

## **CHAPTER I**

### **INTRODUCTION**

#### **A. BACKGROUND OF THE RESEARCH**

English vocabulary is one of the English components that need to be mastered by learners. When learners learn a new language, they should master lots of vocabulary to use their language skills, which are listening, speaking, reading, and writing. In other words, if the students master vocabulary, they can quickly produce many sentences, either spoken or written. It is difficult for learners to express their opinions, ideas, and feelings if they have limited vocabulary. They will have difficulties arranging sentences to express or mastering their language skills because they have too limited a vocabulary. Therefore, vocabulary mastery must be the priority in English teaching and learning.

According to Wilkins in Thornbury (2002), without grammar, very little can be conveyed; without vocabulary, nothing can get. About that statement, Dellar and Hocking in Sukrina (2013) say that we will see the most improvement if we learn more words and expressions. Students will improve greatly if they know more words and phrases. Even if students' grammar is excellent, they will not be able to communicate their meaning without a vast vocabulary.

Meanwhile, the guidelines of the English vocational curriculum indicate that the graduates of senior high school are expected to master vocabulary to communicate, whether in spoken or written form. The first-year senior high school students are expected to master 10000 words after finishing their studies. Unfortunately, it is difficult to reach since the students often lose interest when they find that foreign language study is the same as the other subject, learning from the book without practice.

Based on the data, students of SMP NEGERI 3 Terbanggi Besar, Lampung Tengah, especially VIII G, lack in mastering vocabulary because the average score is 20-70.

However, since English is not an Indonesian national language, mastering the vocabulary of a foreign language can be difficult. Therefore, many students

find problems in learning it. Many English teachers only use textbooks and whiteboards in the teaching-learning process. They pay attention to the teacher's explanation or rewrite the vocabulary written by the teacher on the whiteboard and remember some words well. Therefore, most of the learners only master simple vocabulary like animals. In order to solve this problem, a teacher should help learn to learners vocabulary by using media to conduct the teaching and learning process in the class. According to Lyne (2001), student interest is one of the main factors in achieving the goal of teaching-learning English. For that reason, movie is a media that can be used to improve students' motivation to learn English.

Based on the explanation above, this research aims to use short movies to improve students' vocabulary mastery. The movie is one of the audiovisual aids that contain pictures and voices so the students can see and hear directly. Webb, (2010) argues that by using movies in the classroom, students can enhance their vocabulary awareness and make their pronunciation and intonation much better. According to Sherman (2003), films are a shift from the conventional and offer students realistic learning environments. By using the movie, the students are expected to enjoy and pleasure learning English vocabulary, clear the message, save the teacher energy, motivate the student to learn, and increase the quantity of teaching and learning based on the explanation above.

Harmer (200:37) defines adjectives as a word that gives more information about a noun or pronoun. An adjective is a word that indicates a quality of the person or thing referred to by a noun. The adjective is a describing word", the main syntactic role of which is to qualify a noun or noun phrase, giving more information about the object signified, for example: "the book there is big and heavy".

Besides, this study will give more choices to both teachers and students in their way of learning; by a short movie, the students will not have difficulties learning vocabulary anymore, especially adjectives. The research plans to use some strategies to teach and wants to experiment with the use of movies as techniques to improve students' vocabulary mastery.

There have been several studies dealing with teaching vocabulary through the movie that has been conducted by other research. The previous research study related to this research is Handayani (2015). The research is conducted to improve students' vocabulary mastery in the fifth grade of SDN 016 Rambah Samo through Cartoon movies. This research used Classroom Action Research (CAR) to solve the students' problem in vocabulary mastery. Besides, to find they significantly improve students' vocabulary mastery. The difference between this research and other previous research was that this research focuses on the vocabulary of adjectives and uses a short movie as a medium. Therefore, this research is entitled *"The Use of Short Movie to Develop Students' Vocabulary Mastery of Adjectives."*

## **B. RESEARCH QUESTIONS**

About to limitation of the problems explained above, the formulation of the problems as follows:

1. What is students' vocabulary mastery of adjective before being taught using short movie?
2. What is students' vocabulary mastery of adjective after being taught using the short movie?
3. How significant is differences between in students' vocabulary mastery of adjective before and after being taught by the short movie?

## **C. AIMS OF THE RESEARCH**

Based on the research question above, the research has three aims of the problem as follows:

1. To find out the improvement of students' vocabulary mastery of adjective after being taught through the short movie as the media of instruction
2. To find out the improvement of students' vocabulary mastery of adjective after being taught through the short movie as a media instruction.
3. To find out the improvement of students' vocabulary mastery of adjective before and after being taught through the short movie as the media of instruction.

#### **D. RESEARCH SIGNIFICANCES**

The research expects that the result of the analysis may contribute to the educational research particularly to improve students' vocabulary mastery through short movie. The researcher gives the input as follows:

1. Theoretically, the significances of this research expected:
  - a. The result of the research may be useful to support existing theories on vocabulary learning.
  - b. To be used as a reference for further research.
2. Practically, the significances of this research expected:
  - a. By using watching short movie to learn vocabulary, it will give new knowledge and comprehension to teacher and students about the teaching method.
  - b. By using short movie, the students will not have difficulties to learning vocabulary anymore especially of adjectives.

#### **E. RATIONALE**

This research was conducted for students in VIII G SMPN 3 Terbanggi Besar Lampung Tengah, the second semester in 2021-2022 vocabulary mastery on content words and students' problems in learning vocabulary through the short movie. The short movie that was used in this study describes people and things that happen in the movie related to the syllabus of the second semester for the tenth grade of senior high school.

According to Wilkins in Thornbury (2002), without grammar, very little can be conveyed; without vocabulary, nothing can convey. About that statement, Dellar and Hocking in Sukrina (2013) say that we will see the most improvement if we learn more words and expressions. It means that students will improve much if they know more words and expressions. Even if students' grammar is excellent, they will not be able to communicate their meaning without a wide vocabulary.

Based on the explanation above, this research aims to use short movies to improve students' vocabulary mastery. A movie is an audiovisual aid that contains pictures and voices so the students can see and hear directly. Webb, (2010) argues

that by using movies in the classroom, students can enhance their vocabulary awareness and even make their pronunciation and intonation much better. According to Sherman (2003), films are a shift from the conventional and offer students realistic learning environments. By using the movie, the students are expected to enjoy and pleasure learning English vocabulary, clear the message, save the teacher energy, motivate the student to learn, and increase the quantity of teaching and learning based on the explanation above. Harmer (200:37) defines adjectives as a word that gives more information about a noun or pronoun. An adjective is a word that indicates a quality of the person or thing referred to by a noun. The adjective is a describing word", the main syntactic role of which is to qualify a noun or noun phrase, giving more information about the object signified, for example: "the book there is big and heavy".

In conducting the research, this research has one class to receive the three steps of research: pre-test, treatments, and post-test. Moreover, the purpose of this research is to determine the improvement of students' vocabulary mastery of adjectives using a short movie as a media.

#### **F. PREVIOUS STUDIES**

There have been several studies dealing with teaching vocabulary through the movie that have been conducted by other researchers.

The previous research studies that are related to this research is Handayani (2015). The research is conducted to improve students' vocabulary mastery at the fifth grade of SDN 016 Rambah Samo through Cartoon movie. This research used Classroom Action Research (CAR) which is conducted to solve the students' problem in vocabulary mastery. This research is conducted in two cycles. Every cycle consists of plan, action, observation and reflection. The data are gathered through qualitative and quantitative methods. The finding of this research indicated that the implementation of a cartoon movie was successful since there is an improvement of students' vocabulary mastery. Based on the finding mentioned, the researcher suggests that an English teacher could implement cartoon movie media in teaching English vocabulary mastery.

Therefore, the difference between this research and other previous research was this research is conducted to improve students' vocabulary mastery at the fifth grade junior high school and this research improves students' vocabulary mastery of adjective at eighth grade junior high school.

Moreover, in learning English, the students may face several difficulties during the process. It might be caused by the situation of the class, the materials or the students themselves. Nurhanifah (2012) did a research dealing with the students. The findings showed almost all of the students' problems in learning all English language skills. The students' problems in learning English were related to the problems in vocabulary. In general, their problems related to low motivation, bad study habit, and attitude toward learning. External factors, however, such as the classroom condition also hampered them in learning vocabulary in the classroom.

The difference between this research and other previous research was this research focuses on vocabulary of adjective.

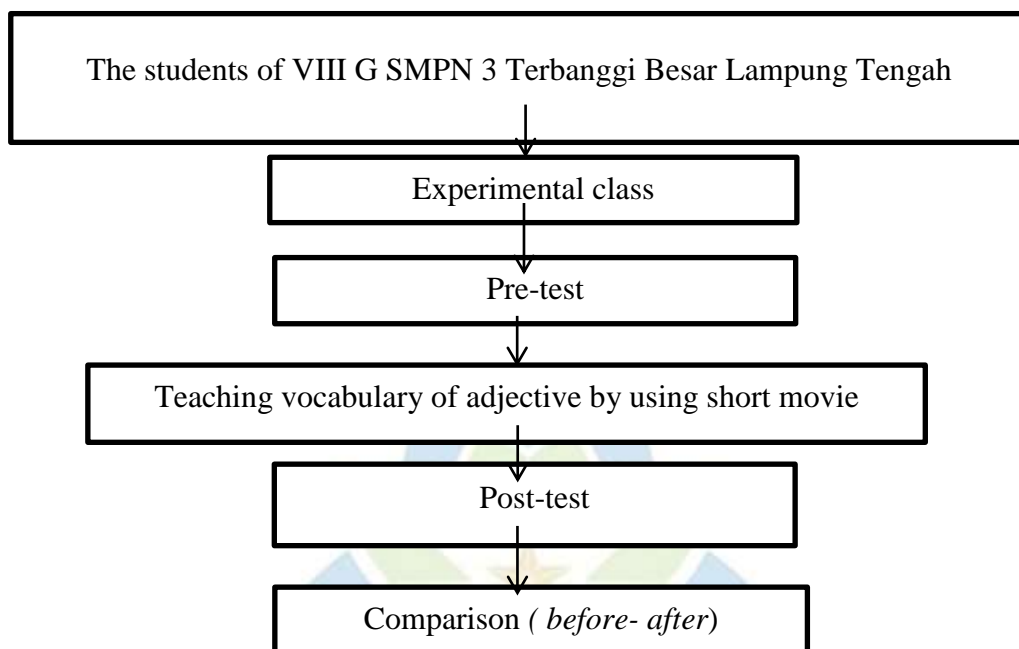
## **G. HYPOTHESES**

According to Creswell (2012), hypotheses are statements in quantitative research in which the researcher makes an estimation or prediction about the result of the relationship among characteristics. It means hypotheses will predict the research. Based on the statement above, the hypotheses of this research are:

1. Null hypothesis ( $H_0$ ): There is no significant difference of students' vocabulary mastery of adjectives after being taught by using short movie.
2. Alternative hypothesis ( $H_a$ ): There is a significant difference of students' vocabulary mastery of adjectives skills by using short movie.

To develop vocabulary mastery of adjective after being taught in this research, the researcher has a scheme, as follows:

**Table 1.1 Research Scheme of Teaching Vocabulary of Adjective by Using Short Movie.**



In conducting the research, this research has one class to receive the three steps of research: pre-test, treatments, post-test. Moreover, the purpose of this research is to find out the improvement of students' vocabulary of adjective by using short movie.