

CHAPTER I

INTRODUCTION

1.1 Background of Study

One of the most important aspects of being able to communicate in a language is having a good vocabulary. It will be difficult for a person to use the four English skills - listening, speaking, reading, and writing if they lack sufficient vocabulary. According to McCarthy (1990), there will be no meaningful communication without words to express a broader meaning, no matter how well students learn grammar or how well they imitate the sounds of the language. Limited exposure to English vocabulary, according to Wahyuningsih (2018), is one of the problems that causes students' poor writing skills. From the above statement, having a large vocabulary is one of the keys to master English skills.

Finding the right methods and materials that are interesting, mesmerizing, and up-to-date while helping students learn is one of the most challenging challenges in teaching English. This is especially true with learning vocabulary. One of the most popular methods for teachers in Indonesia to teach vocabulary is to give students a list of words to memorize. This is not only boring, but it also fails to help students retain vocabulary because it does not provide context for how the vocabulary can be used. This method only works when learning takes place, especially during a pandemic like the one that is already happening. Otherwise, students may forget the words. Movies have the potential to be used to provide a fun and engaging way to learn vocabulary.

According to Kusumarasdyati (2004) and Luo (2004), films can also capture students' interests and increase their motivation to learn. Films can motivate the teaching and learning process of EFL/ESL, according to Ward and Lepeintre (1996), because they can provide stories to tell rather than lessons to teach. The effect of using films in EFL classrooms has really been studied in a number of ways. According to Li Ling (2009), adopting films in the class motivates students, makes classes more interesting, and familiarizes them with one another with the target language's practices.

Various studies have shown how subtitling or caption in a movie have great effects. According Rokni and Atae (2014), watching movies with subtitles has a positive impact on language learning. Students interact with the audiovisual material as they translate the source text into the target language while watching subtitled movies (Gorjian, 2014).

In terms of subtitles or captions, students are taught how to hear a range of English words, especially those that are heard in daily conversation. As a result, by seeing examples of pronunciation from players, learners can improve the pronunciation of words that have been mispronounced. Also, you can write down vocabulary words that you don't know the meaning of by reading the subtitles in English and then finding out the meaning after watching the movie.

Without subtitles, on the other hand, students are told to think and remember what they have read. In a way, it helps students remember and understand the players' vocabulary.

1.2 Formulation of the Problem

The purpose of this study is to see how employing films might help kids learn English as a foreign language, especially in terms of vocabulary, among 7th grade junior high school pupils aged 12 to 13. This covers how effectively it improves their ability to learn new words as well as their motivation to learn. By examining the effects on 7th graders, this study will demonstrate how the influence on developing vocabulary works. Finally, this study tries to answer the following questions:

1. How does the usage of videos during the COVID-19 program influence students' learning motivation?
2. How can students comprehend movies with subtitles?
3. How can students understand if there are no subtitles?
4. During the COVID-19 pandemic, what effect did using films have on increasing vocabulary among students in a group of junior high school students?

Frozen is the movie that is being used. It is a 2013 Disney Animation Studios 3D computer-animated musical fantasy film based on the Hans Christian Andersen fairy tale "The Snow Queen." The film was picked because it features a number of easy and often used words. It also includes some memorable sentences that the students are supposed to memorize. The students then watch the movie together using an LCD projector. There will be 3 sessions of this film. The first has Indonesian subtitles, the second has English subtitles, and the third does not have any subtitles at all.

1.3 Identification of Problems

The researcher watched English teaching and learning at the junior high school level and then questioned an English instructor to detect any issues. Observations and interviews with 7th grade students aged 12 to 13 years old at SMP PANCA BUDI MEDAN during the COVID-19 epidemic provided researchers with information on the cause of difficulties linked to the teaching and learning process of vocabulary in the classroom.

In the COVID-19 epidemic circumstances, the factors of classroom issues that contribute to low performance in the English learning process are divided into three groups. Teachers, students, and members of the media are all taking part. In today's world, the teacher is the most crucial factor in student learning. The greatest issue that instructors face, which has a significant influence on learning, is that some teachers are still unsure how to use online learning technology, which causes dissatisfaction.

Another issue that arises in the classroom is unjust treatment, which includes failing to recognize students' efforts to answer questions and pressuring them to learn everything as anticipated. The proportion of students is the most important criterion for a teacher's performance in the classroom. During the COVID-19 epidemic, limited ownership and usage of needed media, such as gadgets and computers, is a common issue. Boredom is another issue that emerges throughout the online learning process. Focusing difficulties, low motivation, difficulty to construct tales, a lack of vocabulary, and a desire to tease each other while the teacher teaches the content are all contributing reasons. The media used must be able to improve students' motivation to learn English also while improving the quality of the English teaching and learning process.

Learning media is a determinant of the success of teaching and learning during the covid 19 pandemic, as a very effective tool for catching students' attention and interest in learning through the online learning process. It is possible to establish communication between teachers and students if the media and network used are in accordance with the material being taught.

Based on the problems identified above, and in accordance with the title of the proposal, **THE EFFECTIVENESS OF USING "FROZEN" MOVIES TO IMPROVE STUDENTS VOCABULARY IN PANDEMIC COVID 19**, we will do the following as researchers. Students will watch frozen movie that will be shared via the Zoom Meetings application. The movie has been provided and will be seen from a share screen on a laptop using the Zoom Meetings application. Students will be given a link to a google form that includes a quiz twice: once with the pretest and once for the post test. The movie will be shown three times:

First, the researcher will work with students using the method of watching a frozen movie with Indonesian subtitles in allow for them to understand the meaning of the movie. The researcher will next watch the frozen movie twice, this times with English subtitles. Its aim is how much vocabulary knowledge the students have. After that, we'll take a pretest with in format of a movie vocabulary test and watch the value. Lastly, students will be asked to watch the frozen movie again, but this times without subtitles. Its goal is to help students improve their English vocabulary. Then, as a final grade, we'll give a test to see how much new vocabulary the students learn from the frozen movie.

1.4 Scope and Limits of Study

To minimize misunderstanding of the problem, the author will limit the scope of the investigation. The writers of this study chose SMP seventh-graders as their research subjects. The study is confined to using "frozen" movies to help students improve their vocabulary, and it includes videos, Zoom meetings, Google Forms, and Gadgets.