

CHAPTER I

INTRODUCTION

1.1 The background of the research

Vocabulary is basic of language, vocabulary means the appropriate diction which is used in communication. Without having enough vocabulary, one cannot communicate effectively or express their ideas in both oral and written form. So, learning vocabulary is important factor in foreign language learning (Sarani and Kafipour, 2008; Michael, 2006). It means that if the learners master vocabulary, it will make them easier in learning English language.

To make the students interest in learning vocabulary, an interesting teaching media is needed. The media that can be used in teaching such as television and LCD projector as an effective and interesting way, because the teacher can get student focus by seeing the media. Movie is one of the audio-visual aid, which produced by recording images with cameras, or by creating images using animation technique or visual effects. According to Hornby (2006:950) movie means a series of moving picture recorded with sound that tells a story, shown at cinema/movie. In this research, short movie is suitable on getting student focus in learning vocabulary. Because the students like watching movie than reading a text book to understand new words and the student can enjoyable and pleasure to learn English vocabulary, and can increase the quantity of teaching and learning. Movie is one thing that can be used as media to teach because in writer's view the students are interested in seeing the movie because they watch movie as an entertainment and the teaching and learning become more interesting.

According to the preliminary observation (03/09/2021), the researcher found English teachers at MTS NU Miftahul Huda Bulung Kulon Kudus used short movie as the media to teach. The teacher argued the media could support him while teaching. During the preliminary observation (04/09/2021), the researcher found the teacher applied some teaching techniques, strategies, and methods. They were named something, translation, listen-and-repeat, and pictorial-vocabulary teaching. The teacher argued the combinations of the learning media, teaching techniques, strategies, and methods could improve the learners' vocabulary mastery. After the preliminary observation, the teacher told the researcher that the short movie medium implementation did not make the students bored. It encouraged the learners to achieve higher learning outcomes. Based on the explanation above the writer wants to conduct a research entitled “ *Students' Perception on the Use of Short Movie at MTS NU Miftahul Huda Bulung Kulon Kudus*”.

1.2 Research questions

From the background, the researcher proposes these questions:

How are the students' perceptions on the use of short movies to learn English vocabulary?

1.3 Objectives of the research

This research aims to:

Describe the student's perceptions on the use of short movies to learn English vocabulary.

1.4 Significance of the research

Once this research is completed, the researcher expects the research results to have two significances. They are theoretical and practical significances. Theoretically, the research results become useful information for English teachers about the positive and negative perceptions of learners on the use of short movies to teach vocabulary. For other researchers, the results provide useful

information to conduct further research and investigation, and develop teaching and learning products. For the learners, they braver to share their perceptions and their learning experience toward their teachers.

Practically, the results about positive and negative perceptions of the learners facilitate the readers, for example the teachers, to apply short movies to teach vocabulary when the positive perception of the learners dominates. However, if the negative perception of the learners dominates, the teachers should find other teaching media. For other researchers, the research results could save their times to collect data about positive and negative perceptions. They can use the research data to conduct relevant research, for example the research about the learners' needs of teaching media.

From the research results, the most suitable implication is not to repeat the implementation of the same medium if the learners perceive it negatively. However, it does not mean once the learners perceive it positively the teacher always repeat it again. It is suggested to save the medium for appropriate teaching situation. For example, when the learners are not motivated, the teacher can use this medium.

1.5 Scope of the research

The researcher focuses on the students' perceptions of the learners toward the use of short movie to teach vocabulary. The researcher carried out these investigations in Mts NU Miftahul Huda Kudus at the seventh grade.

1.6 Operational definitions

Avoiding misunderstanding, some terms are defined as follow:

1. Student perception is defined as what the students think or argue about certain applied media. Their thoughts and arguments based on what they experienced.
2. Short movie is defined as any audio-visual motion with duration lesser than 30 minutes. Short movie is different with movie clip that refers to the chunks of a complete movie.

3. Learning vocabulary is an effort of students to acquire new vocabulary, both active and passive vocabulary, consciously and subconsciously.

