The Effectiveness of Movie for the Enhancement of Students' Vocabulary

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ABSTRACT

This research is used to find out whether there is any improvement of students' vocabulary after they are taught using movie. A one group pretest and posttest design was used in this research. The data were collected from a pre-test and a post-test. The research was conducted at SMAN 1 Way Jepara Lampung Timur with the subjects were the first grades students. The result showed that there is a significant improvement in students' vocabulary mastery after that students had been taught by using movie. The second finding reveals that nouns was the type which improved the most after the students had been taught through movie. This indicates that movie can be used to facilitate the students to improve their vocabulary.

Keywords: *movie; teaching vocabulary; vocabulary; teaching technique*

INTRODUCTION

English movies can motivate some students to learn vocabularies and understand English better. As King (2002) states movie provide more pedagogical options and are a rich resource of intrinsically motivating materials for learners.

When students are exposed to movies, they can learn some words and phrases used in the movies and by using movies, students can learn how to pronounce many words, and also help them to acquire new vocabulary and idioms. The use of movies may be effective to improve the reading and listening comprehension, word recognition and vocabulary acquisition of students.

Jumariati (2010) said that vocabulary learning is the important aspect in learning a foreign language. Students will improve much if they learn more words and expressions. According to Richard (1997), it is a vital to know a lot of words if you want to make progress in a foreign language. Even if your grammar is excellent, you just won't be able to communicate your meaning without a wide vocabulary. Since English is not our national language, it is not easy to learn it. Many students or learners find problem in mastering it. One of the basic problems is lack of vocabularies. Vocabulary is very important element of the language to be concerned with in order to master the four language skills.

Problem in learning and teaching English still exist at school, because English language is completely different from the Indonesian language in the system of the structure, pronunciation and vocabulary. For teachers creating English teaching effectively and efficiently is not an easy job, therefore, that the English teacher must be able to

organize teaching learning activities. They have to present materials by using a suitable teaching technique. A good teaching technique makes students understand and master the lesson like the other lessons which need a suitable technique and methods, teaching language also needs a suitable techniques and methods. In reality learning English especially to memorize vocabulary is bored for some students.

The researcher found that there is a problem during the students learn in the clasroom.The problem is most of the students could not understand English words in textbooks during reading activities and English words that were said while the teaching and learning process. For example, when a student performs a task, students cannot immediately it the task, when the students is asked to do the task in the textbook, students opens the dictionary to translate the question first, and then translates his/her answer from Indonesia into English word. It can be said that it made *KBM* longer, while that time is less effective if learning was only by opening the dictionary first. Students also does not understand how to open a dictionary fast. This greatly reduces the time for other learnes. However, we had to be patient and painstaking to wait for each student's result.

But with the situation we are currently facing, there are problems with education due to the Covid-19 pandemic. Many institutions such as universities and schools have to implement the learning process from home. This situation makes teachers have to carry out the learning process without face to face directly and are required to integrate technology in learning. Classroom teaching should be changed to online learning or E-learning. So, teachers must be able to use technology as it is now, teachers and students interact and engage through E-learning. Students can receive material through electronic media and use the internet because the teacher cannot deliver the material directly. Agarwal & Pandey (2012) stated that e-learning focuses on the use of technology in learning and education, as well as using electronic media in the learning process which refers to the use of technology, information, and communication processes.

Based on the above conditions, the researchers used Movie to improve students' vocabulary mastery. With Movie we can teach in situations like this. Movie is one of the audiovisual tools that contains images and sound so that students can see and hear directly. Webb (2010) argues that by using movie in the classroom, the students can increase their vocabulary awareness and they can even make their pronunciation and intonation better. According to Sherman (2003), movie is a conventional shift and offers a realistic learning environment for students. By using movie, students are expected to enjoy learning English vocabulary, to clarify messages, to save teachers' energy, to motivate students to learn, and to increase the quantity of teaching and learning.

In line with the description above, Lydia Amalia (2017) states that The aims of the research were to find out the improvement of students' vocabulary mastery after being taught through movies and the students' difficulties to the implementation of movies.

Yuliastuti (2021) states that the purpose of this study was to determine the value of students when using English film media, and to determine students' vocabulary skills when learning English with English movies, and to determine the significance of using English film media on the vocabulary mastery.

Next this research is aimed to find out the ability of the students before and after watching the movie in learning english vocabulary and also to find the effectivenes of english movie can improve vocabulary of students in learning english.

Problems of the Study

1. Is there any improvement in students vocabulary after being taught by using movie?
2. Which types of vocabulary that improvesthe most english vocabulary after being taught by using movie?

METHOD

This research was quantitative research. The design was one group pretest and posttest design as proposed by Hatch and Farhady as cited by Setiyadi (2006:132) which is T1XT2. The population and sampel of this research was the first grades of SMA N 1 Way Jepara Lampung Timur with the sample was 10 IPS 3 which consisted of 31 students. This research instrument used were pretest and post test. The pretest was given in the beginning of the meeting before the students given the treatments, while the posttest was given after the students got the treatments.

FINDINGS AND DISCUSSION

1.   Finding

After the pretest and posttest were conducted by the researcher administered, the researcher compared the results of pretest with the results of posttest in order to analyze the difference of students' vocabulary. The comparison of pretest and posttest showed that students' vocabulary improved significantly due to the application of the technique. The final results of students' vocabulary improved from pretest to posttest 1702.5 to 2047.6 in the posttest. Evidently, the increase amounted to 495.1 points. The table below provides the results of the hypothesis of students' mean score of the test.

Table 1. Gains of the Students' Vocabulary Improvement in the Pretest and the Posttest

Category	Pretest	Postest	Gain
Total	1702.5	2047.6	495.1
Mean	56.75	73.12	1707

Table 1 shows that there is an improvement of students' vocabulary before and after being taught by using movies. The mean score of pretest is 56.75 and the mean score of posttest is 73.12. From the scores of the pretest and posttest, the gain score is 17.07. The table below shows the distribution of the students score in pretest and posttest improvement in students' vocabulary mastery.

Table 2. The Distribution of Students' Vocabulary in the Pretest and thePosttest.

No	Students' score	Pretest Frequency	Percentage	Postest Frequency	Percentage
1	45-48 (very poor)	12	38.6%	-	-
2	49-63 (poor)	7	22.6%	-	-
3	64-68 (average)	6	19.4%	6	19%
4	69-75 (good)	6	19.4%	10	32.2%
5	76-90 (very good)	-	-	15	48,8%
	Total	31	100%	31	100%

Table 2 shows the students' score in the pretest and the posttest. In the pretest, there are 12 students who belong to a very poor group. Then, there are 7 students who stand to the poor group. There are 6 students who get to the average score and the 6 students who in the good group. After that, there is no student who belongs to a very good group. In the posttest, there is no students who belong to a very poor and poor group. There are 6 students who belong to average group, and 10 students who belong to good group. After that, there are 15 students who belong to very good group.

Furthermore, the table reflects that there is an improvement of students' vocabulary after being taught by using movies. In a very poor group, there is a decrease of the number of the students 12 to be zero. For the poor group, there is a decrease of 7 students from 7 students to zero. For the average group, there is no significant increase in the average group by 6 students from 6 students to 6 students. The highest improvement is in a good group from zero to be 15 students. It can be concluded that teaching vocabulary through movies improved students' vocabulary.

Table 3. Paired Samples T-test

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	T	df	Sig.
Pair 1	POSTTEST – PRETEST	1.654841	5.98937	1.07572	14.35147	18.74531	15.384	30	.000

Table 3 shows that the results of the computation of the value of one-tailed significance of the experimental class is 0.013. It means that H1 is accepted since α is lower than 0.05 (0.00<0.05). It proves that there is an improvement of students' vocabulary from pretest after being taught by movies. In sum, there was an improvement on students' vocabulary after being taught through this technique. The following table reflects the increase of each types of content words.

Table 4. Improvement of Each Types of Vocabulary

Descriptive

Score

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean Lower Bound	Upper Bound	Min	Max
NOUNS	32	7.66	2.471	.437	6.77	8.55	4	12
VERBS	32	6.56	2.590	.458	5.63	7.50	2	13
ADVERBS	32	6.00	2.229	.394	5.20	6.80	3	12
ADJETIVES	32	6.75	2.369	.419	5.90	7.60	3	11
Total	128	6.74	2.463	.218	6.31	7.17	2	13

Table 4 shows that the average score of the students' who answered correctly of the aspect of vocabulary, Nouns mean is 7.66. another to verb is 6.56. Adverbs 6.00. Adjectives 6.75 and the last is the Adjectives 6.74. Based on the result of the aspect of vocabulay, it was found that the aspect got the highest improved was a Nouns.

2. Discussion

Ordinarily, this section discusses the results of the research mentioned before. After the data were calculated, explicitly, this study found that teaching vocabulary through movie can be used to give a significant difference to students' vocabulary.

As a results, the students' scores of pretest and posttest were compared to determine the students' significant difference. There was an increase of X IPS 1 students' vocabulary sinc the t-value was higher than t-table. It indicates that the hypotesis propose was accepted. In addition, it implies that movie had positive effect on students' vocabulary mastery. This evidence obviously supports the previous research finding conducted by Champoux (1999) that by using movie can motivate the students to study English and the visulity of the film may also help the students to understand the vocabulary.

Based on the results of the research, the researcher confirmed that after the implementation of using movie, the students got better scores in the test. The scores that the students got in the posttest are higher than the scores in the pretest, which means movie can improve the students' vocabulary before movie was applied by the researcher. Twenty five students still got scores were lower than 75 in the pretest. The lowest score that the students got in the pretest was 45, the highest score was 75, and the mean score of pretest was 56.75.

After the implementation of by using movie, the students' mean score increased to 73.12, and the highest score was 80. There was a difference students' scores after the treatment. This statement is supported by Mares (1996) as with all educational technologies, the value of movie relies how it is implemented in the classroom. Reviews and meta-analysis of the research indicates that positive learning and affective outcomes are greatly enhanced and extended when the movie is integrated into the rest of the lesson.

Furthermore,aspect has the highest yield is Nouns. This means that verbs are more complex for students to learn than nouns. Both in confession and in memory; more mutable in meaning under semantic stress; less prone to borrowing in language contact; and less stable in translation between languages than nouns. Finally, it can be said that the

application of films is effective in making students memorize and understand the meaning of vocabulary. Movies can be a good solution for teachers to help students learn and improve their vocabulary achievement in a fun way.

This finding is similar to the finding of a study done by Lidya (2017) the research were to find out the improvement of students vocabulary mastery after being taught through movies and the students difficulties to the implementation of movies. The research used one group pretest and posttest design. The vocabulary test and interview were used to collect the data. The datas were analyzed by using repeated measured T-test. The subjects of this study were 24 students from the first grade students of SMPN 26 Bandar Lampung. The result showed that there was a statistically significant improvement of the students mean score between the pretest and the posttest with significant level $p < 0.05$ ($p = 0.000$). The second finding revealed that the students found it hard to understand the difficult words or phrases, the native speakers pronunciation, and the native speakers speed rate. Even though the students find difficulties, the students are able to improve their vocabulary mastery. This suggests that moviescan be used as an alternative media in teaching vocabulary.

Another research comes from Yuliastuti (2021) The students really enjoy learning vocabulary using English movies. and then based on the learning implementation plan the goal of learning English is through "English Movie", it is hoped that students can add vocabulary to their vocabulary, and also through "English Movie" it is hoped that students will be able to use and pronounce the vocabulary they get accurately.

Movie was applicable to encourage the students to improve their vocabulary. It was proved by the increase of the students' mean score in the post-test which was higher than in the pre-test. The students' mean score increased from 56.75 to 73.12 which the gain score was 17.07. There was a significant difference in students' vocabulary after being taught using movie. It can be seen that the mean score of the pretest was 56.75 and the posttest was 73.12. Movie was able to improve types of vocabulary (content words). Nouns mean is 7.66. another to verb is 6.56. Adverbs 6.00. Adjectives 6.75 and the last is the Adjectives 6.74. Based on the result of the aspect of vocabulay, it was found that the aspect got the highest improved was a Nouns.

The results indicated that the students' vocabulary improved significantly after being taught through movie. Then, if t-value (15.384) compared with t-table (3.030), it can be seen that the students' vocabulary was an increase since t-value>t-table and significance one tailed that was 0.00<0.05. In other words, H1 was accepted. It means that there was a significant improvement in students' vocabulary after being taught by using movie. So, teaching vocabulary through movie as a media of instruction was appropriate and effective to be used in improving students' vocabulary.

CONCLUSION

From the results and discussion above, it can be concluded that the use of movie can improve students' vocabulary.There was a significant improvement in the students' vocabulary after being taught using movie. Movie was applicable to encourage the students to improve their vocabulary. It was proved by the increase of the students' mean score in the post-test which was higher than in the pre-test.

Therefore, this study has implications. It is suggested that English teacher should implement teaching applying movie in teaching vocabulary, especially during reviewing activity, since it is more enjoyable for the students. After that since there is a significant

increase in students' vocabulary mastery after being through movie, English teachers are suggested to apply this technique in teaching vocabulary

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