

CHAPTER I

INTRODUCTION

A. Background of The Study

Language is a medium for information sharing and communication with other people. It is language that one can communicate with others. Talking allows us to communicate our thoughts, feelings, and ideas, and ideas can further scientific understanding. As explained by Jujun Suriasumantri that with language, humans are not only able to think regularly but can communicate what they are thinking. Thus, humans cannot believe in complex and abstract ways without language¹. Consequently, in order for a language to function as previously indicated, particularly as a tool for communication and scientific thinking, it must constantly be researched and expanded. English is a topic that every student must take because it is an international language. Students have been learning English since they were in children's parks. In the academic community, it may be a beneficial and useful position for conveying knowledge or materials.

Language skills can be continuously or gradually honed by taking on a new level language or renewal at young age, enabling children to speak better. By developing language skills, children can more easily interact

¹ Jujun S. Sumantri, “ *Filsafat Ilmu*”(Jakarta: Pustaka Sinar Harapan cetakan ke-18., 2005) p.172

and communicate with others, and language is an indispensable part of developing the cognitive, affective and psychological of children for their future success. In the study of English, there are some things that students need to know: the first to develop or the first to know language skills or expertise, then understanding, reading and writing skills. These four parts constitute a oneness that a student must essentially know. Learning and expanding knowledge are what always add to one another.

Vocabulary is a collection of words in a language that is familiar to the person. In general, a vocabulary is a list of words used to communicate with other people and express emotions. Vocabulary is a basic element in learning English. Schmitt (2010) also stated that “without grammar, very little can be expressed, and without vocabulary nothing can be expressed”². Many students and English learners think that grammar is the determining factor for people to be a good in English. Because vocabulary one of the things that helps students master language abilities like speaking, listening, reading, and writing is vocabulary. Without vocabulary, students struggle to communicate effectively when speaking. They might not have fully understood the conversation while listening. In reading they may not understand the text when they read it, and they might not understand the idea when their write it. Thus, the

² Schmitt, *“Vocabulary : Description Acquisition and Pedagogy”*. Cambridge Universty Press. (2010, p.3)

cause of the issue is that the students vocabulary is not well-mastered. Given that vocabulary is one of the language's constituents in English, it may be concluded that vocabulary is crucial to a language. Although they know the vocabulary is an important language component that should be master by themselves but there are still many students who still lack of vocabulary. There were still many students who couldn't answer the teacher questions, they kept asking the teacher to translate the questions into their mother tongue.

So, vocabulary really helps you when communicating with somebody. They have so many vocabulary that it will be very easy to express feelings or communicate with native speakers. Vocabulary is the foundation to build up the importance of vocabulary language, which plays a fundamental role in learning³ Vocabulary mastery is very important to build a meaningful understanding of language. Learn English with fluency is mastering vocabulary. By having a lot of vocabulary can improve our language.

In this research, the researcher tries to use the media as a strategy to improve classroom learning. According to Megawati (2017: 108) Media is one of the components communication, namely as a messenger from

³ Ika Devi "Animation Vidio to Improve Students Vocabulary ' Vocabulary Mastery " 2
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the communicator to the communicate. It can be said that learning media is an intermediary means in the process learning. There are various kinds of media that can be used, in this study using audio-visual media, namely films with English subtitles.⁴ According to Bedareva, Litovchenko & Astapenko that film subtitles are increasingly being used in foreign language classes. Films help students to understand and recognize context by observing the behavior of the characters and their conversations. Using subtitled films can attract students to learn English in a different way.⁵

Using subtitled films can attract students to learn English in a different way.⁶ By watching movie they can see, hear directly on playback. Watching subtitled movie in English is perhaps one of the most effective ways to provide authentic in. Using film is one way to teach attract students and add new vocabulary. Canning-Wilson and Wallace state that film with subtitles really motivate language learners to consciously use new vocabulary and idioms. Many people like watching movies this is a fun activity, the audience just sits in a chair, and prepares eyes and ears to watch and listen.

⁴ Megawati, ”, ”*The Influence of Poster Media on English Vocabulary Learning Outcomes*” (*Eksperimen di SDIT Amal Mulia Tapos-Depok*). (2017p. 108)

⁵ Bedareva, E. V., Litovchenko, V.L.,& Astapenko, E. V. (2020). Foreign language Media Texts as a Means of Forming the Media Competence of University Students in *International Scientific Conference “Digitalization of Education: History, Trends and Prospects”* (DETP 2020 p. 17-21)/ Atlantis Press.)

Furthermore, watching English movie using subtitled has a big contribution to the students in learning English. The students can pronounce English words as English native speakers do. Moreover, they also will learn about the mimic, idea and story from the movie. It is very useful for students getting lack of vocabulary.

But if you want not learn anything from the movie and you do not understand it. You probably want not enjoy it, either. This is one big problem with movies; they are much more difficult to understand than books. If you do not understand a word in a book, you can simply look it up in a dictionary, because the word is written there (you know it is spelling). With a movie, you sometimes hear something, but you do not know what it is. Sometimes you do not even know if you have heard one word or two. There are other reason why listening is more difficult than reading, and they all mean one things: if you want to understand a movie, you have to know a lot of English words and not only their spelling, but also their pronunciation.

Based on observations at MTSN 1 Serang, the teacher said that students experienced several problems in students vocabulary mastery. Difficulties in learning English, such as lack of vocabulary to learn English, the students difficulties in translating words or sentences, students also experienced difficulties in understanding the meaning of

words, pronunciation, misspelling, and remembering or memorizing English vocabulary students low self confidence in using English in language classes, and students were reluctant to open dictionaries and less interested in learning English. This condition became the hindrance for them to practice English regularly.

Issues related to the vocabulary skills of early students in MTSN 1 Serang can generally be divided into aspects of students vocabulary, student mentality, teaching methodology, and teaching media. The overall objective of this research is to find out how students acquire and apply new vocabulary and the role of the researchers as a facilitator in the exploratory process.

Based on the explanations above, the researcher is interested in researching vocabulary problems and helped by watching English language movie. Using English movie “Jack and the Beanstalk” for vocabulary, learning English through movie “Jack and the Beanstalk” is a very interesting and effective way to develop students language. In a visual context, English becomes more alive and relevant. Watching English movie “Jack and the Beanstalk” with subtitles paying attention to accents, can maximize the benefits of students English learning. Benefits improved comprehension, expanded vocabulary, add new vocabulary and idioms, can explore the potential of learning through movies to enrich

students skills and make this language a more powerful tool in communicating , understanding and exploring the world. It is hoped that students can enjoy pay attention to the continuity of the learning process and gain new experiences that can support of English vocabulary and there are many lessons that the students can learn from the movie.

Therefore, the title of this research is **“The Use of Short Movie Entitled “Jack and The Beanstalk” For Enhancing Students Vocabulary (A Quasi Experimental Research at Eight Grade of MTSN 1 SERANG).**

B. Identification of Problem

Based on the explanation of the background study above, the identification of the problem is following below:

1. Increasing vocabulary knowledge to students
2. Many students if watching movie do not understand the words because of a lack of vocabulary
3. Many students less confidence in learning English because of a lack of vocabulary
4. The lack of media learning for improving vocabulary through English movie

C. Scopes and Limitation of Research

The issues to be discussed are not too broad. Researchers will find out how to use the community language learning method in teaching vocabulary and how effective this method is for teaching English from watching English movie. It was limited to the student viewers that are interested to learn more in English in the way of watching movies particularly to the students of the elementary, secondary, and tertiary level to become a proficient and were going to conduct surveillance for those selected students to answer the question.

D. Research Question

Based on problem background above, the problem can be identified as follow :

1. How is the students vocabulary skills for Eight grade of Junior high school before and after in MTSN 1 Serang?
2. How is the effectiveness of movie “Jack and The Beanstalk” for vocabulary Eight grade of Junior High school in MTSN 1 Serang?

E. Objective of The Study

Based on the problem mentioned above, the objective that wants to be achieved by the researcher in these study are :

1. To know students vocabulary skills for Eight grade of Junior High school before and after in MTSN 1 Serang
2. To know the effectiveness of movie “Jack and The Beanstalk” for Eight grade of Junior High school in MTSN 1 Serang

F. Previous Research

So far, the researcher found what was related to thus study. It can be explained as follow:

1. The Use of YouTube Short Movie Animation in Teaching Vocabulary to 10th Grade Students of SMAN 1 Bandar

The author of this study Sinta Lailiana, from University PGRI Semarang. The purpose this study explores student attracted with the use of YouTube animated movies, the students excitedly follow the lesson and the material delivered by the teacher, the use of YouTube makes the teaching learning process more attractive so the students can easily understand the material. at SMAN 1 Bandar. The researcher used a mixed method it refers to combining quantitative and qualitative methods. The population of this research were all the 10th grade of senior high school students in SMA Negeri 1. There are 8 classes and 36 students in each class, so the total population of the research

is 288. There were two chosen classes over seven classes by using random sampling X1 as the experimental class and X7 as the control class. The results of this study were presented descriptively to reveal students' perceptions comprehensively.

2. Improving Students English Vocabulary Through The Media Animation Film 'Jack and The Giant Bean Tree'

The study aims to determine the effect of the animated film media "jack and the giant bean tree" on improving the English vocabulary of seventh grade students of SMPN 5 Serang city. This research is an experimental research with the one group pretest and posttest design. The population in this study was the seventh grade students of SMPN 5 Serang city which consisted of 10 classes, each class had 30 students with a total 300 students, but from ten classes that were randomly selected as samples in this study were class VII B which amounted to 30 student. Data analysis in this study used the t test. The results of this study indicate that there is an influence of the animated film media "Jack and the giant beans tree" on student English vocabulary, with t count $8.939 > t$ table 2.042 , from pre-test

data it has an average value of 50.00 and from post-test data has an average of 80.00. the difference in the average value of 30.00 with a percentage increase of 60% indicates the extent to which the change in the expansion of students English vocabulary.

3. Teaching and Learning Vocabulary by Using English Subtitle Video at Second Grade of SMPN 1 Kalianda 2022/2023

The author of this study Rora Almaida, from University Raden Intan Lampung. This research is about an analysis of teaching and learning vocabulary by using English subtitle video at second grade of SMPN 1 Kalianda 2022/2023. In this research, the researcher provided three purposes, such as: to know and describe the teaching and learning vocabulary by using English subtitle video at second grade of SMPN 1 Kalianda 2022/2023, to know the teacher's problem in the process of teaching vocabulary by using English subtitle video at second grade of SMPN 1 Kalianda 2022/2023, and to know the students' problem in the process of learning vocabulary by using English subtitle video at second grade of SMPN 1 Kalianda 2022/2023.

The research was conducted by using qualitative descriptive research method. The researcher used purposive sampling technique to determine the sample. It means that the researcher took class VIII.6 as sample which consisted of 34 students. In collecting data, the researcher used three kinds of instruments, namely: observation, interview, and questionnaire.

The difference between this research and previous findings is related to the object of research, research methods and the theory used by them. First research method used by mixed method (quantitative and qualitative) discusses this study explores student attracted with the use of YouTube animated movies, at SMAN 1 bandar second research method used by experimental research quantitative discusses about the effect of the animated film media “jack and the giant bean tree” on improving the English vocabulary of seventh grade students of SMPN 5 Serang city, third research method used by qualitative discusses about an analysis of teaching and learning vocabulary by using English subtitle video at second grade of SMPN 1 Kalianda 2022/2023. While in this research it was quasi

experimental research discusses about the use of short movie “Jack and the Beanstalk” for enhancing students vocabulary at MTSN 1 Serang. The similarities of this study with previous studies are: The three previous studies and this study discuss about students vocabulary by using various media.

G. Research Organizational Structure

The researcher will arrange five chapters and each chapter consist some points to explain the chapter:

1. Chapter I is Introduction. This chapter contain of: background of study, identification of problem, scopes and limitation of the research, research question, the objective of study, the previous research and the organization of the study.
2. Chapter II is Literature Review. This chapter consist of: definition of vocabulary, the types of vocabulary, vocabulary assessment, the aspects of vocabulary, teaching vocabulary, definition of English movie, the types of movie, the movie elements, the type of movies, movies as learning media, teaching English through English movie, advantages of using English movie, disadvantages of using English movie

and some solutions to overcome the disadvantages of using English movies.

3. Chapter III is Research Methodology. This chapter consist of: research methods, research design, place and time of research, population and sample, method of collecting data and instrument, and data source.
4. Chapter IV is Finding and Discussion. This chapter presents the result of data description, analysis testing, discussion, hypothesis testing.
5. Chapter V is Conclusion and Suggestion. This chapter present the conclusion and suggestion.