

CHAPTER I

INTRODUCTION

In this section shows about the background of the study, the identification of the problems, statement of the problem, purpose of the study, and the significance of the study and limitation of the study.

1.1 Background of the Study

English is known as Lingua Franca. Which is a conceptual term as well as a relationship of the global use of English, the spread of English by how it is taught and learned (Zein, 2018). According to Lauder (2008) as cited in (Alwasilah, 2013) stated that English in Indonesia was declared formally as foreign language. This status still remain the same as now where English is taught in Indonesia as first foreign language (Alwasilah, 2013). Since then, English is important for students to learn and comprehend as a foreign language.

According to (Manurung, 2020) stated that as the basic study in learning a foreign language especially for young learners, vocabulary is become the first step for the students to learn before they learn about the four skills. Moreover, vocabulary belongs into three senses in which cover some number of words that make a language, all the known word of a person is used in particular books, subjects, et; a list of words that has their own meaning (Asyiah, 2017). By mastering the vocabulary, the students will be able to build a good communication effectively and this become a really important aspect for the

students (Manurung, 2020). On the other hands, vocabulary is also important to affect on how well the students can speak, listen, read and write since it is a crucial aspect in foreign language learning and language proficiency (Manurung, 2020).

Despite of the importance of having enough knowledge about vocabulary, there is also another way to master English which is through comprehend a grammar. According to (Mahendra et al., 2018) stated that in language, grammar is rules in a form of set that is governed the structure of the language itself. Grammar determines the way of words that are arranged into unit of meaningful form. According to (Ekaningsih, 2017) also stated that the function of grammar is as important as the foundation for the progress of language learning. This means that grammar is the foundation in language learning.

By learning and mastering grammar also can affect to the mastery of the four language skills (Effendi et al., 2017). Also, Tomakin (2014) as cited in (Zuhriyah, 2017) stated that it is impossible for someone to master a language without learning the grammar of a language. This is because someone will be able to construct a meaningful word or sentence by mastering grammar of a language. As for many students, it is a fact that grammar is known as a difficult part in learning language. It is found that many students still make a mistake when it comes to grammar subject. For example, according to (Zuhriyah, 2017) there are many of fifth semester of students who make mistakes for their grammar in English department of education faculty of Hasyim Asy'ari university. Then, according to (Zuhriyah, 2017) stated that the mistake that the students make in grammar is caused from the relation of the grammar with the cognitive skills of

someone. Therefore, in order to master a language the students have to learn grammar more deeply.

In spite of being the important things that have to be mastered in learning English there is also difficulties that can be found. This may happen as a result of interference in the habit of the first language which is Bahasa Indonesia because of the difference of the structure between Indonesian grammar and English grammar. According to (Ahayu, 2018) stated that vocabulary, phonology and grammar of a second language are dealt to be the difficulties in learning second language. This may consider to the interference of the first language's habits. An addition to this study, the learners produce errors in the second language since the first language and the second language has a different structure during producing the same context of conversation.

In this case, students as a second language learners have a goal in learning a second language in which to achieve a competence called as native-like competence Troike (2006) as cited in (Manik et al., 2013). In which the learners have to put an attempt to master the competence as how the native speakers use to communicate and it is called the native like competence. This is also supported by (Abid Thyab, 2019) who stated that it is important to teach and educate the students as ESL/EFL students about phrasal verbs in order to make them understand and capable in using phrasal verbs especially when they have interaction in English. This is because phrasal verbs in term of knowledge lead to the better proficiency of English language and to the better of native-like communication.

Phrasal verb is used by mostly of the native speakers in their daily life and

they use it in oral and written form in the communication. They use one or more of phrasal verb in their daily life (Bolton, 2012) as cited in (Ahayu, 2018). In order to make a successful communication in English the students as English Foreign Learners should comprehend and learn about phrasal verb, since the native speakers use this in their daily life. According to Broukal (2010) as cited in (Mahendra et al., 2018) stated that it is common in English to use phrasal verb. In other words, phrasal verb is easily found in the daily life.

In fact, there are so many phrasal verbs that can be found in English. According to Mahmoud (2015) as cited in (Ahayu, 2018) stated that phrasal verb is words that consist of two or three words that has a function to form a meaning of the words. Also, phrasal verb could contain more than one meanings depend on the context of a conversation. It is formed by main verb and adverb, preposition or both of them (Ahayu, 2018). This means, phrasal verbs are combination of two or three words as a result of combination of verb and adverb or verb and preposition that form a different meaning.

Never the less, the students find it is difficult when it comes to learning about phrasal verbs. This because of phrasal verb could consist of more than one meanings depend on the context that uses phrasal verbs. Therefore, the reputation of phrasal verb becomes problematic among the students during the teaching and learning process of English (Mohmoud, 2015) as cited in (Pastikayana et al., 2018). Since there are a lot of phrasal verbs that can be found in English and this also often uses in the daily life when it comes to a communication in English, phrasal verb become important to be learned and to be concerned about.

In addition, phrasal verb is considered as one of the most difficult parts in English by many researches (Shahriari et al., 2019). According to (Shahriari et al., 2019) stated that one of the considerations of the difficulties in learning about phrasal verb is that because there is a complexity and a peculiarity that found in structure form of semantic and syntactic. In other words, phrasal verb contains combination of words with different forms and meanings. Therefore, this combination of different forms and meanings of words become a challenge to the L2 learners in mastering phrasal verb. Furthermore (McCarthy and O'Dell, 2004) stated the number of phrasal verb is more than 5000 and it has been currently used in English. Therefore, this large number of phrasal verb seems become the difficulty in mastering phrasal verb (Shahriari et al., 2019).

In regards to the statement above, there was a similar study which was about an investigation of a likelihood of the English native speaker and highly advanced nonnative speaker uses multi words and one word of their spoken - written discourse Schmitt (2007) as cited in (Shahriari et al., 2019). It was found out that the nonnative speakers had strong tendency of using one word of verb in informal spoken discourse, while the native speakers preferred to use the multi words of verbs and both native and nonnative speakers use it in the same context. In this case, the researcher can conclude that a top level of professional user of English could get struggle in making multi-words of verbs. In other words, the nonnative speakers became an unnatural and stilted when speaking in English. Thus, this becomes a challenge for the learners since they have to accomplish the native like competence as their goal in learning about English.

In addition, there was research who conducted about “exploring factors

contributing to the receptive and productive knowledge of phrasal verbs in the EFL context” found that the learners who had better knowledge about phrasal verbs were the learners who had spent more of their times by reading and watching movies/TV shows. Moreover, the learners who spent their time by watching movie or tv show when it comes to dealing with language showed to be a facility to learn about phrasal verbs (Shahriari et al., 2019). Thus, it helps the learners who may not have chance to interact with the native speaker to increase their knowledge and ability in English.

Movie refers to a narrative form of multimedia which is based on physical record that consists of sounds and motion pictures Arroio (2010) as cited in (Manik et al., 2013). It is also supported by Kavan (2009) as cited in Manik et al., (2013) who stated, it is useful to use film in teaching communication concepts as it has unique characteristics that are perfect in bringing up a communication. As the example, a close- up face that is being shot in the frame make the audience to be able to see complex emotions and non-verbal cues in which people usually miss it in real life when they are looking at a person directly.

Thus, one of the ways for the EFL students to learn about phrasal verbs in English is that through watching English movie. This is because we can learn about phrasal verbs by watching movie in which there is conversation in the movie and as additional it may contain some phrasal verbs in it. According to (Albiladi & Abdeen, 2018) stated that in order to find the most effective and attracting way in learning a language, the second language teacher have been using various types of English source or media. In this case, English movie has been effectively used as one of the ways to help the learners to develop and

encourage their abilities in English.

In addition, the proponents of this method in using movie as a media believe that movie let more of appealing and interactive ways in teaching and learning English (Albiladi & Abdeen, 2018). There are many researchers (Ismaili et al., 2013) as cited in (Albiladi & Abdeen, 2018) have claimed that the use of English movie have some advantages in developing the language competencies. Those benefits such as increasing the students' communication skills, enhancing the students' motivation, as well as developing the cultural awareness of the students in order to experience more about the language learning.

An addition, phrasal verbs are much more used in fictions and conversations rather than in the news (Manik et al., 2013). Therefore, movie becomes the common source for this kind of genre. It is easier to find phrasal verbs in movie, since there are conversations and fictions in it. In this case, movie is not only function to entertain but also function as a media to learn about phrasal verbs. This will make the students be able to learn more about phrasal verbs not only from teacher but also from the other source which is through watching movie.

Thus, it is important to use the right pedagogical techniques in order to help the students to acquire phrasal verbs. This is because phrasal verb is also as important role as the other aspects of language for the students to be learned and the students need to be motivated in learning about phrasal verb for both in speaking and writing form (Rodzuan, 2017). Therefore, it is important to use movie in order to help the student to learn about phrasal verb.

This research chose a movie entitled "harry potter and the prisoner of

azkaban” as an object in this study. Meanwhile, it is considered that this movie used British dialect in which according to Monika Dharma and Christian Rudianto (2013) found that in Indonesia as a non-native speaker of English preferred to use American dialect or accent rather than using British. Thus, the non-native speaker’s interest in using British should be improved so that they can be able to get familiar with various accents in English as well as they could be more focus on understanding the meaning fo communication especially when it comes to communicate in using English.

1.2 Identification of the Problem

As the second language learners, the students have to accomplish the goal of having a native like competence (Manik et al., 2013). This means, the students have to be able to acquire the language as how the native speaker uses it in their communication. In which, in this case, according to Bolton (2012) as cited in (Ahayu, 2018) stated that, the native speaker use phrasal verb in mostly of their daily life when having a conversation. Thus, phrasal verb is admitted to become an important part for the student to learn and help them achieve the goal for having native-like competence.

In fact, it is found out that learning phrasal verb is not easy for the students. This is because of there are a lot of phrasal verbs that can be found in English. This is supported by McCarthy and O’Dell (2004) stated the number of phrasal verb found more than 5000 adn it is currently used in English Language. By this large number of phrasal verbs that can be found, it is seemed to be difficult for the student to master all of the phrasal verb in English. Another reason is that phrasal verb contains combination of words with different form and meaning. In

which this combination becomes a challenge for the students in mastering phrasal verbs.

Due to the fact that the learners who had better knowledge about phrasal verbs were the learners who had spent more of their times in reading and watching movies/TV shows. Moreover, the used of film or movie at teaching communication concept is useful as it has unique characteristics that are perfect in bringing up a communication. As for example, the audience becomes enable to see complex emotions and non-verbal cues through a close-up face that is being shot in the frame, while people usually miss it in real life when they have conversation while looking directly at a person. Thus, it is good for the students to learn through movie since this can help them to practice their communication in the target language.

In addition, phrasal verbs are more used in fictions and conversations rather than in the news (Manik et al., 2013). Therefore, movie becomes the common source for this kind of genre in which there is conversation and fiction in it. Thus, movie is not only for entertaining the audience but also can be used as a media to learn for the students. In addition according to (Rodzuan, 2017) stated that phrasal verb also has important role as the other aspects of language for the students to be learned and the students need to be motivated in learning about phrasal verb for both in speaking and writing form. Therefore, it is important to use the right pedagogical techniques in order to help the students to acquire phrasal verbs.

In this case, there is a movie entitled “harry potter and the prisoner of

azkaban” which contains lots of phrasal verbs. The phrasal verbs that are found in this movie will be analyzed in this research. It discusses about what are types of phrasal verbs that used and what are meanings of phrasal verbs that found in this movie. There were several reasons of the researcher chose movie entitled “harry potter and the prisoner of azkaban” of this research such as, according to Furia as cited in (Dewi, 2016) stated that Harry Potter series is hugely popular around the world. It is also stated that Harry Potter’s success reaches about 200 countries of around the world. The second reason is that according to Vollmer (2007) as cited in (Dewi, 2016) stated that the series of Harry Potter are not only popular among the children but also among the adults. In other words, this means that Harry Potter is known by a lot of people both among children and adults around the world.

Moreover, more of scholars have been attracted in using Harry Potter as a serious analysis of literature in education’s field Wallace and Pugh (2007) as cited in (Dewi, 2016). It also suggested to the teacher to use Harry Potter as media to learn about English in order to encourage them to get involve with the culture, such as social class, sexuality, gender and race. Thus, Harry Potter movie is suitable for the learners to learn about English especially when it comes to learn about phrasal verb as the popularity of Harry Potter was not on the field of book’s selling and on the field of movie but also it copes the field of education.

The researcher is only focus on one part of harry potter series which is harry potter and the prisoner of azkaban in the research. This because, this series contains the most of phrasal verbs compared to the other series of Harry Potter movies. This means that there are a lot of phrasal verbs that can be found in this

movie. Therefore, it will be easier to use this movie since it is a popular movie around the world and this also can be used as educational purpose as the student can learn English through watching this movie.

1.3 Statement of the problem

Based on previous background of study, there were two statements of problem that found as follows:

1. What are phrasal verbs that appeared in movie entitled “harry potter and the prisoner of azkaban”?
2. What types of phrasal verbs are used in movie entitled “harry potter and the prisoner of azkaban”?
3. What are the meanings of phrasal verb used in movie entitled “harry potter and the prisoner of azkaban”?

1.4 Purpose of the study

Based on the previous statements of the problem, there are two purposes in the study:

1. To describe the phrasal verbs that appeared in the movie entitled “harry potter and the prisoner of azkaban”
2. To describe the types of phrasal verbs that are used in “harry potter and the prisoner of azkaban”
3. To describe the meanings of phrasal verbs used in movie “harry potter and the prisoner of azkaban”

1.5 Significance of the study

There are two significances of study, such as theoretical significance and practical significance of study.

1. Theoretical significance

The result in this study is expected to give more information about phrasal verbs for English learners in learning English.

2. Practical significance

The result in this study is expected to give benefit for teachers, students and for other researchers.

- a. The teacher

The result in this study is expected to be helpful for the teachers in order to teach students about phrasal verbs by using movie as the media for the students to learn. As this relates to one of the fourth competencies of teacher in which this relates to the pedagogical competence of the teacher. Thus, in this competence the teacher can apply the learning and teaching theory to teach the students.

- b. The EFL Learners

From this study, it is expected that the students can be able to get additional information and knowledge about phrasal verbs so that the learners can use and apply it in their daily life of communication as the native speakers do.

- c. The other researchers

The result in this study is expected to become additional information and resources for other researchers who conduct similar study. This study is also hoped to become a reference for other research that related to the phrasal verbs.

1.6 Limitation of the study

Based on the identification of problems, the limitations in this study are in the phrasal verbs, the types and meanings of phrasal verbs that used in movie entitled “harry potter and the prisoner of azkaban”. Since phrasal verb is one of the parts in English that is difficult to learn, therefore this movie is used in order to make it easier to learn about phrasal verbs. In this study, the researcher is going to find and identify the meanings of the phrasal verbs that used in the movie. Additionally, this research used the theory from Ruth Gairns and Stuart Redmna (2011) in identify the phrasal verbs, types and meanings of phrasal verbs found in this movie.

