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CHAPTER I

INTRODUCTION

A. Background of The Problem

Everyone in each country communicates using their own language, and if they about to talk with someone abroad, International language had become the line which unite every country to get related. English is one of international languages that is used by most countries include Indonesia. English is considered the first foreign language to be learned in Indonesia. The Indonesian government has chosen English as a first foreign language to be taught in schools. In formal education, English is taught from Elementary School to University. As a subject of learning process, English is considered as one of subject that less comfortable by students. So that English is supposed to be learnt in an interesting way to create students' motivation, learning English does not have to be so bored, there are many exciting ways that can be applied to learn English. Besides, students are able to enhance their English ability through games, English songs, English novel, English movie or etc. Those ways can enrich their vocabulary and they can learn the vocabulary in the context.

In senior high school, students study about texts, grammar, etc. ideally, they should master vocabulary to help them in learning English. In fact, they still found more difficulties in enriching their vocabulary. They got difficulties in memorizing the new words, so, there were still many students that have limited vocabulary.

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According to Hornby (1995), vocabulary is total number of words, which makes up the language. It can be defined, caught, as the word we teach in the foreign language. It is the most important element of language. Vocabulary is central to language and it is important to the language students. Without memorizing many vocabularies, students would not able to learn English effectively and express students' ideas in both oral and written form and listen in order to discovering the meaning of what others say. So, the main point of students' English learning process is vocabulary.

Learning process is not always in the class, learning can be done everywhere. Students can learn at anywhere, any time. Learning language is also can be done in a fun way using audio visual kind of media. According to Harmer (2007) there are many reasons why audio visual (video) can be aspecial extra dimension to the learning experience; 1) Seeing language in use, students not only can hear the language but also they can see it.2) Cross culture awareness, video can help students who want to see westerns' culture bywatching it in their classroom. It is especially when they want toknow how their body language are when they are inviting someoneout, or how American speaks to waiters. 3) The power of creation, students suddenly get some considerable power when they usevideo camera. They can make video that could be unforgettablemoment by them. All those reasons can lead to increase the level of students' interest when they learn language in the context.

Students whose habit is watching English movie, without awareness add many vocabularies to their brain. The habit of watching movie provides opportunities to enrich vocabulary. Moreover, students encounter the words and see how and when to use the words. In line with the statement above, Mirvan in

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Kretsai (2014) pointed out that learning English through watching video can enhance students' motivation to learn since it can expose them to a wide variety of situations that can help them comprehend similar situations in real life. Besides, students must be finding English sentences in the dialog of native speaker that they have never heard before. Then, they can look for the solution of the problems obtained through watching movie by asking to the teacher or look for the other references. Indirectly, students will study about vocabulary of English by watching movie.

Based on the preliminary observation, mostly students of Senior High School 4 Pekanbaru preferred to watch English movies than Indonesian movies especially English movies which have been subtitled, but the conversation is still spoken in English. Mostly students in senior high school did not like English subject, they hated English as much as they hated Math, but they really liked to watch English movies, and they found they had so many English vocabularies they knew. So that, watching English movie can be one of alternatives to enhance their English skill on their free time. It also allows students' to enrich their vocabulary and use it in the right context.

Senior High School 4 Pekanbaru which is located at Adi Sucipto Street, Pekanbaru City is one of the educational institutions. This school requires an English subject as a compulsory subject. English subject is programmed by using School-Based Curriculum (SBC). Moreover, School-Based Curriculum (SBC) is also as a guide for teaching and learning English in this school. English is taught

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twice a week with duration 2 hour which is 45 minutes. In School-Based Curriculum (SBC)

Based on the preliminary observation when the researcher was having teaching practice at Senior high school 4 Pekanbaru, it was clear that some of students still had many difficulties in learning English. It was found that they still lack of vocabulary which get them difficulties in the English learning process. The student English ability was still far from what the curriculum expected. It could be identified from the range of the students' passing grade at Senior high school 4 Pekanbaru. The students' passing grade was 85. Yet, some of the students could not reach the students' passing grade at the school although many efforts had been done in terms of teaching English itself.

After doing pre research, researcher found some symptoms among students, they are:

1. Just particular students had a strong frequency in watching English movie.
2. Some of the students did not regularly repeated to watch English movie.
3. Some of the students were not able to encounter the new words in English movie.
4. Just particular students were able to set the word meaning.
5. Some of the students do not like English subject but like to watch English movies
6. Some of the students get difficulties in enriching their vocabulary.
7. Some students get difficulties in focusing both the subtitle and the picture.

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Based on the explanation above the researcher is interested to conduct the research entitled **“THE CORRELATION BETWEEN STUDENTS’ HABIT IN WATCHING ENGLISH MOVIE AND VOCABULARY ENRICHMENT IN SENIOR HIGH SCHOOL 4 PEKANBARU”**

B. Problem

1. Identification of Problem

Based on the background and symptoms of this research, the problems are identified into the following identifications:

- a. Why did only particular students have a strong frequency in watching English movie?
- b. Why did some of the students not regularly repeated to watch English movie?
- c. What made some of the students unable to encounter the new words in English movie?
- d. What made particular students unable to set the word meaning?
- e. Why did some of students not like English subject but like to watch English movies?
- f. Why did some of students get difficulties in enriching their vocabulary?
- g. Why did some of students get difficulties in focusing both the subtitle and the picture.

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2. Limitation of the Problems

The researcher needed to limit this research, because there are many factors that influence student vocabulary enrichment.

So the researcher chose factors that influences vocabulary enrichment namely habit in watching English movie. The research was limited to analyze the students watching movie habit and students vocabulary enrichment. Moreover, the researcher limited in only applied it the second grade students of Senior High School 4 Pekanbaru.

3. Formulation of the Problem

The researcher formulates of the statements of the problems are the follow:

1. How is the habit of watching English movie of the Students at the second year of Senior High School 4 Pekanbaru?
2. How is the vocabulary enrichment of the students at the second year of Senior High School 4 Pekanbaru.?
3. Is there any significant correlation between students watching English movie habit and vocabulary enrichment of the students at the second year of Senior High School 4 Pekanbaru?

C. Objective and Significance of Research

1. Objective of the Research

- a. To know the habit in watching English movie of the students at the second year of Senior High School 4 Pekanbaru.

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- b. To know the vocabulary enrichment of the students at the second year of Senior High School 4 Pekanbaru?
- c. To find out the correlation between students watching movie habit and vocabulary enrichment of the students at the second year of Senior High School 4 Pekanbaru?.

2. Significance of Research

- a. Hopefully, the findings of this research are able to benefit the researcher as a novice researcher in learning how to conduct a research.
- b. The findings of this research are expected to be valuable and useful for both teachers of English and students of Senior High School 4 Pekanbaru.
- c. Besides, the results of this research are also expected to be used as a reference for those who want to conduct a research in the field of teaching and learning English as a second or foreign language.
- d. Finally, the findings of this research are expected to be able to enrich the vocabulary of the students.

D. Reason for Choosing the Title

There are some reasons why the researcher is interested in conducting this research as follows:

1. The title of this research is not yet investigated by other previous researchers.

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2. The title of this research is relevant to the researcher status as an English Education Department student.
3. Finally, the location of the research supports and facilitates the researcher in carrying out the research.

E. The Definition of Key Terms

There are many terms which are involved in this research. In order to avoid misunderstanding to the terms used in this research, the following terms are necessarily defined as follows:

1. The Correlation

According to Richards and Schmidt (2010), correlation is a measure of the strength of the correlation between two or more sets of data. In this research, the researcher would like to find the correlation between students' habit in watching English movie and their vocabulary enrichment.

2. Habit

A habit is an activity that is acquired, done frequently, done automatically, and difficult to stop. Most people think of behaviors when they think of habit, but thought can also become habit. Sometimes our habitual thinking can keep habitual behaviors going and make them hard to change (<http://www.suite101.com>).

3. Enrichment

According to Wai Yi Feng (2005) Enrichment is the action or process of enriching, in various senses' and 'the condition of being

enriched', where to 'enrich' means to 'make "richer" in quality' and to 'enhance excellences.

4. Vocabulary

According to Hornby (1995) vocabulary is the total number of words, which make up the language. It can be defined, caught, as the words we teach in the foreign language.



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