CHAPTER I

INTRODUCTION

This chapter presents the background why the research about learning vocabulary through English subtitled videos should be conducted. In addition, it also presents the formulation of the problem, the operational definition, the aim, and the uses of the research.

A. Background

Vocabulary is the most important element in foreign language. According to Richard and Rodgers (2001, p. 17), "Vocabulary is one of the important elements of language proficiency that becomes the basis of how well learners speak, write, listen and read. In the past, vocabulary teaching and learning were often given little priority in second language programs." It means, without learning vocabulary, learners may be discouraged from using the language, such as watching programs in English, reading English books, and so forth. Also, Ur (1991) stated that vocabulary can be defined, "roughly, as the words we teach in the foreign language" (p. 60). However, she pointed out that there are a few words that are inadequate to describe the phrase vocabulary, for example mother-in-law and record shop that contain more than one word to represent the idea. These words contain more than one word, but still, they still present one content.

In secondary education, learning vocabulary is important in Indonesia, because it is the one of several important elements to learn English. Wilkins (1972) as cited in Deylamasalehi et al. (2015) stated that "While without grammar, very little can be conveyed. Without vocabulary, nothing can be conveyed" (p. 1). It

means, language learners can do nothing without learning vocabulary compared to learning grammar.

Learning vocabulary can be achieved through various ways, not only done by focusing on the teacher's explanation, but learners could learn vocabulary by themselves. However, when students are at home, they tend to avoid learning anything, including vocabulary. Nowadays, there are many media that can be used to support learners to learn vocabulary, one of them is using English subtitled video.

To know what the participant did during learning vocabulary using watching videos with English subtitles, the researcher needs to conduct the research using case study. According to Stake (1995) a case study is expected to catch the complexity of a single case, a single leaf, even a single toothpick, has unique complexities. Therefore, the researcher wants to investigate the process of learning vocabulary using English subtitled videos.

The research of learning English by subtitles has been conducted by Frumuselu et al (2015), with the title "Television Series inside the EFL classroom: Bridging the gap between teaching and learning informal language through subtitles." Using experimental study towards higher education students, the result showed that the students liked to learn English with subtitles because it improves vocabulary and oral learning comprehension. Also, the research of learning vocabulary through English subtitled video has been conducted by Kabooha (2016), with the title "Using Movies in EFL Classrooms: A Study Conducted at the English Language Institute (ELI), King Abdul-Aziz University." Using classroom research and semi-structured interviews, the result of the study showed that the students in

the classrooms are motivated in learning vocabulary through movies and the students can learn vocabulary faster than learning with only notebook and text. In addition, the research of vocabulary has been conducted by one of the students in English Education Department, Meliani Najmatussobah (2018), with the title "Learning Vocabulary through Narrative Story: A Reflective Study." The result of the study showed that learning vocabulary can be achieved through narrative story using reflective study. However, the study of English subtitled videos to gain learners' vocabulary learning with secondary learners is still infrequent, especially in Indonesia and most of the previous studies using quantitative instead of qualitative. To decrease the gap, the present research focused on learning vocabulary through English subtitled videos by using case study method.

This qualitative case study research's aim is to know how the learners learn vocabulary with English subtitled videos. As mentioned above, this research is needed for a student who is not majoring in English language as its participant to reach the goal. The result showed how the student can learn vocabulary using English subtitled videos.

B. Formulation of the Problem

A research question is addressed in this present study. The researcher investigates "What happened to the student while learning vocabulary with English subtitled videos?"

C. Operational Definitions

To avoid misinterpretation of this research, here are the operational definitions of each keyword:

1. Subtitled Videos   :   Videos with captions displayed at the bottom of a video that help the participant understand what is said in the video. The videos used in this study are movies with horror and thriller because the participant likes to watch horror and thriller movies.

2. Vocabulary   :   The body of words that are important in language. Here, the participant learns the words that are not yet understood or have just heard from subtitles by translating the words or repeating the words.

D. Aim of the Research

This research aims to know how the student learns vocabulary with English subtitled videos.

E. The Uses of the Research

1. Empirical Use

This research offered empirical insights into researcher's knowledge and experience about learning vocabulary using English subtitled videos.

2. **Theoretical Use**

This study is to give information to the next researcher about the experience of the student in learning vocabulary with English subtitles.

3. **Practical Use**

This research is to encourage the participant with less vocabulary to have improvement in learning vocabulary with English subtitled videos.