

CHAPTER I

INTRODUCTION

1.1 Background of Study

Vocabulary is one of the most essential needs in learning a language. In the context of learning English as a foreign language, vocabulary means a basic knowledge and useful material in the form of words that are always used by learners in learning a certain language. Cameron (2001, p.73) states that vocabulary is one of the knowledge areas in a language that plays a great role for learners in acquiring a language.

Grammar skills and vocabulary mastery are closely interrelated. It is supported by Wilkins (1972, p.111-112) who states that when learners have less grammar skill, they can still express themselves. However, when learners have less vocabulary mastery, they might find difficulties in expressing themselves both in written and oral form. It means that those with sufficient vocabulary mastery will be able to express their ideas and feelings effectively. Moreover, Schaefer (2002, p.1) explains that proper vocabulary learning occurs when the context is created, so students invariably use relevant vocabulary in reading, listening, writing and speaking. It means that lack of vocabulary might limit their communication.

As language learners, students are demanded to have good vocabulary mastery. Vocabulary learning is supposed to be acquired in the daily life of the students. Moreover, many activities such as reading, writing, and speaking require students to always be familiar with a lot of vocabulary. It is because vocabulary is

the basic component needed to enhance language skills such as reading, writing, listening and speaking. A good acquisition of vocabulary mastery is essential for successful language learning. Having a good vocabulary mastery, students can be better readers, writers, speakers, thinkers, and learners. In today's world, skilful communication seems to be an important aspect to compete in fields of education, job or even business.

In learning English as a foreign language, many students in Indonesia ignore the importance of having a wider knowledge of vocabulary. The result of the research on Indonesian University Students' Vocabulary Mastery with Vocabulary Level Test (VLT) conducted by Rully Raslina Novianti (2016, p.193) reveals that the receptive vocabulary scores of Indonesian college students are lower than 2000 words. Meanwhile, Adolphs and Schmits (as cited in Sudarman & Chinokul, 2018, p.2-3) believe that learners' number of productive vocabulary mastery is at least 2000 words in order to communicate orally in daily life. Even further, Nation (as cited in Sudarman & Chinokul, 2018, p.2) emphasizes that learners should acquire 6000 to 7000 word-family vocabulary for spoken texts and around 8000 to 9000 word-family vocabulary for written texts in order to perform the language effectively. It shows that most university students still acquire low vocabulary mastery.

There are many causes of this. First, in year 1950s and 1960s, Audio Linguist suggested that the teaching of language should be emphasized on the basis of grammatical acquisition and the development of vocabulary can be done later (Kurniawan, 2016, p.2). As the consequences, students are unable to speak fluently due to lack of vocabulary, regardless of their excellent grammar skills.

Second, students are also repetitive or using the same words, phrases or even expressions in speaking or writing. This also creates a limitation in students' language ability. As the result, students never realize that knowing only general vocabulary is not enough. Meanwhile, other students who try to gain more vocabulary mastery face difficulties in memorizing the vocabulary they have learned. It indicates that vocabulary might be a big obstacle to learning a language.

Motivation is one of the keys needed in learning a language. Students who have less interest in learning will not have an effective output of language learning. However, with the advancement of technology, vocabulary acquisition has also developed in many ways, for instance, through audio-visual media. One of the representations of audio-visual media is movies. Through this pleasant way, students will be more motivated to learn. It is because movies are not only a single language learning tool, but it provides an enjoyable source of audio-visual media. Moreover, movies provide a lot of useful vocabulary used in real life. It means students are learning daily terms of a language through watching movies. Even if they might find difficulties in listening to the native speakers' language, students will get used to hearing native speakers speaking using formal, non-formal language, or even slang. In addition, movies provide visual information since it also shows body language, gestures, facial expressions along with the meaning, intonation, and stress of the vocabulary, as well as with the culture and authentic language of the speakers. Moreover, Baltova (1994, p.508) also states that audiovisual media are closer to real-life because visual clues and context which help the viewers understand the message sent in the movie. Nevertheless, there are

movies with subtitles and movies with no subtitles. Some movies use English subtitles and others use the native language where movies are played.

Generally, viewers tend to read subtitles whether in their native language or in English. Subtitles are provided to guarantee the comprehension of dialog in movies because viewers understand the meaning of unfamiliar words used by the characters in the movies. This is because the viewers are able to comprehend the vocabulary they found through listening to dialogs in the movie while reading the subtitles. The use of subtitles is effective in understanding the whole movies as well as learning the language. Grignor, Lavaur & Blanc (as cited in Ebrahimi & Bazae, 2016) state that among three versions of a film sequence (that is dubbed, subtitled, or original versions), the dubbed and subtitled version lead to better performance compared to the original version. Watching movies with subtitles increase learners' vocabulary mastery. This is in relation with Pavio's dual coding theory which states that learners accept more signals through watching subtitled movies. With the help of subtitles, students can figure out the meaning of vocabulary they see in the movies, so they do not simply watch the movie but they also acquire a lot of vocabulary. Subtitles also help students in improving their listening, speaking, as well as pronunciation. Through movies, students can reduce stress in learning a language. Based on the above issues, the researcher was interested in conducting a research on a basis of vocabulary. Therefore, in this research, the researcher focus on the relationship between watching movies with subtitles and vocabulary mastery. Thus, the researcher conducted a research entitled "The Correlation between Watching Movies with Subtitles and Students' Vocabulary Mastery at Universitas Bina Darma".

1.2 Problems of Study

Based on the background of the research above, the problems of the research are as follows:

1. Is there any significant correlation between watching movies with subtitles and vocabulary mastery?
2. What are the students' perspective of the effect of watching movies with subtitles towards vocabulary mastery?

1.3 Objectives of the Study

The objectives of this research are:

1. To find out whether there is any correlation between watching movies with subtitles and vocabulary mastery
2. To find out the students' perspective of the effect of watching movies with subtitles towards vocabulary mastery

1.4 Significances of Study

This research is expected to be useful for many parties. As for the researcher herself, hopefully this research will enhance the knowledge of the researcher. Through this research, the researcher hope language learners can use the most-suitable media to improve their vocabulary mastery as well as to solve the difficulties they found in vocabulary learning. Moreover, this research is expected to share knowledge, information, or reference for future researchers who are interested in conducting the further studies about vocabulary mastery. The researcher also hopes that future researchers will be able to evaluate, construct or modify this research.