

CHAPTER I

INTRODUCTION

This introduction chapter presents the background of the study, research question, objective of the study, significance of the study, and scope and limitation of the study.

1.1 Background of the Study

Humans are social creatures who need communication as an effort to socialize with other humans. Through communication, humans can establish relationships with other humans, such as family, friends and relatives. Communication is a multifaceted phenomenon that involves sending and receiving messages. It is essential for humans to communicate effectively to make themselves understood and to understand others. Communication can be hindered by various factors such as physical environment, physical state, and relationships. In order to facilitate this communication, humans need language as a means of communication.

Language is a system of arbitrary sound symbols that people in a language community group use to communicate ideas and emotions to one another (Fedorenko & Thompson-Schill, 2014). First, language is a tool that can be used to influence and be influenced by others. It can be used to deliver thoughts, feelings, desires, and behaviors. Second, language is an unmistakable symbol of human dignity, of family and country, and of both positive and negative personalities (Isphording & Otten, 2014). Language is vital to human existence, living together requires spiritual connection, which can only be achieved via language. According to linguistics, language is a system of arbitrary sound symbols that people in a community use to communicate, cooperate, and identify with one another (Canagajarah & De Costa, 2016). Language is one of the most complex behaviors on the planet and is fundamental to our cognitive abilities. It allows us to access existing knowledge, draw conclusions, set and accomplish goals, and understand and communicate complex social relationships. Language exists to be learned and understood, there is no limit for learning languages, anyone can learn languages from children to adults.

Each person must have his/her unique skills and weaknesses when studying English. It is evident that young children are adept at picking up native pronunciations. Adults have difficulty learning proper pronunciation due to the influence of their mother tongue accent, hence this is inversely related to them. Meanwhile, young children's shortcoming in the English language learning process is their tendency to be slower in the morphology and syntactic growth stages. Adults, on the other hand, will respond more readily to developing morphology and syntax (Krashen et al., 1979).

Basically, individuals learn the English language through a learning process, which can be formal (in a planned context such as school). Formal learning of an English language occurs in a classroom environment, where the English language is learned intentionally and the learner is guided by an instructor. Besides that, each individual also has certain factors that can influence their learning of English.

Factors that influence English language learning can be grouped as supporting and inhibiting factors, originating from internal and external dimensions. Internal aspects are related to individual cognitive factors. According to Dornyei (2015), it could emerge as the primary determinant of learning the English language. These factors are related to variations between individuals, such as motivation, attitudes, language skills, and etc.

In contrast, external factors in English language learning are related to environmental aspects and learning strategies. The English language learning environment includes culture and status, where the student placed in environments where the status of their own culture is lower than the culture they are studying causes the student to learn language more slowly. Also includes access to native speakers where students have the chance to communicate with native speakers to develop their comprehension and pronunciation (Talaee et al., 2017).

Sometimes when someone has difficulty understanding a certain language, they have to learn the language so that they can understand the language. As is the case when someone interacts with foreigners who use English then we must use English too in order to communicate with these foreigners. This case is related to English language learning appearing in the “Love You...Love You Not” movie.

This movie was released in 2015 and directed by Sridhar Jetty. This movie is adapted from a Thai movie with the title “I Fine Thank You Love You”. The writer decided to use this movie as the research object, because this movie shows adults learning the English language. The main character in this movie is Juki, a Betawi man of Caucasian descent who cannot speak English and has a lover of Japanese descent named Suchin who does not speak Indonesian and can only communicate using Japanese and English.

This movie tells about Juki who was dumped by his lover due to the language barrier when they communicated. In an effort to restore his relationship, Juki has to learn English to explain to his girlfriend that he wants to have a relationship again like before. So Juki asked her ex-girlfriend's English teacher to teach him English as Juki's English language.

This research examines the linguistic aspects learnt by the main character as well as the factors that influence the main character to learn English in “Love You...Love You Not” movie. To find out the answer to the research question, the author marks the linguistic aspects and factors that influence the main character in learning English. In the end of this work, the author concludes the research with a brief statement on linguistic aspects of English language learning.

1.2 Research Questions

1. What are the English Linguistic aspects learned by the main character?
2. How do the factors influencing language learning affect the main character's ability to learn English?

1.3 Objectives of the Study

1. To analyze the English Linguistic aspects learned by the main character.
2. To explain the factors influencing language learning affect the main character's ability to learn English.

1.4 Significance of the Study

Through the theoretical aspects, the research on English language learning is significant because it can show readers how essential learning an additional language is as an effort to expand knowledge. Through this research, readers will realize that mastering the English language is not limited to formal purposes but

can also be pursued for informal reasons, such as communicating with a loved one. If English language learning can only be done for formal needs, there will be few adults interested in learning the English language. The writer hopes that this research can provide insight to linguistic students, to help them broaden their understanding regarding the learning of an English language which is utilized in the context of informal needs.

Through the practical aspect, the writer also wants to see if this research can supply other information on how adults can learn their English language better than children. Writers also outline factors that may influence progress or setbacks in the process of second language learning. Furthermore, readers can apply their understanding regarding English language learning in adults, if they accidentally face a similar situation in their surrounding environment.

1.5 Scope and Limitation of the Study

The scope of this research is Psycholinguistics study. The writer used the “Love You...Love You Not” movie as the data source for this study. The data is the main character dialog that show the process of English language learning.

In order to prevent the broader of the study, the writer focuses on analyses the process of English language learning using Yule (2006) as the theory. To analyse the factors influencing the language learning of the main character the writer uses the theory of Lightbown and Spada (2006) to analyse the internal factors. To analyse the external factors the writer uses the theory of Talaei et al (2017)