

CHAPTER I

INTRODUCTION

I.1 Background

Language is a tool of communication. English is a second language in Indonesia. However, most students are still having lack of interest in learning English. Learning through media can be one of the solutions to increase students' interest in learning English. The media that can be used in learning English are films, television, books, radio, etc. It means that there is no limitation of learning English.

Film is one of the audiovisual media in learning English. Bazalgette, C (1989) cited in Watson stated that television, film, video, radio, photograph, popular music, printed materials, and computer software can increase children's critical understanding. This means that film is a language learning media that can build students' critical understanding. In order to build critical understanding, students should understand the language used in the film.

However, in Indonesia, film is still not widely used as a tool in learning English in public schools. For example in MTS Nurul Falah, there is a TV and DVD player in the library but it is not used to learn English. This situation is really ironic, since the schools already have the tool for learning English but it is not used effectively. Moreover, TV can be used as a media to increase students' interest in learning English since there are sounds and pictures on it. By using the TV to show a film, the media can create English learning in interesting way.

Geddes & Sturtridge (1982) noted that students' visual and critical awareness would increase through watching film activity. Through watching films, students are expected to understand what happened in the film and try to retell the story in the film. In order to retell the story in the film, students have to master the vocabulary used in film. It means that students' rewriting of the story in the film deals with students' vocabulary mastery.

Subtitle is a tool to help the students understand of the language used in the film. It also can be a media in learning vocabulary. A research conducted by Patricia S. Konskinen & friends revealed that television program with subtitle could help students improve their vocabulary acquisition. In this study the film that is going to use is English film with Indonesian subtitle.

In this study, students have to retell the story in the film by writing it down in a piece of paper.

Writing is an activity in generating ideas and thoughts in a written form. Basic reading and writing instruction can provide children with a simple vocabulary and certain skills of literacy. In learning to organize informational content for writing, students gain insight into how authors handle complex ideas on paper.

(<http://revolution.allbest.ru/pedagogics/0019269.0.html>)

Kim (2007) stated that English tests performed poorly even on small writing tasks, and most of them happened because of some difficulties such as choosing appropriate vocabulary, organizing the structure properly depending on the topic or the purpose of writing, following correct grammar rules, and integrating ideas.

It means vocabulary takes part in writing process.

Vocabulary is very important in order to understand English. Nunan, cited in Surniati (2006) stated that one of important parts in the acquisition of the second language is the development of a rich vocabulary. Jung (cited in Setiawandi, 2006) also stated that ‘the researchers and learners have recognized vocabulary use and development as a major aspect of learning new language.’

The amount of vocabulary is also affecting the understanding of communication. River, cited in Ermayanti (2006) stated

The acquisition of an adequate vocabulary is essential for successful second language use, because without extensive vocabulary, we will unable to use the structures and the functions that we may have learned for comprehensible communication.

Based on the theory mentioned above, this study is going to investigate whether there is any correlation between students’ rewriting of the story in the film and their vocabulary mastery. Through watching film, students are expected to rewrite the story in film and improve their vocabulary mastery.

I.2 Statement of Problem

Based on the aforementioned explanation, this study tries to answer the question: ‘Is there any correlation between students’ rewriting of the story in film and their vocabulary mastery?’

I.3 The Scope of Study

The purpose of the study presented in this paper is to examine whether, there is significant correlation between students’ rewriting of the story in film and their vocabulary mastery. The subject of the research is the second grade student of MTs Nurul Falah.

I.4 The Aims of the Study

The purposes of this study are:

1. To examine whether there is a significant correlation between students' rewriting of the story in film and their vocabulary mastery.
2. To find out the contribution of watching film in improving students' rewriting of the story in film and their vocabulary mastery.

I.5 The Significance of the Study

There are many researches try to reveal the role of the media in improving students' vocabulary mastery, for example, the role of music in improving students' vocabulary acquisition. This study will try to reveal the role of film, as a media in improving students' rewriting of the story in film ability and their vocabulary mastery.

I.6 Hypothesis

The hypothesis of this research is that 'there is significant correlation between students' rewriting of the story in film and their vocabulary mastery.

I.7 Research Method

The methodology that is used in this research is quantitative method. Sugiyono (2007) stated that, quantitative method is a research method based on philosophy of positivism, that is used to examine certain population or sample, the

sample is obtained randomly, the data is collected using research instrument, the technique of the data analysis is using statistics in order to test the hypothesis defined. This method used because this study is going to examine the samples' rewriting of the story in and their film vocabulary mastery. In order to measure the rewriting of the story in film and the vocabulary mastery, the samples' are going to have tests. The score of the tests will be computed by using the Pearson formula, which calculated by using SPSS 15.0.

1.7.1 Population and Sample

In this study, the population is the second grade students of MTs Nurul Falah. The sampling technique used is simple random sampling. Sugiyono (2007: 64) stated that simple random sampling is a sampling technique, which collects the sample randomly in a population. The sample of this study will be 30 students of second grade students of MTs Nurul Falah. As Roscoe, cited in Sugiyono (2007) stated that for a research the number of sample between 30 until 50 is representative enough.

1.7.2 Instruments

The instruments used in this research are writing test and vocabulary test. Writing test is used in order to know the students' rewriting of the story in film, while vocabulary test is used to find out students' vocabulary mastery. In order to check the validity and reliability of the instruments, there are validity test and reliability test of the instruments.

I.7.3 Data Collection

The data collecting procedure of this study is based on test. There are two variables to be analysed, namely students' rewriting of the story in film (independent variable) and vocabulary mastery (dependent variable).

a. Students' rewriting of the story in film (independent variable)

Students' rewriting of the story in film means their writing activity in retelling the story in the film. The film used in this research, which titled Charlie and the Chocolate Factory, is a film with subtitle that is suitable for junior high school level.

b. Students' vocabulary mastery (dependent variable)

Students' vocabulary mastery here means the number of vocabulary that the students know from the film shown. To measure the students' vocabulary mastery they will be given a number of questions based on the vocabulary in film.

I.7.4 Data Analysis

Based on the tests, there will be two kinds of scores that will be obtained. They are writing score, which tested students' rewriting of the story in film, and vocabulary score. The score will be computed using the Pearson Product Moment Correlation Coefficient to test the correlation between students' rewriting of the story in film and their vocabulary mastery.

1.8 Clarification of Term

There are some terms that need to be clarified in this study, they are as follow:

1. Rewriting is students' ability in retelling the story in the film by writing it down in a piece of paper.
2. Film is present pictures and sounds with subtitle that tells a story in English language audio.
3. Vocabulary is the total number of words used in the story in film.
4. Mastery is students' ability to understand and use the vocabulary in writing of the story in film.
5. Correlation in this study is the relationship between students' rewriting of the story in film and their vocabulary mastery.

1.9 Organization of the Paper

This paper will be organized as follow:

Chapter I Introduction

This chapter provides the background of the study, statement of problem, the aims of the study, the scope of the study, research method, and organization of the paper.

Chapter II Theoretical Foundation

This chapter consists of related theories that relevant to the studies. The theories are conducted from experts and their researches with related literature that the writer used in the research.

Chapter III Research Methodology

This chapter will discuss the methodology used in conducting the research. It consists of the preparation stages, procedures, instruments, method, and the result of the research.

Chapter IV Research Findings

This chapter consists of the writer's interpretation about the result of the research.

Chapter V Conclusion and Suggestions

This chapter consists of the conclusion of the research and also suggestions to other researchers who wish to continue this research.

