

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Problem

Vocabulary is the main foundation in learning and mastering English. According to Schmitt (2020), vocabulary is a fundamental element that affects one's success in using English, both orally and in writing. Without adequate vocabulary, students would find it difficult to comprehend texts, speak clearly, and practice other language skills, requires understanding a wide variety of words, stated Nation (2022).

Vocabulary mastery is a key factor in successful English learning. Students who have sufficient vocabulary are better able to understand texts, express ideas clearly, and use English effectively in both spoken and written forms. Without adequate vocabulary, the development of other language skills becomes limited. Therefore, vocabulary mastery plays a vital role in supporting students' overall English proficiency.

Based on the researcher experience in teacher training in SMAN 11 Muaro Jambi in 2024, it was found that most of the students difficult to expand their vocabulary. Research by Suryani and Nurweni (2018) supports this finding that Indonesian EFL students frequently struggle with vocabulary acquisition as a result of inadequate exposure and inefficient teaching strategies. Suryani (2012) explained that using media can help students acquire language more easily by helping them grasp its meaning and pronunciation.

Media plays a crucial role in language learning as it can serve as an interactive and enjoyable tool. According to Arsyad (2017), learning media not only facilitates the process of delivering material but also increases student motivation and interest in learning. Yunus, Salehi, and Chenzi (2012), found that the use of media in language learning can create a more interesting and effective learning environment, especially in improving vocabulary acquisition and communication skills. One of the interesting media in learning vocabulary is watching English movies, Nussy and Tiven (2024).

According to Webb & Rodgers (2009), movies are a form of audiovisual media that provides exposure to natural and contextualized language through dialog, visuals, and sound. Movies not only serve as entertainment but also as an effective language learning tool as they combine verbal and nonverbal elements. Watching English movie is the good strategies for students. Nussy and Tiven (2024, p.174), English movies can help increase students' vocabulary. Sari and Aminatun (2021) stated that using media English movies, can motivate students and make students more excited about learning. Krashen (1989) stated that the more input learners receive through engaging activities like watching movies, the more vocabulary they acquire. This is because comprehensible input, delivered in meaningful contexts, naturally leads to language acquisition.

Learning media plays an important role in supporting students' vocabulary mastery. The use of English movies as a learning medium provides students with exposure to authentic language presented in meaningful and contextualized situations. Through movies, students can learn new vocabulary naturally by observing how words are used in real communication, supported by

visual and auditory elements. This exposure helps students understand word meanings more easily and retain vocabulary for a longer period. Therefore, watching English movies is considered an effective medium to support vocabulary learning and enhance students' English proficiency.

An initial survey was conducted with 30 students of SMAN 11 Muaro Jambi, it was found that 30% of respondents had the habit of watching English movies 5 times per month, 46% of respondents had the habit in watching English movies 1-2 times per month, 13.3% of respondents had the habit in watching English movies 3-4 times per month, 6.7% of respondents had the habit in watching English movies every day and 3.3% of respondents do not have the habit of watching English movies. The average time spent by respondents during each viewing session was 1–2 hours.

According to Kusuma and Nugroho (2021), students who regularly watch English movies tend to have a wider vocabulary because they are exposed to language use in real contexts. In addition, the initial survey also revealed that students prefer movies with the action genre because the storyline is more interesting. Although action movies are often perceived as having fast-paced and action-packed storylines, this genre also provides exposure to a wide range of vocabulary, especially in the context of everyday conversations and dramatic situations (Ismaili, 2013).

The researchers are thrilled to conduct a study titled " The Correlation between Students' Habit of Watching English Movies and Vocabulary Mastery at SMA Negeri 11 Muaro Jambi " based on the facts listed above. This sresearch

attempted to provide an overview of how entertainment media can be utilized to support the language learning process. Through this study, students are expected to expand their vocabulary thus enabling them to understand other English concepts more effectively.

## **1.2 Identification of the Problem**

The main problem identified in the background of this study is the difficulty of students at SMAN 11 Muaro Jambi in expanding their English vocabulary. This is due to the lack of exposure to English and the use of ineffective teaching strategies, which results in students having difficulties in understanding texts, speaking clearly, and developing other language skills. In addition, the lack of use of interactive learning media, such as movies, contributes to students' low interest in learning English. Students who are not exposed to real contexts of language use, such as through watching movies, may not be able to develop their vocabulary effectively. Although students show a preference for the action movie genre, which is interesting, it is possible that the vocabulary acquired does not cover the variety necessary for broader language acquisition. Therefore, this research aims to examine the correlation between students' habits of watching English movies and their vocabulary mastery, with the expectation that the utilization of this medium can enhance students' engagement and facilitate the expansion of their vocabulary, thereby contributing to a more comprehensive understanding of English language concepts.

### **1.3 Limitation of the Problem**

This research is a quantitative correlational study. Based on the identification of the problem, this research focuses on exploring about students' habit in watching English movies and vocabulary mastery. Other factors such as movie genres were considered in this research. The genre of action movies was selected because of its distinctive features, which include fast-paced plots, dramatic visuals and physical effects, and the use of specialist language. Action movie elements are thought to help expose students to a variety of words and language usage, which might improve their vocabulary acquisition. This study's focus on action films.

### **1.4 Formulation of the Problem**

Based on the background of the problem, it can be articulated as follows  
“Is there a significant correlation of students' habit in watching English movies and vocabulary mastery at SMA Negeri 11 Muaro Jambi?”

### **1.5 Purpose of the Problem**

The purpose of the research is to find out a correlation between students' habit in watching English movie and vocabulary mastery at SMA N 11 Muaro Jambi.

### **1.6 Significant of the Research**

The results of the research were expected to have theoretical and practical implications:

## 1. Theoretically

Theoretically, this research is expected to provide information or additional knowledge in the field of vocabulary learning, especially related to learning media.

## 2. Practically

### a. Students

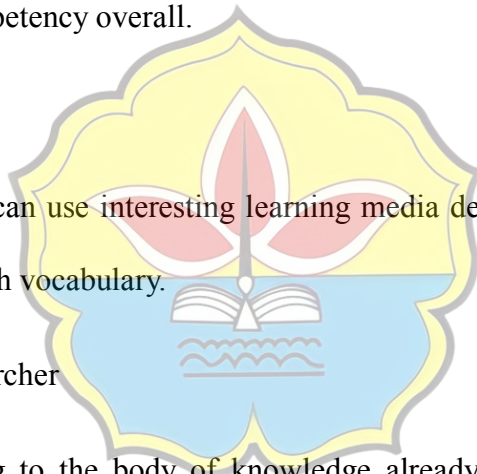
The results may inspire students to use English Movie as an enjoyable and useful way to expand their vocabulary, which will raise their level of language competency overall.

### b. Teacher

Teachers can use interesting learning media development such as action movies to teach vocabulary.

### c. The Researcher

By adding to the body of knowledge already available on vocabulary acquisition and the use of movies as a teaching tool, this study opens the door for additional research in related fields.



## 1.7 Definition of Key Terms

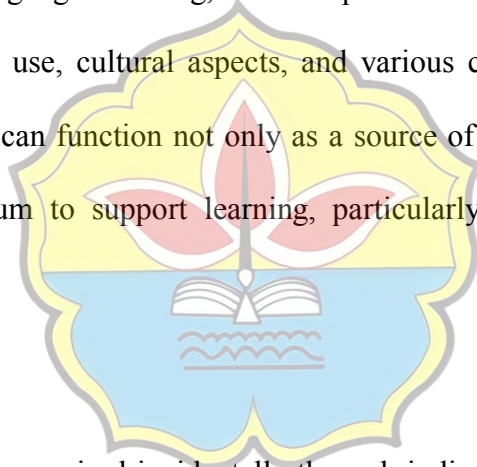
### 1. Habit

Habit refers to a learned behaviour that becomes automatic through repeated performance in a consistent context. According to Wood and Neal (2007), habits are not formed through deliberate intentions alone, but through repetition of behaviour in stable environments where specific cues are present.

In other words, a habit is a mental association between a specific situation and a behavioral response that develops over time due to consistent reinforcement.

## 2. Movie

According to Bordwell and Thompson (2019), a movie is a form of art that uses moving images and sound to tell stories, convey emotions, or present ideas, typically created for entertainment, education, or artistic expression. Through the combination of visual elements, dialogue, music, and sound effects, movies are able to present messages in a more engaging and meaningful way. In the context of language learning, movies provide learners with exposure to authentic language use, cultural aspects, and various communication situations. Therefore, movies can function not only as a source of entertainment but also as an effective medium to support learning, particularly in developing students' language skills.



## 3. Vocabulary

Vocabulary is acquired incidentally through indirect exposure to words and through reading, listening, and other forms of language input (Krashen, 1989). According to Schmitt (2020), vocabulary is the cornerstone of language skills, allowing one to comprehend and utilize language effectively in both simple and complicated contexts. A strong vocabulary enables individuals to communicate more precisely and efficiently, as it provides the tools necessary to express thoughts, ideas, and emotions clearly.