CHAPTER 1
INTRODUCTION

In this chapter, the researcher presented the background of the research, the statement of the problem, the objectives of the research, the significance of the research, and operational definitions.

1.1   Background of the Research

Some people might have seen the old movie that was intercut in the middle of the story to give the explanations, these explanations are called intertitles. Intertitles were commonly used for the silent movie that narrated the key points of the movie to help the audiences connect and understand the action that was taking place. Before the sound film was invented, it was possible to create a movie but could not record the voice at the same time. So, to understand the storyline – the intertitles were used. Thus, inventions are called subtitles nowadays. Now, the use of subtitles is not only to give an understanding of the story but also to help people all over the world to watch and understand the storyline of a movie that is not aired in their country, e.g someone who wants to watch a western movie but unfortunately, it is not aired in their country requires to find the movie in another way. In the last 10 years because of the help of technology, there are many platforms to watch movies such as Netflix, Viu, Hooq, WeTV, Disney+, etc. For viewers who do not understand Korean, the websites provide them language support, i.e. subtitles in some languages, and one of them is English. The English subtitles read by viewers are the real example of communication in which viewers can do reading activity while enjoying the story of K-drama that they like.

At the same time, learning language is very important to everyone in order to communicate with other people. Understanding communication rules like vocabulary, spelling, and pronunciation is important (Pieter Napa 1991: 30). Although, subtitles are mostly known for their purpose of translating the oral dialogue of a movie is shown into written ones. It is always interesting for L1 to master the English language, especially the vocabulary. It is because learning vocabulary is essential to support students' comprehension of any information

presented in English. Correspondingly, vocabulary plays a significant role in language acquisition (Williams, 2002). Wilkins (1972) wrote that ". . . while without grammar very little can be conveyed, without vocabulary nothing can be conveyed" (pp. 111–112). The statements portray that even without grammar we can still communicate but not without words.

Today, learning is not only about staying in a place with four standing walls surrounded – learning is about doing and making fun of any activity, and as soon as you finish, you also obtain new knowledge. For example, we watch a movie with English subtitles, we enjoy the movie even without having the feeling that we are studying, however in the end we realize that our vocabulary is improved. Lately, because English subtitle is not only used in English movie – we are able to search for any movie we want to. Hamalik (1983:21) defines learning as a process of personal development that manifests as new behaviors as a result of exposure to new situations and repeated practice. He continues, saying that some examples of behavior include going from ignorance to knowledge, gaining a new understanding, and changing one's attitude, skill, or emotional state, among other things.

The importance of vocabulary is still inversely to the fact for many students that they still lack vocabulary. The observations that the researcher has done in MA NU Banat Kudus show that many students in eleventh grade still confuse and find it very difficult of arranging sentences. The difficulties that many students mentioned in arranging sentences are mainly because they do not remember the vocabulary and have no ways of memorizing it. The lack of vocabulary makes the students a little bit lazy in finishing their duty and it will make the teaching and learning process not maximal. It means, both the students and the teacher need to find a way of teaching and learning process, especially in the vocabulary field. Teaching media are needed to support the success of teaching and learning processes (Rokhayani & Utari, 2014). There have been numerous studies on how to learn vocabulary, including game-based learning ((Derakhshan & Davoodi Khatir, 2015); (Naranjo et al., 2016)), songs (Abidin et al., 2011; Davis & Fan, 2016), and stories (Ramrez Verdugo & Alonso Belmonte, 2007; Abasi & Soori, 2014). However, studies investigating the use of films and dramas with English subtitles to enhance vocabulary are still uncommon.

Meanwhile, there has been a huge interest in Indonesian being surrounded by Korean waves, including the movie. "Over the past decade, South Korea, with a population of around 50 million, has become the Hollywood of the East, churning out entertainment that is covered by millions of fans stretching from Japan to Indonesia" (Lara Farrar, CNN World, December 31, 2010). Korean dramas or movies have become a part of our daily life – watching them and internalizing the whole story for deeper understanding. The use of Subtitled Korean Movies attracts viewers to watch more dramas since they can understand what the actors/actresses say or talk about in Korean. The English subtitles read by Indonesian viewers are a real example of communication in which viewers can do a reading activity while enjoying the story of K-drama that they like. This method is mostly known as Narrow Reading that the story is getting the students' interest, not the lessons. Therefore, learners require sufficient input along with numerous chances for vocabulary repetition. Since Narrow Reading (NR) is meaning-focused input, learners must be interested in what they are reading and pay attention on the meaning of the text rather than the form or language features of the text (Nation, 2009). There are many kinds of Korean movies that could be seen, such as action, comedy, historical, horror, romantic, sci-fi (science fiction), etc.

Moreover, the use of Korean movies increased students' motivation. The students' motivation will lead the students to increase vocabulary by reading the English subtitles. An enjoyable and educational reading exercise is watching K-dramas. Reading serves as a learning tool that helps students retain previously taught vocabulary and grammatical structures while also introducing new terms to them. According to Yuningsih (2013) the students stated using K-Pop MVs in learning English because they were interesting and more enjoyable. Another responder took in Yuningsih's research mention that using K-Pop MVs is more interesting and enjoyable and not boring like watching English movie. The same point of view is also mentioned by Rahmawati & Fajariyah (2013) that a respondent stated that he enjoys K-dramas almost every night and he believed that watching K-dramas can be an interesting activity.

Based on the explanation above, the researcher is interested to conduct research entitled "The Effectiveness of Korean Movie with English Subtitles for Teaching Vocabulary to Ma Nu Banat Kudus' Students."

1.2   Statement of the Problem

Based on the background of the research above, the researcher determines the statement of the problem as follow:

Is Korean Movie with English subtitles effective for teaching vocabulary to MA NU Banat's students?

1.3   Objective of the Research

Based on the statement of the problem above, the researcher determines the objective of the research as follow:

To find out whether Korean Movie with English Subtitles is effective for teaching vocabulary to MA NU Banat's students.

1.4   Significance of the Research

The research result is expected to benefit students, teacher, and the readers theoretically and practically. Theoretically, the writer expected that this research could be used as a reference for upcoming research that has the same topics related to vocabulary mastery by using Korean movies in teaching and learning.

Practically – the writer hopes that this research could give information to the teachers or lecturers about the relationship between Korean movies and English vocabulary mastery, so that they could reflect on the way of teaching and improve the learning strategy or a method to motivate the students. Besides, for the students who read this research, the writer hopes that it could give information about learning vocabulary using subtitle in Korean movie.

1.5   Scope of the Research

The researcher focuses on the vocabulary mastery of the eleventh grade in MA NU Banat Kudus academic year 2022/2023. The participants of this research is the eleventh-grade students of MA NU Banat Kudus academic year 2022/2023.

In addition, the researcher will discuss about the use of Korean movie to be media in helping students' vocabulary. Here the researcher will use 2 movies to teach students' vocabulary. The movie will be mention below followed with the material and reason of movie's chosen.

a. The first movie is entitled Decibel. It tells about the past activity that effect the future life. Because of the description, the movie will be used to teach "Cause – Effect" as the material.

b. The second movie is entitled Space Sweepers. It tells about a phenomena that might be happened in the future, so the students could relate about how the phenomena will be happened and give the explanation. Because of the description, the movie will be used to teach "Explanation text" as the material.

Furthermore, here the researcher uses active and passive vocabulary to be tested in the instrument that will be administered twice in pretest and posttest.

1.6 Operational Definition

Based on the title of the research above, the researcher clarifies the operational definition of each terminology as follows:

1. Korean Movie

   Korean movie refers to televised movie in Korean language, made in South Korea.

2. English Subtitles

   The subtitle written translation of oral dialogue to give the understanding to the audience

3. Vocabulary Mastery

   Vocabulary Mastery is the total number of words in English that students know or use well.

4. Eleventh grade students of MA NU Banat Kudus

   The total students of 11th Grade students in MA NU Banat are 337 that are divided into several majors such as MIPA, IPS, Religion and Language.