

# CHAPTER I

## INTRODUCTION

This part elaborates the background of the study, research questions, research purposes, research significances, research scope, conceptual framework, and previous studies.

### **A. Research Background**

This research attempts to explore the correlation between students' habit in watching video blog with English subtitles and students' English incidental vocabulary acquisition. The importance of this research is to find out the students' habit in watching video blog with English subtitles and their English incidental vocabulary acquisition. This research focuses on students' English incidental vocabulary acquisition of English Education Department at State Islamic University of Sunan Gunung Djati Bandung.

In English learning, vocabulary is basic knowledge to study a foreign language more. According to Harmer (2001), vocabulary is the core component of language that must be mastered before mastering English language skills and suggests that if language structures make up the language or language skeleton, then vocabulary is the vital organs and the flesh. Then, Thornbury (2002) claims the core vocabulary that students must understand is 2000 words. Students can learn other language skills such as reading, listening, speaking, and writing by expanding their vocabulary. That is why learning the language begins with vocabulary. Without a comprehensive vocabulary, learners will be unable to use the structures and functions that we have learned for understandable communication (Rivers and Nunan, 1991).

Recently, where a digital technology becomes a part of human need, technology is inseparable from their activities, including in learning English. Students use technology as a medium of learning a foreign language. They watch videos to increase their English vocabulary. Apart from being easily accessible by anyone, using video also makes it easier for students to understand the context

so that they can understand the target language according to its context in their daily lives. Furthermore, the use of videos in enhancing students' vocabulary recognition and comprehension provides language learners an introduction to relevant content and context, helping them in improving their language skills (Ktoridou, Yiangou & Zarpetea, 2002).

Although learning vocabulary is easy, some people still find it difficult to learn. According to Thornbury (2004), students may have difficulty understanding vocabulary, such as: first, pronunciation, words that are difficult to pronounce are more difficult to learn. Words with sounds that are unfamiliar to learners are likely to be difficult. Second, spelling, mismatches in sounds and spelling are common causes of errors in pronunciation and spelling, and they can contribute to the difficulty of a vocabulary. Third, length and complexity, long words seem to be much more difficult to learn than short words. Fourth, grammar, the grammar connected with the word is also difficult. It can be difficult to remember if a verb like enjoy, love, or hope is preceded by an infinitive (to swim) or an -ing form (swimming). Fifth, meaning, when the meanings of two words overlap, learners are likely to confuse them. Sixth, Range, words of connotation and idiomaticity that can be used in a broad context will generally be considered easier than their narrower-range synonyms.

Based on the distribution of questionnaires to English Education Department students at State Islamic University of Sunan Gunung Djati Bandung filled by more than 30 students, it reveals that students use video as media to help them enrich their knowledge, including vocabulary. The videos that students usually watch are mostly video blog (Vlog). The content is perceived easy and useful for them when they use it for daily conversation. The present research limits its scope on the students habit in watching video blog with English subtitles becomes a focus of the problem. According to Brown (2007), the student factor is very central in the English language teaching. Their motivation, interest, attitude, and habit in learning English are contributing to their success. Likewise, their habit in watching video blog with English subtitle is considered a

contributing factor in enriching their English vocabulary. The present study is going to explore students' habit in watching video blog with English subtitles related to students' English incidental vocabulary acquisition.

There are several previous research reports related to this research. First, research conducted by Salazar (2019) which found that there is a significant difference of performance in vocabulary acquisition (incidental) of the Filipino learners through watching subtitled video material. Second, research by Harriffin and Said (2019) who analyzed the effect of captioned videos on primary ESL learners vocabulary acquisition. This research emphasizes the point of captioned video has become a key stimulus to help second language learners acquire vocabulary. Third, research was conducted by Widat (2016) who analyzed the effectiveness of using authentic subtitled videos in enhancing students' vocabulary skills. However, this present research is different from the previous research. It focuses on students' habit in watching video blog with English subtitles related to students' English incidental vocabulary acquisition. Due to these reasons, this research focuses on the correlation between students' habit in watching video blog with English subtitles and their acquisition in English incidental vocabulary.

## **B. Research Questions**

From the description in the background, the researcher will try to answer these three following research questions:

1. What is the students' habit in watching video blog with English subtitles at State Islamic University of Sunan Gunung Djati Bandung?
2. What is the students' English incidental vocabulary acquisition at State Islamic University of Sunan Gunung Djati Bandung?
3. How is the correlation between the students' habit in watching video blog with English subtitles and their English incidental vocabulary acquisition?

### **C. Research Purposes**

From the research questions above, this research is aimed to obtaining these three following purposes:

1. To explore the students' habit in watching video blog with English subtitles at State Islamic University of Sunan Gunung Djati Bandung
2. To find out students' English incidental vocabulary acquisition at State Islamic University of Sunan Gunung Djati Bandung
3. To explore the correlation between the students' habit in watching video blog with English subtitles and their English incidental vocabulary acquisition

### **D. Research Significances**

This research is expected to be a source of information about the benefits of watching video blog with English subtitles on cognitive abilities in terms of enriching vocabulary. Practically, this research gives significance to:

1. EFL Teachers

The results of this research are expected to be able to help teachers in using technology or media which is also entertaining but can still help students in learning English.

2. Course designers

The result of this research is expected to help course designers to design the learning process so that learning vocabulary can be more effective.

### **E. Research Scope**

This research is focused on showing the correlation between students' habit in watching video blog with English subtitles and students' English incidental vocabulary acquisition of English Education Department students at State Islamic University of Sunan Gunung Djati Bandung.

### **F. Conceptual Framework**

As stated in the previous part, this research aims to find the correlation between students' habit in watching video blog with English subtitle and their

English incidental vocabulary acquisition. There are two variables, the first variable is students' habit in watching video with English subtitle and the second variable is students' English incidental vocabulary acquisition.

Carter quoted in Gefani (2015) defined habit as an action practiced continuously until it becomes a patterned behavior. In addition, Schmidt and Richards (2002) state that habit is the act of a pattern that is almost unconscious as a result of repetition. Furthermore, Verplanken and Orbell (2003) defined habit as learned sequences of actions that become automated responses to specific signals and are functional in achieving those objectives and end states. They observe that habitual elements include frequency, automaticity, and interest. As a result, Knight (2012) investigates multiple aspects of habit, such as how the sum of repetition and the sense of accomplishment resulted in frequency, uniformity, interest, and pleasure. According to the definitions above, a habit is an action that is performed continuously and repeatedly until it becomes a pattern in daily life.

Furthermore, Smaldino (2005) claims that video includes digital media formats that use motion pictures to convey a message. Concerning the learning process, Sadiman (2010) defines video description as audio visual media that serves to deliver messages from sender to receiver and can be used to study about specific material. According to those definitions, video is an audio-visual medium that conveys information or a message that can help students learn and understand the material. As has been known by many studies (Puspitarini, Y. D., & Hanif, M. 2019; Magasic, M. 2017) watching videos in class can make the class less monotonous and provide many benefits, such as students receiving varied learning and learning objectives can be achieved with this strategy.

Subtitle is described by Gerzymisch-arbogast (2008), as cited by Zarei and Rashvand (2011), as the written translation of film dialogues that appears synchronously with the corresponding dialogues generated on the screen. Watching videos may motivate some students to learn more about English, especially to increase student vocabulary. Students can learn some words and phrases used in the

videos by watching videos with subtitles, which also allows them to learn how to pronounce the words and develop new vocabulary and idioms. Subtitled video can help students improve their reading and listening comprehension, word recognition, and vocabulary acquisition. Watching subtitled videos can help students learn a variety of language properties, such as word definitions and contexts in which these words can be used. A potential outcome is improved ability to distinguish between different types of new vocabulary.

Incidental Vocabulary Acquisition is a vocabulary learning technique that involves learning new words as a result of a meaning-focused communicative practice, such as vocabulary. It happens as a result of repeated exposures to a word in various contexts (Huckin and Coady, 1999:185). There are some vocabulary definitions according to some experts. Linse (2005), defined vocabulary refers to a person's collection of words. Hornby (2005), another expert, defined vocabulary as all the words a person knows and uses when discussing a specific topic in a specific language. According to those definitions, vocabulary is the basis for learning a specific language. Vocabulary is such an important aspect of communication that it has become the key to how people understand each other. As a result, the importance of vocabulary in English learning cannot be overstated. According to Huyen and Nga (2003), vocabulary is one of the components that connect the four skills; speaking, listening, reading, and writing. Students must master vocabulary in order to learn any of these skills.

From the explanations above, this research intends to investigate additional strategies for increasing vocabulary, such as watching videos with English subtitles. Watching videos with English subtitles can help students learn a lot of vocabulary, understand the context, and recognize when these words can be used in daily life.

### **G. Previous Studies**

There are several previous studies related to students' habit in watching video with English subtitle and the students' English vocabulary acquisition. From those previous studies, the researcher gets the inspiration to conduct the research. Those related studies will be explained below:



First, research conducted by Yildiz in 2017 with the title “The Effect of Videos with Subtitles on Vocabulary Learning of EFL Learners”. The purpose of this research is to find out the impact of using L2 English subtitled videos on the growth of vocabulary acquisition in EFL intermediate students at Bülent Ecevit University in Turkey. The research design contained a pre-test, post-test and group framework with the object focused on 60 students from different departments consisting 28 male and 32 female students at Bülent Ecevit University, Turkey. The result showed the development of vocabulary can be enhanced by watching videos or movies with subtitles in the target language. The present study is different from the previous study. While the previous study focused on the effect of videos with subtitle on vocabulary learning, the present study focuses on the correlation between students’ habit in watching video with English subtitles and students’ English incidental vocabulary acquisition.

Second, research conducted by Sadiku in 2018 comes with the title “The Role of Subtitled Movies on Students’ Vocabulary Development”. The purpose of this research is to find out the subtitle movie role in students’ vocabulary development. This research was focused on students of various ages, different years of university education and distinct study departments at the University for Business and Technology (UBT) in Prishtina, Republic of Kosovo. The result showed the subtitled movies affect on vocabulary gains. It is different from the present study, because it focuses on exploring the intensity of students’ habit in watching video blog with English subtitles and students’ English incidental vocabulary acquisition.

Third, the research conducted by Hariffin and Said in 2019 entitles “The Effects of Captioned Videos on Primary ESL Learners’ Vocabulary Acquisition in A Malaysian Rural Setting”. The purpose of this research is to find out the captioned videos effect on ESL learners in rural setting. The design of this research is quasi-experimental design with the object focused on 44 participants were carefully chosen as they fulfilled the criteria needed for this research. The results showed captioned videos improve vocabulary. It is different from the present study, the

present study focuses on the college students and it will be conducted in a country where English is a foreign language.

Fourth, the research conducted by Rosales in 2019 entitled “Vocabulary Acquisition (Incidental) through Watching Subtitled Video Material”. The purpose of this research is to explore the influence of watching subtitled video content on the vocabulary acquisition (incidental) of Filipino English learners of English with an emphasis on the receptive and productive vocabulary knowledge. This research used a pretest and posttest design. The result showed subtitled video material in teaching vocabulary in Filipino classes because its effectiveness has not been realized. It is different from the present study because it focuses on how students’ habit in watching video with English subtitles related to students’ English incidental vocabulary acquisition.

