CHAPTER I

INTRODUCTION

This chapter discusses the introduction of the research that consists of background of the research, formulation of the problems, objective of the research, significance of the research, and operational definition of the terms. The background of the research explains conditions that bring the researcher to conduct the research. Formulation of the problem defines the main discussion by asking two main questions. Objective of the research describes the goal of the research based on the formulation of the problem. Significance of the research states the impact of the research both theoretically and practically. Limitation of the research mentions the condition that restricts the researcher to conduct the research and the solution that the researcher choose. Operational definition of the terms explains the definitions that used in the research in brief.

A. Background of the Research

Language is an instrument used by human to share their feelings, thoughts, and desires. People who need to use a language should have enough vocabulary of the language. Alqahtani (2015: 23) stated that vocabulary knowledge is very important for second language learners because limited vocabulary will prevent successful communication. It can be considered that vocabulary knowledge is more important than grammar knowledge when we realize that people will be able to have very little communication without grammar, meanwhile they will have no conversation without vocabularies. Another opinion was delivered by A'lipour (2010: 158),

he said that besides the fact that one's knowledge of vocabulary plays a critical role in students' literacy development, many teachers dedicate little of their class time to vocabulary instruction. It means that there are many learners who didn't get their right to learn this basic of language learning especially in vocabularies. This condition remains the same with the problems faced by EFL learners in Indonesia.

EFL learners of Indonesia use the vocabulary building as one of their ways to gain their successful learning. Patahuddin, Syawal & Bin-Tahir (2017: 134) found that Indonesian student acquired English vocabulary through English dictionary, the internet, reading English book, listening to and watching English songs and movies, playing the game, and reading English advertisement. These ways of acquiring vocabulary show that students can use the traditional media such as dictionary or their own interest such as game to develop their vocabularies.

Movie is one of entertaining media that could be used in educational classes. Puspitasari (2007: 9) said that the functions of movie are to educate, entertain, enlighten, and inspire the viewers. Gorjian (2014: 1014) said that the use of multimedia in language classrooms is more convenient and entertaining. There are four types of movie: documentary, fictional, animated, and experimental of Avant-grade. Puspitasari (2007: 12-13) mentioned that documentary films are the films that present factual information about the world outside the films. Fictional films are the films that present imaginary beings, places or events. Animated films are the films that are made indoor by creating a series of image. Experimental films are the films that are made by the creator just at the time when they take the scenes. Meanwhile, people

could have their idea of making films from one of a study of art: archetype. Faber (2009: 8) explained that archetype is a mental model of main characters in many stories. Archetypes usually have a standard set of easily identifiable characteristics, motivations, and behaviors that signify their role in the story. Feist and Feist in Ulama (2016: 14) explained that archetype and instinct contribute in making personality.

The part of movies that could be used as media of vocabulary learning is subtitle. Reich in Gorjian (2014: 1015) said that subtitling is a branch of audiovisual translation that makes viewers can read statements of dialogues on the screen as well as watch the images and listen to the dialogues. The subtitle can be a variation media of language learning when teacher make the students translate the subtitle to their language, or make the students watch a movie with the subtitle in their language.

The use of subtitle and other learning variations to teach vocabulary have not implemented in Al-Islam Genengan senior high school. The students of Al-Islam Genengan senior high school acquire their vocabularies by looking at the dictionary and memorizing it. The researcher found that this situation makes them difficult to master their vocabulary.

The researcher found two other problems of teaching English in Ma'had Al-Islam Genengan senior high school, since the researcher is the English teacher there. First, there are a little number of students, and this homogeneity prevents students from being motivated by their peers. Second, the students are like to be entertained, so they only can learn something from things that they feel entertained. These two problems stand in addition to the first problem: the use of memorization as traditional vocabulary teaching.

The researcher wanted to solve the problems by conducting this research. First, the use of subtitle in vocabulary learning is a solution of the less of using various learning technique in teaching vocabularies. Second, the use of subtitle also makes students motivated by another factor, not by their peers. Third, the use of subtitle with its movie would make students entertained, so they can learn something, especially vocabularies.

To make this study has more benefit, the researcher uses the subtitle of archetypal movie as the learning media. The archetypal movie is chosen to make students learn the moral value of the movie during this research activity.

Based on the explanation above, the researcher would like to conduct an experimental quantitative research entitled "The Effectiveness of Subtitling Through Archetypal Movie On Students' Vocabulary Mastery at Ma'had Al-Islam Genengan Senior High School".

B. Formulation of the Problem

The researcher formulated the problem of this research as follow:

Is it effective to use subtitle through archetypal movie on students' vocabulary mastery?

C. Objective of the Research

This research is conducted to find out if subtitling through archetypal movie is effective on students' vocabulary mastery.

D. Significance of the Research

Hopefully, the result of this research has theoretically and practically significance, as below:

1. Theoretically

   The result of this research expected to be a reference for another researcher who want to conduct a similar research.

2. Practically

   The result of this research is suggested as another consideration for teachers of Ma'had Al-Islam Genengan to develop their language teaching method, especially in vocabulary mastery. For students, this research will make students learn that subtitle can be a media of language learning.

E. Hypothesis of the Research

The researcher formulates the hypothesis of the research as below:

H0: The subtitling through archetypal movie has no effectiveness on students' vocabulary mastery at Ma'had Al-Islam Genengan senior high school.

Ha: The subtitling through archetypal movie has effectiveness on students' vocabulary mastery at Ma'had Al-Islam Genengan senior high school.

F. Limitation of the Research

This research has been conducted in a senior high school and focused on the vocabulary mastery. The senior high school that chosen for this research was Ma'had Al-Islam Genengan senior high school. Therefore, the result of this research might be invalid for another senior highs school.

Besides, the focus on vocabulary mastery means that this research didn't include the study of the further language learning.

G. Operational Definition of the Terms

To clarify and explain the terms of the title to avoid the ambiguity in this research, the researcher gives the definitions as below:

1. Subtitling

   Aveline (2015: 24) said that subtitling is one of Audio Visual Translation method. The activity of subtitling is the process of translation where one language as source language is transferred into other languages as the target language. Subtitling used to make the dialogs clear while viewers are able to read the text while a movie is played. When students do the subtitling project, they acquired new vocabularies as they looked for the meaning from their dictionaries.

2. Archetypal Movie

   A movie was defined by Puspitasari (2007: 8) as an art produced by recording photographic images by camera or by creating images using animation techniques or visual effects. Faber (2009: 8) explained that archetype is a mental model of main characters in many stories. Archetypes usually have a standard set of easily identifiable characteristics, motivations, and behaviors that signify their role in the story. Archetypal arts, including archetypal movie teach readers or viewers that there are many things around us that build our characters.

3. Vocabulary mastery

Porter in Setiawan (2010: 9) said that mastery is learning and understanding something completely. Vocabulary mastery is the complete learning and understanding of vocabularies.