was learned by integrating four macro-skills in each teaching and learning activity. Learning would have been successful with the strategy or techniques that were applied. By using the strategy of having a scheduled habit of watching English movie. This media could have made it easier for students to learn about vocabulary effectively to minimize difficulties in mastering vocabulary.

The English teacher in one of private senior high school in Yogyakarta was using audio-visual learning methods to teach English in the classroom, although there were still

differences in the academic performance of the students. Therefore, the English teacher in a private senior high school interviewed students revealing low vocabulary mastery indicators, including a need for extensive vocabulary knowledge, difficulty remembering and applying vocabulary to sentences, and potential for higher average English scores. These issues highlighted the need for improved vocabulary skills. Moreover, the interview also uncovered that students with good vocabulary mastery tended to have had a habit of watching movies daily. They could have watched movies and learned new vocabulary that they did not understand.

The researcher was interested in investigating whether there was a correlation between student's habit of watching English movies and their vocabulary mastery. It aimed to figure out whether students' habit of watching movies correlated with their vocabulary mastery.

Delimitation of the Research

The scope of vocabulary learning covered both vocabulary mastery and habits in watching English movies. This research intended to find out the correlation between the habit of watching English movies and students' vocabulary mastery. Even though the habit of watching movies might have correlated to both vocabulary aspects, the current research focused on students' habits of watching English movies and their past vocabulary mastery.

Research Questions

Based on the background above, the researcher formulated three research questions about the correlation between senior high school students' habit of watching English movies and their vocabulary mastery:

1. What is the level of habit in watching English movie among eleven grade students at private senior high school in Yogyakarta?
2. What is the level of vocabulary mastery among eleven grade students at private senior high school in Yogyakarta?
3. Is there any correlation between the habit of watching English movies and vocabulary mastery among eleven grade students at private senior high school in Yogyakarta ?

Objectives of the Research

Based on the research questions above, this research had three objectives :

1. To find out the habits of watching English movies among eleven grade students of private senior high school in Yogyakarta.
2. To find out the level of vocabulary mastery among eleven grade students of private senior high school in Yogyakarta.
3. To know the correlation habits in watching English movie and their vocabulary mastery among eleven grade students of private senior high school in Yogyakarta

The Significance of The Research

The research results were expected to have provided benefits and knowledge for students, lecturers, and future researchers.

For the students. This study aimed to find out an alternative media to improve vocabulary mastery by using English movie. Students were expected can be interested in learning of vocabulary using English movie .

For teacher. This study aimed to identify efficient learning strategies for learning in order to improve mastery in vocabulary. Therefore, the teacher can consider using movie English in ckassroom as teaching media for exchange the vocabulary students.

For the future researchers. The results of this study could have been used by other researchers who were interested in exploring the same field of study. The results of this study were also expected to have been a reference from different perspectives for those who would conduct research in the same field.

Organization of the Research

There was a study that consisted of five chapters. The first chapter described the research background, the research identification, problem limits, research questions, research goals, and the meaning of the research.

Chapter one described the research background, the identification of problems, the delimitation of problems, the research questions, the research objectives, the research significance, and the research organization.

Chapter two presented the literature review. It explained the points of view and theories from scholars related to the research topic, namely the correlation between reading habits and reading comprehension. Moreover, it described the previous studies from the previous researchers and showed the framework of this research.

Chapter three consisted of research methodology. It discussed how the researcher would have conducted this research. It would have portrayed the research type, instruments, participants, settings, and data collection techniques and data analysis.

Chapter four contained research results and discussion. It would have presented the results of the data analysis, interpretation of the data, and the discussion of the findings.

Chapter five showed conclusions and recommendations. It would have provided the answers to the research questions. Moreover, the researcher would have given

recommendations for some related parties to this research. These would have been given to lecturers, students, and other researchers.