

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. Previous Research**

1. The Influence of Parents' Education Level Background to the Students' English Learning Achievement (A Study At 7<sup>th</sup> Grade of Junior High School 1 Limpung Batang in the Academic Year of 2010/2011). This thesis written by Sokhifatun (073411045), a final project of Tarbiyah faculty, Walisongo State Institute of Islamic Studies Semarang. This action research was done with seventh grade students of SMP 1 Limpung Batang. The background of the study was the distinction of parents' education level background (high level education and low level education) which will influence the students' English learning achievement. Parents with high education level background usually will have strong believe in their abilities to help their children learn. Therefore, it will influence students' learning achievement in school. The research question were how is the parents' education level background at 7<sup>th</sup> grade of student of SMP 1 Limpung Batang in the academic year 2010/2011?, how is the students' English learning achievement at 7<sup>th</sup> grade of students of SMP 1 Limpung Batang in the academic year 2010/2011?, is there significant influence of parents' education level background to the students' English learning achievement at 7<sup>th</sup> grade of students of SMP 1 Limpung Batang in the academic year 2010/2011? He focused on students' parents' education level background, students' English learning achievement and the influence of parents' education level background to students' English learning achievement. The data were collected by questionnaire and documentation. The result of this study showed that Parents' education level background at the seventh grade students of SMP 1 Limpung in the academic year of 2010/2011 was considered medium category. It can be seen from the average value of parent's education level background was 57; it is on the interval 57–70. The average value of student's achievement

in English learning was 75. So, the English learning achievement at the seventh grade students of SMP 1 Limpung in the academic year of 2010/2011 was categorized well. In this research, it was found that there was significant correlation and significant influence between parent's education level background and student's English learning achievement. It could be seen from correlation result that the  $r_{count}$  0,314 and  $F_{reg}$  4,160. However this correlation and the influence were low, which pointed to other factors influencing students English learning achievement<sup>1</sup>. Similar with the research above, the researcher uses correlation method and regression analysis to investigate how significant the effect of variable X to variable Y (The Influence of Parents' Education Level Background to the Students' English Learning Achievement) but in this research, the researcher wants to know how significant the influence of watching English movies to students' vocabulary power.

2. "The Correlation between Students' Motivation in Studying English and Their Vocabulary Power" (A Study at SLB ABC "SWADAYA" Kaliwungu Kendal). This thesis written by Murfiyanti (053411024), a final project of Tarbiyah faculty, Walisongo State Institute of Islamic Studies Semarang. She did this research because motivation is the psychological feature that arouses an organism to action toward a desired goal and elicits, controls, and sustains certain goal directed behaviors. A strong motivation makes students spend more time on rehearsal and practice English but unmotivated students just study English if they have been set task that require them to make decisions about it. From this reason, she wanted to investigate the correlation between Students' motivation in studying English and their vocabulary power. The research question of this thesis was "is there any significant correlation between students' motivation and their vocabulary power?" and the aim of this

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<sup>1</sup>Sokhifatun (073411045), "The Influence of Parents' Education Level Background to Students' English Learning Achievement" (A Study at Forth Grade of SD N 02 Subah Batang in the academic year of 2009/2010), *Thesis* (Semarang: Program Sarjana IAIN Walisongo, 2010)

research was to identify the correlation between students' motivation in studying English and their vocabulary power. She focused on students' motivation in studying English and their vocabulary power. She used documentation, questionnaire and test in collecting the data. The result of this research showed that there was a positive correlation between students' motivation and their vocabulary power<sup>2</sup>. Similar to the research above, the researcher uses correlation method to investigate students' vocabulary power. And the difference is after using correlation method, the researcher uses regression analysis to know the influence of the frequency of watching English movies to students' vocabulary power.

3. "The Correlation between Frequency of Listening to English Song and Pronunciation Performance of The Second Year Students of SMP N 36 Semarang in the Academic Year of 2009/2010". This thesis written by Dewi Septiyanti (3105078), a final project of Tarbiyah faculty, Walisongo State Institute of Islamic Studies Semarang. This experimental research was done with eight grade of SMP N 36 Semarang. She did this research because pronunciation is absolutely crucial in learning language including English. It has significant role in determining the degree of literacy in ones communications with others in as much as to talk with other people one must pronounce word and student's hobby is considered as one-away to promote students activeness in teaching. The various activities from students' hobbies can lead to the student progress. One of the hobbies is listening to an English song that can get the students integrated to English and it is assumed that it contributes many things to improve students' capabilities. The statement of the problem in this study was "How significant is the correlation between students' frequency of listening to songs and their pronunciation performance?" and the aim was to find out whether there is any significant correlation between frequency of listening to English songs and students' pronunciation performance. She focused on

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<sup>2</sup>Murfiyanti (053411024), "The Correlation between Students' Motivation in Studying English and Their Vocabulary Power" (A Study at SLB ABC "SWADAYA" Kaliwungu Kendal), *Thesis* (Semarang: Program Sarjana IAIN Walisongo, 2009)

students' frequency to listening English songs and their pronunciation and the correlation. She collected the data by questionnaire and. The result of this study showed that students' frequency of listening to English songs (X) has a positive correlation with their pronunciation performance (Y). And the correlation coefficient is 0.904 with "high" category in interval 0.90 - 1.00<sup>3</sup>. Similar to the research above, the researcher uses correlation method. And the difference is on the variable Y (students' vocabulary power) and variable X (students' frequency of watching English movie).

## **B. Theoretical Framework**

### **1. General Concept of Vocabulary**

#### **a. The Definition of Vocabulary**

Steven Stahl (as cited by Linda Diamond and Linda Guthlon in *Teaching Vocabulary*) explains that vocabulary is the science of words and word meanings. The science of a word does not only include a definition, but also includes how that word comes into the world. It is not something that utterly gets to be mastered; it is something that needs to be expanded and studied over the course of a lifetime. Teaching in vocabulary includes far more than searching the words in a dictionary and fitting the words in a sentence. Vocabulary is got incidentally through indirect exposure to words and intentionally through distinct teaching in specific words and word-learning strategies<sup>4</sup>.

According to Laurie Bauer, vocabulary is about words. It is including the form, the change, the link to each other and its using in the sentences. Vocabulary is the most important aspect in conducting

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<sup>3</sup>Dewi septianti (3105078). "The Correlation Between Frequency of Listening to English Song and Pronunciation Performance of the Second Year Students of SMP N 36 Semarang in the Academic Year of 2009/2010", *Thesis*, (Semarang: Program sarjana IAIN Walisongo, 2009)

<sup>4</sup>Linda Diamond and Linda Gutlohn, *Teaching Vocabulary* in <http://www.readingrocket.org/article/9943> accessed on September 19, 2012

communication. The words used to know each other's and to express our wishes and feelings<sup>5</sup>.

Broadly (as cited by Fran Lehr, *et.al.* in *A Focus on Vocabulary*) defined that "vocabulary is knowledge of words and word meanings"<sup>6</sup>.

The word comes into oral and print form. Oral vocabulary involves all the words that purposed in listening and speaking. Print vocabulary involves all the words that purposed in writing and reading. Then, words science also comes in two forms, they are receptive and productive vocabulary. Receptive vocabulary includes words that we know when we see or hear them. Productive vocabulary includes words that we produce when we speak and write<sup>7</sup>.

Some definitions above give the researcher conclusion that vocabulary is all about the words with their meaning and their form change that make up a language. So that's why, vocabulary power means that students' ability to understand English vocabulary to make up a language, even thought it is high or low vocabulary power.

## **b. Kinds of Vocabulary**

There are some opinions about kinds of vocabulary.

One of them is proposed by Marianne Celce and Murcia Elite Olshtain, there are two kinds of vocabulary: The first is the function words, those vocabulary items that refer to closed word classes. It means that the word classes that do not accept new items or lose old ones: pronouns, auxiliary verbs, prepositions, determiners and adverbs. The second is the content words are those vocabulary items that refer to open word classes. It means that the words classes that admit new words and

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<sup>5</sup>Laurie Bauer, *Vocabulary* in <http://books.google.co.id/> accessed on September 19, 2012

<sup>6</sup>Fran Lehr *et.al.*, *A Focus on Vocabulary* in <http://www.prel.org/products/re/ES0419.htm>, accessed on September 23, 2012

<sup>7</sup>Fran Lehr *et.al.*, *A Focus on Vocabulary* in <http://www.prel.org/products/re/ES0419.htm>, accessed on September 23, 2012

discard old ones. The content words can be divided into three general classes: first is a word that indicates a person, a place or a thing that called as nouns. Second, words that show an action, an event or a state are called verbs. Third, words are used to describe the qualities of thing or actions are called adjectives and adverbs<sup>8</sup>.

Broadly (as cited by Fran Lehr, *et.al.* in *A Focus on Vocabulary*) defined that vocabulary consist of two kinds, they are the word forms and word knowledge. First, the word forms include oral and print vocabulary. Oral vocabulary encompasses the words that identified and used in listening and speaking. Print vocabulary encompasses the words that known and used in reading and writing. Second, word knowledge consists of receptive and productive vocabulary. Receptive vocabulary includes words that we admit when we hear or see them. Productive vocabulary includes words that we use when we speak or write. Receptive vocabulary is typically larger than productive vocabulary<sup>9</sup>.

Another opinion by Scott Thornbury, there are two kinds of vocabulary, namely receptive vocabulary and expressive vocabulary. Receptive vocabulary can be called as passive vocabulary. It belongs to the words which students know when they listen and read or the words they know when they accept from another. Receptive vocabulary ability can be developed by some ways, the first way is taking some notes of the words and discovering the synonyms and antonyms, another way is looking in the dictionary. Then, Expressive vocabulary belongs to the words which students practice when they speak or write, and it is called as active vocabulary. To develop this productive vocabulary ability, the learners should try much their speaking and writing<sup>10</sup>.

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<sup>8</sup>Marianne Celce – Murcia Elite Olshtain, *Discourse and Context in Language Teaching*, (USA: Cambridge University Press, 2000), p. 76.

<sup>9</sup>Fran Lehr, *et.al.* *A Focus on Vocabulary*, in <http://www.prel.org/products/re/ES0419.htm>, accessed on September 23, 2012

<sup>10</sup>Scott Thornbury, *How to Teach Vocabulary*, (London: Longman, 2002), p. 15

Moreover, Hary Craft (as cited by Evelyn Hatch and Chery L. Brown, in *Vocabulary, Semantics, and Language Education*) explains that vocabulary is divided into receptive and productive vocabulary. Receptive vocabulary is the words that the students identify and comprehend when they take in the context, where as productive vocabulary is the words which the students comprehend, and then they can produce and use constructively in speaking and writing<sup>11</sup>.

From some opinions above, the researcher concludes that in general, there are two kinds of vocabulary. They are receptive and productive vocabulary. Receptive vocabulary is the word that is received from others (when listening or reading). Where as productive vocabulary is the word that is produced by ourselves (when speaking and writing).

### c. Strategies in Learning Vocabulary

Learning is a process to obtain science of a subject or a competency by study, experience or instruction. It is a process to study something. It is happened because there is an interaction between someone and his environment<sup>12</sup>. In this case, learning vocabulary is a process to studying a list of words which make up a language. One principle of effective vocabulary learning is to provide multiple exposures to a word's meaning.

Jack. C. Richard said that:

In learning new vocabulary, learners need to be able to use strategies to cope with unknown vocabulary met in listening or reading texts, gap in productive vocabulary to gain fluency in using known vocabulary and to learn new words in isolation. Most of these strategies can be introduced in the earliest English classes<sup>13</sup>.

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<sup>11</sup>Evelyn Hatch and Chery L. Brown, *Vocabulary, Semantics, and Language Education*, (Melbourne: Cambridge University Presss, 1995), p. 370

<sup>12</sup>H. Douglas Brown, *Principles of Language Learning and Teaching*, (New York: Longman Press, 2000), 4<sup>th</sup>. Ed, p. 7

<sup>13</sup>Jack.C. Ricard, *New Ways in Teaching Vocabulary*, (Illinois USA: Bloomington, 1994 ) p.

One example from statement above is when learners read a text or a sentence in a book and they don't know the meaning of one of vocabularies or words, they can use guessing context clause strategy to know the meaning so they don't need to search it in dictionary.

The first strategy that can be implemented in learning vocabulary is guessing context clause. Technique for guessing vocabulary from context includes functioning background science from the topic of a text, getting clues from grammatical structure, pronunciation and punctuation and using the natural redundancy of surrounding words. The aims of these steps are see the result of using contextual clues, increase competence for guessing from context, increase science of vocabulary, guessing the meaning of words from their use in context and then use words in original sentence and practice a guessing strategy<sup>14</sup>.

Then, it is word building. That important strategy can make students aware of main rules and features that can be generalized in the future, thus making next learning easier for them. If the main derivational suffixes of English are learned, this can help give students search to the other members of a word family. It can be developed by word family practice, peer teaching prefixes, word building, a prefix word game, word formation game and find the prefixes and suffixes. These activities are used to extend use of derivational suffixes, learn important prefixes, develop knowledge of word forms, extend the range of meanings for known words, practice creating words and recognize suffixes and prefixes<sup>15</sup>.

Next, it is using dictionaries. Bilingual dictionaries have been found to use in learning vocabulary. They may have some benefits over traditional bilingual or monolingual dictionaries. Bilingual dictionaries essentially do the work of both a bilingual and a monolingual dictionary. Whereas bilingual dictionaries usually give just an L1 synonym, bilingual

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<sup>14</sup>David Nuna, *Language Teaching Methodology*, p. 134

<sup>15</sup>Jack.C. Ricard, *New Ways in Teaching Vocabulary*, p. 184



dictionaries include L2 definitions, L2 sentence examples as well as L1 synonyms. Dictionaries are usually used to search the meanings of unknown words. However, learners' dictionaries contain a great deal of information that students can use to use vocabulary productively. The students will also be made aware of the need to make dissidence among largely synonymous words. This strategy use leads to increase learning for advanced students<sup>16</sup>.

Finally, it is learning from words card and using word parts. This activity includes the keyword technique and word parts. The keyword technique is used to support link the form of a word to its meaning and so can be brought into play once the student has access to the meaning of the word and using word part to support recall the meaning of a word. The aims of these activities are to take responsibility for students own learning, learn how to keep useful record of new vocabulary and discover a way to improve the learning of new vocabulary<sup>17</sup>.

Brown explains that the strategies in vocabulary learning fall into five essential steps: The first is having sources for encountering new words. In this case, the students learning new words by reading books, news papers and magazines and listening to TV and radio. The second step is getting a clear image, either visual or auditory or both of the form of the vocabulary item. The third is learning the meaning of the words. The forth is making a strong memory connection between the form and the meanings of the words. And the final step in learning vocabulary is using the words. Putting words to use is the best way of ensuring they are added to long – term memory. This step is used to know students confident about their word knowledge and ability<sup>18</sup>.

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<sup>16</sup>Jack C. Richard and Willy A. Renandy, *Methodology in Language Teaching*, (USA: Cambridge University Press, 2002)p. 263

<sup>17</sup>Scmitt and Norbert, *An Introduction to Apply Linguistic*, (New York: Edward Arnold, 2002) p. 45

<sup>18</sup>Evelyn Hatch and Cheryl Brown, *Vocabulary, Semantics and Language Education*, p. 373-375

Moreover, word learning strategies involve dictionary use, morphemic analysis, and contextual analysis. Dictionary is used to coach students about multiple word meanings, as well as the importance of choosing the suitable definition to fit the particular context. Morphemic analysis is the process of getting a word's meaning by analyzing its meaningful parts, or morphemes. Such word parts include root words, prefixes, and suffixes. Contextual analysis involves taking the meaning of an unfamiliar word by scrutinizing the text surrounding it. Direction in contextual analysis generally involves teaching students to apply both generic and specific types of context clues<sup>19</sup>.

The researcher concludes that strategies in vocabulary learning are required to make the students easy and enjoy learning vocabulary. And those vocabulary learning strategies require increasingly spaced practice over a period of time and it is useful to have a systematic and organized approach to vocabulary knowledge.

## **2. General Concept of Movie**

### **a. Definition and Function of Movie**

Movie is one of entertainment forms that tell a story by sound and a series of images with the illusion of continuous movement. It includes independent motion pictures, the field of movie as an art form, and the motion picture industry. The process of description of past imaginary events gives the audiences new experiences, stimulating a new inspiration and it becomes interesting for them because the movie shows the object in real action<sup>20</sup>.

Azhar Arsyad defined that movie is a sequence of pictures in frame in which the sequence is presented through LCD. As a result, we can see

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<sup>19</sup>Linda Diamond and Linda Gutlohn, *Teaching Vocabulary* in <http://www.readingrocket.org/article/9943> accessed on September 19, 2012

<sup>20</sup>Wordnet, "Glossary", in <http://wordnetweb.princeton.edu/perl/webwn?s=movie>, accessed on 11 November 2011

that the sequence of picture is alive and moving. Movie tells a story, so it gives us visualization continually. It makes a movie interesting for the audiences. Movie is usually used as entertainment, documentation or education<sup>21</sup>.

In addition, movie is an audio visual medium giving students a chance to expend their ability and to develop their skill. When students see an object or an action, their curiosity to know the vocabulary for it may increase. When the vocabulary is discovered, it is learned very fast<sup>22</sup>.

From some definitions above, the researcher concludes that movie is a form of mass media that tells a story using image movement and sound continually. Movie as an audio visual medium can train both audiences' listening and reading skill. It gives them real experiences from the actors and actress' action.

Movie as an audio visual medium has main functions as follow: Movie as an entertainment has function to relieve our stress. Many people enjoy watching a movie. It is a popular entertainment for human being. It gives new experiences for the audiences, both from the story and the settings<sup>23</sup>.

As education media, movie is including in audio visual media. It can be used to support in education, it can help students to accept their material in school or campus. In fact, movie can be an effective media in teaching learning process because it stimulates students both receptive skills (listening and reading) and productive skills (writing and speaking). It can be more affective than other instructional media for relating one idea to another, building continuity of thought, and creating dramatic impact<sup>24</sup>.

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<sup>21</sup>Azhar Arsyad, *Media Pembelajaran*, p. 49

<sup>22</sup>Evelyn Hatch and Chery L. Brown, *Vocabulary, Semantics, and Language Education*, p. 375

<sup>23</sup>Sigit Winarto, "Teaching Vocabulary Using Film *"Dora the Explorer"* (A Study at Forth Grade of SD N 02 Subah Batang in the academic year of 2009/2010), *Thesis* (Semarang: Program Sarjana IAIN Walisongo, 2010), p. 23

<sup>24</sup>Sudarwan Danim, *Media Komunikasi Pendidikan*, (Jakarta: Bumi Aksara, 2010), p. 19

And the function of movie as an information is to give useful information for people. By watching movies people can know the newest things. It gives information about culture, politics, social, economic, government, history, etc. From the movies people will get new experiences, they may see many new places<sup>25</sup>.

In this research the function of movies is used as an education media because it is used to develop English vocabulary. When students watch English movie, they may encounter new words. Even a single encounter with a word in context might help increase learner's knowledge about that word and its meaning. It will be useful for their English vocabulary development.

#### **b. Types of Movie**

Movie, based on the process of its production divided into some types, the first is Documentary movie. The American film critic, Pare Lorenzt defines a Documentary movie is a factual film which is dramatic. It purposed of giving to describe about the story, by using the true society and situation. It made as a television program or released for screening in cinema. Documentary has been described as a film making practice, a cinematic tradition and mode of audience reception<sup>26</sup>.

The second is Episodic movie. It is film consist of concise edition in its series. It consists of a number of different chapters that run continue to each other and merge to a common climax. Each episode is an individual story or sub-plot that is usually unconnected to the other episodes in the film until the climax<sup>27</sup>.

The third is Provocation movie. It prevents to explain about special lesson to learners, especially social study, attitude, etc. It will stimulate the

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<sup>25</sup>Muhammad Agus Salim, *The Role of Watching English Movie in Learning English* in <http://id.scribd.com/doc/9639852/>, accessed on October 8, 2012

<sup>26</sup>Wikipedia, *The Free Encyclopedia "Film"*, in <http://en.wikipedia.org/wiki/-film-documentary> accessed on November 11, 2011

<sup>27</sup>Indian FM, "A Multiple Tile" in <http://staff.uny.ac.id> accessed on September 23, 2012

discussion among learners in the classroom. It can be used as media in teaching learning process and usually made by the teacher<sup>28</sup>.

The fourth is Animation movie. It is a kind of film which involves sound, recording a series of drawing or manipulating in animate object, one frame in one time. When projected, the sequences of frames take on the illusion of motion. This film uses computer graphics in creating animated images<sup>29</sup>.

The fifth is Fictional movie. It is also called narrative film. Fictional film is film that tells a fictional story, event or narrative. It usually contrasted to film that present information, such as a nature documentary. It presents imaginary beings, places, or events. Yet if a film is fictional that does mean that it is completely unrelated to actuality.

The last is Experimental movie. It is an artistic practice relieving both of visual arts and cinema. It usually made to express personal experience or view points and to explore some possibilities of medium itself. It has built its history through the texts of theoreticians and its distribution process through non profit organizations<sup>30</sup>.

Those types of movie can be used as media in learning vocabulary if they use English. It depends on students' class and interest. By watching those movies, students may be able to improve their vocabulary independently. It will be useful to develop their English ability in the school because vocabulary is one of important aspects in learning English.

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<sup>28</sup>Asnawir and M. Basyaruddin Usman, *Media Pembelajaran*, (Jakarta: Ciputat Press. 2002), p. 100.

<sup>29</sup>Husni Mubarak (3105331), "The Effectiveness of Animated Film as Media in the Teaching of Narrative Writing" (An Experimental Research at the Tenth Grade Students of MA Futuhiyyah 2 Demak in 2009/2010 Academic Year), *Thesis*, (Semarang: IAIN Walisongo, 2009), p.23

<sup>30</sup>Wikipedia, *The Free Encyclopedia* "Film", in <http://en.wikipedia.org/wiki/-film-Experimental> accessed on November 11, 2011

### 3. Movie as Media to Learn Vocabulary

The word “*Media*” comes from Latin *medius* that means medium or conductor. AECT (Association of Education and Communication Technology, 1997) defined that media are all of things that used to deliver a message and information<sup>31</sup>.

Media have role plays in learning process, such as media will enable students to learn individually, media make learning easier for the students, media gives real experience and stimulate students’ motivation to learn, media make students more interesting in learning, media create direct interaction between students and their environment<sup>32</sup>.

Now days, there are many media that can be used in vocabulary learning, such as movie. In general, movie as one of learning media have some advantages, they are: Movie has particular value, such as completing basic experience, provoking new inspiration, attracting attention, showing treatment of real object, explaining abstract things, etc. Movie can describe process. Movie can arouse impression of room and time. The pictures are three dimensions. The sound can arouse reality of pictures in form of nature expression. Movie can tell expert's voice while watching his/ her appearance. Color movie can add reality of object, which is practiced. Movie can show scientific theory and animation<sup>33</sup>.

Tomasz P. Szynalski said that:

Learning English by watching movies is learning by input. The learning process is similar. First you get lots of correct English sentences into your head. Then you can imitate them and you can make your own sentences. And isn't that why you are learning English - to be able to make your own sentences? That is why watching a movie (just like reading a book) is such a great way to learn English<sup>34</sup>.

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<sup>31</sup>Azhar Arsyad, *Media Pembelajaran*, (Jakarta: Rajawali Press, 2010), p.3

<sup>32</sup>Asnawir and M. Basyirudin Usman, *Media Pembelajaran*, (Jakarta: Ciputat Pers, 2002), p. 24

<sup>33</sup>Sudarwan Danim, *Media Komunikasi Pendidikan*, p. 19.

<sup>34</sup>Tomasz P. Szynalski, *Watching Movies in English* ,in <http://www.antimoon.com/how/movies.htm> accessed on September 19, 2012

Watching English movies as media in learning vocabulary can be more effective in encountering words because when students have seen an object or an action, their desire to know the label (word) may be increased. When the word is encountered, it is learned very quickly. Brown's 1993 study showed that: Learners had seen some objects or actions in the video so they had a visual image of them but did not hear or see the vocabulary item until later. Later in the video script or the instructional exercise, the words were supplied for what the learners had seen. These vocabulary items were learned significantly faster than other words in the script or exercises<sup>35</sup>.

The importance of learning vocabulary by watching English movies is learning the words that they use. When speaking, native speakers use words and phrases that seldom find in a book because spoken language is different from book language. Movies also give an opportunity to students to learn informal and slang words which do not find in English dictionaries and learn how to say them. Movies not only let students improve their vocabulary but also their pronunciation and grammar. Finally, they can learn to comprehend spoken language because movies are made for native speakers, not for learners of English. So the actors talk fast, just like native speakers talk in real life<sup>36</sup>.

In fact, movie can fulfill different functions for learners at different levels of qualification. For beginning learners it can present examples of authentic language use in limited context of use. For higher level students, movie can present variety, interest, stimulation, and help to maintain motivation. For advanced students, movie can fulfill the same functions as for native speakers to present information and entertainment. At this level, it can be used as a stimulus for discussion and debate<sup>37</sup>.

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<sup>35</sup>Evelyn Hatch and Cheryl Brown, *Vocabulary, Semantics and Language Education*, p.375

<sup>36</sup>Tomasz P. Szynalski, *Watching Movies in English*, in <http://www.antimoon.com/how/movies.htm> accessed on September 19, 2012

<sup>37</sup>David Nunan and Clarice Lamb, *The Self-Direct Teacher. Managing the Learning Process*, (Cambridge: Cambridge University Press) p. 193.

Beside the advantages above, a big problem of watching English movies is they are more difficult to know than books. If students don't know the meaning of a word in a book, they can simply to find out in a dictionary; because the word is written there (they know its spelling). With a movie, they sometimes hear something, but they don't know what it is. Sometimes they don't even know if they've heard one word or two<sup>38</sup>.

From the advantages above, the researcher can conclude that watching English movies can be a good medium to mastering vocabularies for students because they can not only learning vocabularies in formal situation but also in non formal situation, for example when they are watching English movies. This situation will enable students to learn independently.

### C. Hypothesis

Hypothesis is the provisional answer to the problems of the research that theoretically considered possibly or highest the level of his truth. It is provisional truth determined by researcher that should be tested and proved.<sup>39</sup>

The hypothesis of this research is as follows:

H<sub>a</sub>: There is influence of the frequency of watching English movies to students' vocabulary power at eleventh grade of Language study program of Madrasah Aliyah Nahdlatul Ulama' Banat Kudus in the academic year of 2012/2013.

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<sup>38</sup>Tomasz P. Szynalski, *Watching Movies in English*, in <http://www.antimoon.com/how/movies.htm> accessed on September 19, 2012

<sup>39</sup>Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, (Jakarta: PT Rineka Cipta, 2006), p. 71