

CHAPTER I

INTRODUCTION

This chapter outlines the background of the study, the questions and purposes of this research, research significances, research framework, research limitation, and research previous.

A. Background

This study investigates students-teacher interaction in the process of teaching English vocabulary in listening with English-subtitled movie clips and students' perception of the use of movie clips as a media in teaching English. The purpose of this research is to identify student-teacher interaction in the process of learning English vocabulary in listening with English subtitled movie clips and the student's perceptions of the use of the media. The important relationship between family background and student motivation with student-teacher interaction is that student learning motivation is significantly related to family background and more importantly is teacher-student interaction (Liu & Chiang, 2019). Interaction is one of the important elements of the teaching process.

Good interaction in the class consists of teacher talk and student talk, however, most of the class time is used by the teacher to provide direction to explain and check students' understanding. Spridzāns (2018) mentions the examples of student-teacher interactions that occur in class can be respond to the students' comments and questions, provide general feedback to the entire class on specific assignments or discussions, provide a weekly wrap-up before the next lesson and introduce each new week with an overview of the lesson plan and deadline, monitor student progress and encourage lagging students, because students have different learning styles

Vocabulary plays an important role in the success of learning English. When students do conversation, listen, write and even read, there is a lot of vocabulary in every English sentence. Mastering the vocabulary is one of the most important things for a language speaker to be able to communicate (Dzulfahmi & Nikmah,

2020). Other than that, it would be difficult for anyone to use the four language skills without mastering vocabulary. Mastering a lot of vocabulary will fully help students in understanding English and its four major skills which cover listening, speaking, reading, and writing (Asyiah, 2017). It can be concluded that the role of vocabulary is very crucial considering that all activities in mastering English language skills cannot be separated from vocabulary mastery as well and the role of students-interaction is to increase students' motivation in learning vocabulary.

There are many methods to teach English vocabulary. One of them is by listening to audiovisual media, including radio, songs, podcasts, videos, movies, cartoons, and so on. Based on the results of interviews that have been conducted with teachers at one of the schools in Tangerang, Indonesia. There are still many students who lack motivation in learning English so they become passive in class when learning vocabulary which result is they have difficulty in recognizing English vocabulary, such as daily conversation, even though at their current level they should be able to master it. Furthermore, movies have also been used for teaching English in this school.

In this study, English-subtitled movie clips are chosen as a medium to teach vocabulary in listening. In practice, it can also attract students' interest in learning vocabulary. Movies attract students' attention, present language in a natural way that is found in course books, and also offer a visual context aid that helps students understand and improve their learning skills (Goctu, 2017). Movies are a suitable medium for teaching English. This is proved by research conducted by Munir (2016) about investigating the suitable media to develop students' vocabulary and the results show that the use of cartoon films is suitable in teaching vocabulary. Furthermore, the movie can improve students' vocabulary mastery in learning English. This is also evidenced by the results of research by Dzulfahmi and Nikmah (2020) which shows that the use of movies can increase students' vocabulary. The movie is one of the audio-visual media that can be used by English teachers to improve the student's English skills (Haq, 2016). The use of English subtitles can also help students memorize and pronounce words correctly. The effectiveness of

English subtitles as the medium is to develop the students' vocabulary comprehension (Kusumawati & Hasan, 2018). Therefore, the reason why movie clips are used as a medium for teaching vocabulary in listening is that movies are a suitable medium for learning English, especially vocabulary, and can improve students' vocabulary mastery.

There are several studies related to teaching English vocabulary in listening with English-subtitled movie clips. One of them was conducted by Dzulfahmi & Nikmah (2020). This study aimed to understand the effect of using movies in improving vocabulary and motivation to learn among students across different age groups in Pasucen Village, Trangkil, Pati. Another one is research by Munir (2016). This study focused on investigating the suitable media to develop students' vocabulary at the elementary level which is audiovisual media, especially cartoon film media. The other one is conducted by Andriani (2016). This study aims to find out whether interactive Video Multimedia can better improve the second-grade students' vocabulary mastery at madrasah Ibtidaiyah Negeri 2 Pekanbaru and to find out factors that influence it. The difference between the current research and previous research is that this research focuses on the student-teacher interaction and the students' perceptions of learning English vocabulary in listening using English-subtitled movie clips.

B. Research Question

From the background above, this study is aimed to answer the following questions:

1. How is the student-teacher interaction in the process of learning English vocabulary in listening using English-subtitled movie clips?
2. What is the students' perception of learning English vocabulary in listening using English-subtitled movie clips?

C. Research Purposes

From the research questions above, this study is aimed at the following purposes:

1. To investigate the student-teacher interaction in the process of learning English vocabulary in listening using English-subtitled movie clips.
2. To describe the students' perception of learning English vocabulary in listening using English-subtitled movie clips.

D. Research Significances

This study is expected to become an information source of how to teach English vocabulary listening with English-subtitled movie clips. The study has two benefits which are theoretical and practical.

1. Theoretical Significances

Theoretically, this research is expected to be a solution and a reference medium in teaching English vocabulary which is expected to have a good impact, especially for student-teacher interaction in learning vocabulary using films.

2. Practical Significances

Practically, the result of this study can have a good impact on teachers in improving their teaching abilities and making it creative by providing interesting media to gain interest in learning English.

E. Research Framework

Vocabulary is a collection of words that are taught in a foreign language (Karimah, 2019). The collection of words is the provision of students in learning a foreign language, when they master it will facilitate them in the learning process. Vocabulary plays an important role in learning English that must be mastered. Mastering the vocabulary is one of the most important things for a language speaker to be able to communicate (Dzulfahmi & Nikmah, 2020). It means the speaker's ability to communicate is because he has mastered the vocabulary well.

Teaching vocabulary is one of the most discussed activities in teaching English as a foreign language (Susanto, 2017). When teaching and learning vocabulary activities take place, several problems are often faced by teachers. They have problems how to teach students to achieve goals and with satisfactory results.

As a good teacher strategies in teaching vocabulary are needed to get satisfactory results. The strategy has an important role to help teaching and learning activities, strategy can also be said as a path that will be used to achieve goals.

The movie provides an excellent means of educational purposes. Recent studies show that movies are suitable for teaching vocabulary (Munir, 2016). The teacher can use movies to improve students' English skills. This is by the results of research that movie is one of the audio-visual media that can be used by English teachers to improve students' English skills (Haq, 2016). The movie also can be a great tool as a learning medium to illustrate course content, promote visualization of concepts and theories increase student engagement, and develop critical thinking and analytical skills (Smithikrai, 2016).

A movie can increase students' interest so that learning activities will feel interesting and students will more easily master the lesson. Movies attract students' attention, present language in a natural way that is found in course books, and also offer a visual context aid that helps students understand and improve their learning skills (Goctu, 2017). A movie can provide benefits such as increasing students' understanding of the subject matter and stimulating students' memory of a vocabulary. The use of movies has a positive effect, students are not bored with lessons and can improve student vocabulary and make it easier to understand lessons (Amalia, 2017).

Students-teacher interaction can be defined as a natural interaction between teachers and students that occurs in the classroom (Rezaee & Farahian, 2012). The interaction between teachers and students can affect the learning environment. With interaction, teachers can find out what students need and the difficulties they face, students can also develop their potential, especially in expressing something in class. The first step that educators take to form interactions, can encourage students to acquire knowledge (Christiansen, 2016) as cited in (Shahim et al., 2019). However, interactions in language classes are very complicated. In the practice of English language teaching and learning, lack of appropriate classroom interaction is a common thing. Many problems arise through communicative interactions during the teaching and learning process because students have difficulty

expressing themselves in using English which is not their mother tongue. Teachers need to be aware of to what extent their classroom practices facilitate language learning in reality (Adaba, 2017). Therefore, the way teachers use language and provide opportunities for students to develop language is very important to note.

F. Research Limitation

This study tries to observe the process of teaching vocabulary listening by using English-subtitled movie clips as a learning medium. Specifically, this study aims to determine student-teacher interactions and students' perceptions of the implementation of learning methods using this movie media. In addition, this research is expected to be a solution and reference source in teaching especially English vocabulary in listening. Due to limitations, this study focused only on English teachers and 11th-grade senior high school students.

G. Previous Study

There are several previous studies related to this research. One of them was conducted by Dzulfahmi and Nikmah (2020), this study aimed to understand the effect of using movies in improving vocabulary and motivation to learn among students across different age groups in Pasucen Village, Trangkil, Pati. The research focuses on the relationship between the increase in vocabulary skills alongside motivation and the age group of the participants. The study used a descriptive qualitative method. Data was collected through tests, questionnaires, and interviews. The participants of the study were seven students from various age groups and English proficiency levels from Pasucen Village, Trangkil, Pati. This consists of three students from elementary school, all-male, two students from junior high school, both male, and two students from senior high school, one male and one female. All of them study in state-run schools in Pati. The findings revealed that this method can increase the vocabulary of all students, but does not increase the motivation of all students in the same way. This research is preliminary-level research on the subject. Further research with larger data sets and better-designed methods should be conducted to reach a conclusive result. The difference between

the previous and current studies is the current study focuses on the student-teacher in the process of learning English vocabulary in listening with English-subtitled movie clips. Besides that, the participants in this study are 11th-grade senior high school students.

Munir (2016) this study focused on investigating the suitable media to develop students' vocabulary at the elementary level is audiovisual media especially cartoon film media. The research design used in this study is pre-experimental in the form of a one-group pre-test and post-test. The instruments were used are pre-test, treatment, and post-test. The analysis technique of data analysis used t-test statistical analysis. In this study, the researchers took the populations that are the entire of fourth-grade students. Then the fourth grade as a sample consists of 25 students at MI Al Hidayah 02 Betak because this study has not been implemented yet in this school especially about media in teaching vocabulary. The result of this study indicated that cartoon film was suitable to teach vocabulary. Then, because cartoon film is suitable to teach vocabulary, the researcher suggests to the English teacher that cartoon film is effective to teach vocabulary for young learners. The difference from the previous study is the current study uses a case study design with a qualitative method. Besides focusing on the student-teacher interaction, this study also focuses on students' perception of learning English vocabulary in listening with English-subtitled movie clips. Another difference is the level of participants of this study is the senior high school students.

Andriani (2016) sketches out to find out whether interactive Video Multimedia can better improve the students' vocabulary mastery at the grade II A students of madrasah Ibtidaiyah Negeri 2 Pekanbaru, and to find out factors that influence it. This research was a classroom action research consisting of three cycles and three meetings of each cycle. In collecting the data, the researcher used a vocabulary test, observation checklist, filed notes, and interview. The participants were all grade II A students of Madrasah Ibtidaiyah Negeri 2 Pekanbaru. The result of the research indicates that the problem of students' vocabulary mastery could be solved by using Interactive Video Multimedia. The researcher found that the

implementation of video interactive multimedia could improve students' vocabulary mastery. It is recommended for the teacher to use interactive video multimedia in teaching and learning activities to improve their students' vocabulary mastery who have the same problem as this research. One of the differences between previous and current research is the research design used and the use of media for teaching. In addition, another difference lies in the level of participants in this study.

From several previous studies above, no one has focused on researching student-teacher interaction and students' perceptions in learning vocabulary in listening using English-subtitled movie clips. Therefore, this research has a novelty so it strengthens the reason for conducting this research.

