STUDENTS' PERCEPTION ON THE USE OF SHORT MOVIE IN LEARNING VOCABULARY AT SMP NEGERI 40 MAKASSAR

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Abstract

This study aims to determine students' perceptions of the use of short movies in learning vocabulary. The population of this study was students in grade 9 at SMP Negeri 40 Makassar using a purposive sampling technique of 15 students as the sample in this research. This study used descriptive qualitative the researcher used the interview as an instrument. The results of the data show that students have a positive perception of the use of short movies in learning vocabulary. This research is evident from the results of the interviews where they expressed their enthusiasm when watching an English Short Movie. This research also shows the development of students at SMP Negeri 40 Makassar, especially in vocabulary learning.

Keywords — Short Movie, Perception, Vocabulary Learning.

INTRODUCTION

Since it was difficult to acquire a language without acquiring the vocabulary, vocabulary played a crucial part in language acquisition (Cesarini, 2021). Similar to Groot (2002) as cited in Bueno-Alastuey & Nemeth (2020), it is true that vocabulary knowledge is necessary for mastering four language skills. Furthermore, second language learners would not be able to participate in language development activities, such as grammar, reading, and writing tasks, if they lacked sufficient vocabulary. A very fundamental part of communication is vocabulary. The four abilities of reading, listening, speaking, and writing are said to be the foundation of learning the English language, according to the English curriculum. English also consists of structures, vocabulary, pronunciation, and spelling. Vocabulary is thus one of the crucial language components that pupils should learn (Lail, 2019).   One of the most crucial components for a language speaker to be able to communicate with others is vocabulary. Anyone finds it challenging to employ the four language abilities of hearing, speaking, reading, and writing

without a strong vocabulary or command of the language. In order to speak well when studying English, pupils must be able to expand their vocabulary. Without a large vocabulary, students frequently perform below their ability and are deterred from using language. Students who lack vocabulary are also less likely to be able to express their views properly, to grasp literature published in English such as newspapers or magazines, and even to comprehend the news on radio or television.

The media chosen to increase student's vocabulary is a short movie. Movies, especially English movies can be used as a medium for the English-learning process. The movie has audio and visuals become something that interests students. English movie also uses dialogue from native speaker, so the students can imitate how the native speaker in the movie speak, it can be practiced for students to improve they're listening and remember too for addition. Moreover, the movie can encourage kids to speak up more by taking appropriate steps from the teacher. Students will enjoy learning English more by watching short movies because students can imitate the speaking way of the native speakers of the movie, making it easier for students to practice English vocabulary.

The short movie may create a realistic setting in the classroom so that students are more motivated to study English thanks to the movie's new vocabulary. (Nurmala Sari & Aminatun, 2021) stated education English movies can assist with issues including language comprehension, vocabulary limitations, reading speed, poor grammar, and conversational proficiency. Watching movies is merely entertaining and fun, but learning via observation would be more thrilling and has numerous benefits. Students may experience an element of creativity through the short film, making vocabulary development simple.

On the other hand, achieving this goal is not easy. Students understanding of vocabulary is low. They also have a limited vocabulary. The students are not confident with their grammar, afraid of being criticized, lack vocabulary, afraid, worry, and anxious (Yuniwati, Wijaya & Rosnija, 2010). Student's vocabulary participation is low. The process of learning English takes place they are not active in the classroom students even tend to be passive.

Short movies are one of the teaching aids that can be used in the classroom so that learning becomes more fun. This short movie also teaches on human behavior, science, history, and other topics. Some films blend amusement with education, which makes learning more fun. A movie is an art and a business in all its forms, and individuals who create movies take tremendous satisfaction in their works. Movies can also be utilized in the classroom more

directly, and several have been made especially for teaching foreign languages. With the use of specialized tools, the instructor may start, stop, go back, and ahead in the video in order to utilize it whatever he pleases, whether it for presentation, practice, or review (Haycraft, 1978).

Researchers focus on the animated movie for screening. Animated movies were chosen because they contain stories, conflicts, dialogues, plots, and characters. A movie may help ideas spread. It follows that by viewing an animated film, kids may immediately perceive the narrative and grasp the struggle of the story, see the action, hear a sound, and imitate expression, stress, and intonation of characters (Arsyad, 2006). Additionally, they will be enthusiastic and engaged in the process of teaching and learning. Duration can also be a reason for choosing this media, the movie usually takes a long time to show but the short movies that researchers use are only about five to ten minutes long, so students can still get the movie content but are not confused because the duration is too long. And the teacher can use the remaining time to practice based on the short movie. Short clip from movies, some as short as two minutes and no longer than fifteen. Because the duration that takes a long time can spend time of learning process in the class. If students that still at a low level will be confused to follow the scene-by-scene of the full movie which has a long duration (Golden, 2006).

According to (Hai Yen, 2021), watching movies can enhance English skills and There are a number of benefits to learning English by watching movies, including the fact that the movie has interesting particular value, teaches viewers how to properly pronounce words and balance facial expressions, aids in deciphering body language, contains a series of lessons that explain a process, and contains sounds and images that make learning simple.

Additionally, a movie does not always need to be watched in a theater. You can do it anywhere, students. Students have the option of watching from a smartphone or from a laptop utilizing the Internet or a CD. Anytime, everywhere, this short film can assist pupils in learning English more quickly (Ayu, 2020).

This phenomenon also occurs in schools that are the target of research, namely: SMP Negeri 40 Makassar. In the initial observations made by researchers, the researcher saw that the interaction during the process of teaching and learning the students had difficulty learning or mentioning English vocabulary. This also happens in learning English in the classroom, where students are less interested in learning vocabulary in learning English.

Based on learning experience teaching at SMP Negeri 40 Makassar during the AjarMi program, the facilities that have been provided at the school are quite adequate, besides being

supported by teaching staff who according to the field. When the researcher observations, learning using short movies dynamic, motivating, enjoyable, demanding, and leaves enough room for initiative, creativity, and freedom in accordance with kids' abilities, interests, and levels of physical and psychological growth. But in fact, there are still learning problems in student's vocabulary mastery still low that during the process student learning is very passive and complained a lot because of the emergence of lack of confidence, other than because lack of vocabulary mastery, word pronunciation, and mastery of grammar their language, the opportunity given is not give them some wiggle room to be able to explore their abilities. Until at they end up experiencing a lot difficulty in carrying out their duties, especially in the first is the process of learning activities teaches. This is evident from the vocabulary test's results learning vocabulary shows that almost all students achieve value under the Completeness Criteria Minimum.

There are several related studies became the basis for researcher to conduct research with the tittle of perceptions of students towards the employment of short films in learning vocabulary, namely: Irmanda (2021) "Students Perceptions Towards English Short Movies as Media to Assist Their Vocabulary Mastery in Online Learning "; (Sari & Aminatun, 2021) "Students Perception on the use of English Movies to Improve Vocabulary Mastery"; (Fauzi, 2021) "Elementary Teacher Education Students Short Story Writing Skills through Creative Writing Learning for Short Movie Making". Their research investigated and discussion the use of a short film to teach vocabulary in English. Through the triangulation of data from observations, tests, questionnaires, and documentation, they were able to determine the research outcome. The findings demonstrated that the students' opinions on learning English vocabulary using short movies were favorable.

From the findings of several researchers above, several types of research were found related to short movie in vocabulary learning. However, this research differs from theirs; There are several studies that discuss students' perceptions in learning vocabulary using short movie but no one has conducted research at the junior high school level in Makassar, especially at SMP Negeri 40 Makassar using animated short movie using interviews by Focus Group Discussion. And this is very worthy of research considering that no one has conducted research animated short movie of the drama genre in Junior High Schools, especially at SMP Negeri 40 Makassar. Animated short movies can enhance English skills and There are a number of benefits to learning English by watching movies, including: the movie has interesting particular value; it

teaches to pronounce and balance the facial expression; it helps understand the meaning spoken by the body language; it includes a series of lessons to explain a process; and it has sounds and pictures that make learning easy. Knowing students' perceptions about using a quick video to learn English vocabulary to improve students' skills further. So, this research is expected to be used as prior knowledge for teachers when they want to design teaching methods that contribute optimally to student's perceptions.

LITERATURE REVIEW

1. Perception

Qiong (2017), expressed his opinion regarding perception which is a condition in which a person identifies something that is happening around him to recognize the existence of all types of stimuli and then evaluates and forms an understanding that gives meaning to him. Mulyana (2015), said that two categories of perception exist: perception of people and perception of objects in the physical world or society. Based on perception indicators according to Robbins and Walgito, for this study the researcher intends to formulate perception indicators as reception, understanding, and evaluation.

2. Learning Vocabulary

Vocabulary recovered its position in teaching and received acknowledgment in the literature. As they transitioned from the Grammar Translation Method to communicative ways of instruction, educators focused less on correctness and more on fluency. As a result, accidental vocabulary learning and teaching along with the purposeful approach became one of the two main types of teaching programs.

3. Short Movie

Hornby (2006) defined a movie as a collection of moving images that are sound-recorded and presented as a motion picture. The term "movie" includes the realm of cinema as an art form, individual motion movies, and the film business. Movies are made by either utilizing cameras to capture images from the outside world or by using animation or special effects to create new visuals.

METHODS

1. Research Design

This study had been designed to obtain information about students' perceptions of their English development by used Short Movie at SMP Negeri 40 Makassar with qualitative research. In this studied, the researcher intends to use a qualitative descriptive studied. According to Sugiyono (2018: 86), descriptive research was to knew the valued of a variable or more that was independent without comparing and connecting with other variables.

2. Resource Data

Two categories of source data exist, namely primary and secondary data. This studied only used primary data. Primary data had four basic types, namely measurement, observation, interview, and participation. Measurement, observation, interview/interrogation, and involvement are the four fundamental categories of primary data. The primary data in this research were the results of interviews with the 9th grade at SMP Negeri 40 Makassar.

3. Research Instrument

This studied used interview so the researcher could dig deeper into the answered to the questions that had been asked and accurate information. 10 questions related to Junior High School students' perceptions on the use of short movie in learning vocabulary at SMP Negeri 40 Makassar had been used in this research interview.

4. Technique of Collecting Data

In this study, the researcher had been conducted through interview techniques. The process of gathering information for researchers by asking and answering directly facing the interviewer and the interviews (participant) with a resource known as an interview guide.

5. Technique of Data Analysis

According to Miles and Huberman (2014) there were three steps of data analysis for qualitative data. Data reduction, data display, and making conclusions were a few of them.

RESULTS

The findings contained the extracts from the conversations transcription that related to the research questions. The data were collected at SMP Negeri 40 Makassar. Fifteen students were chosen as the sources of data. Data obtained through interviews conducted during school hours. The research was conducted for a week. It was start from 28 November, to 29 November 2022. This research only used one technique to obtained the data, namely interviews. It has been done by conducting interview by Focus Group Discussion by presenting various questions then classifying the data from the conversations based on the types. The following is a table that includes themes and sub-themes from the data that has been obtained.

1. The Students Reception

The result of the interview found how the use of short movie and students' favorite genre and in learning vocabulary. It was found that the period for them used short movie in learning vocabulary varied, some of them had watched English short movie several times, some had been since grade 8 and some had been when the English teacher was teaching.

Extract 1

"Waktu kelas 8 Pak Mahyu yang kasih nonton film pendek bahasa Inggris. Waktu itu film animasi"
(When I was 8th grade Sir Mahyu showed animated english short movie)
(SMR, Nov 29th 2022)

Extract 2

"Pernah 2 atau 3 kali nonton film pendek di kelas"
(I have watched short movie 2 or 3 times)
(RK, Nov 29th 2022)

Extract 3

"Saya juga setuju dengan Putri Kak. Kalo genrenya action saya tidak bosan dan durasinya juga tidak lama."
(I agree with Putri. If action genre, I don't get bored easily and the duration isn't much)
(PAR, Nov 29th 2022)

2. The Students Evaluation

The researcher also asked the participants whether they agreed that watching short movie was fun and entertaining. The researcher also asked the participants whether watching English short movie could help them to learn English. The researcher also asked the participants what media they used other than short movie to improve their English vocabulary.

Extract 4

"Iya kak sangat menyenangkan. Apalagi kalo lagi banyak PR (pekerjaan rumah) saya kerja PR sambil nonton. Saya pernah nonton film pendek animasi yang judulnya 'Life'"
(Yes, that's really fun. Especially if I have a lot of homework. I do my homework while watching. I once watched an animated short movie the tittle is 'Life')
(SFA, Nov 29th 2022)

All participants answered that watching short movie, especially English movie, was fun and entertaining.

Extract 5

"Sangat membantu karena waktu Pak Mahyu kasih nonton film pendek di kelas, saya mendapatkan kosakata bahasa inggris baru."
(It was very helpful because when Pak Mahyu gave short movie material in class, I got new English vocabulary
(AM, Nov 29th 2022)

The researcher also asked the participants whether by watching a short movie they could find new vocabulary. All participants answered that by watching an english short movie they got a lot of new vocabulary

Extract 6

"Iya kak, tentu. Saya dapat banyak kosakata baru. Contohnya kayak impossible dan assamble"
(Of course. I get a lot of new vocabulary. Examples are impossible and assemble)
(MAR, Nov 29th 2022)

According to Robbin (2003) This evaluation is highly subjective. Individuals assess a stimulus as something that is difficult and boring. But other individuals assess the same stimulation as something fun. Researchers asked participants how much fun it was to learn vocabulary using short films and the participants' answers varied. So, this evaluation is highly subjective.

3. The Students Understanding

The researcher also asked the participants what media they used other than short movie to improve their English vocabulary and the researcher also asked the participants to

understand aspect of vocabulary the majority of participants answered that apart from watching short movie in English, they also use songs to improve their English vocabulary

Extract 7

"Selain film pendek, saya juga pake lagu"
(apart from short movie, I improve my vocabulary through songs)
(ANT, Nov 29th 2022)

The researcher also asked the participants to understand one aspect of vocabulary, namely meaning. All participants answered that they could understand the meaning of the short movie.

Extract 8

"Sama seperti yang diajarkan pak Mahyu, kami disuruh catat dan mengartikan kosakata baru yang kami dapat"
(Just like Pak Mahyu taught us, we were told to take notes and interpret the new vocabulary we've got)
(RK, Nov 29th 2022)

The researcher also asked the participants to understand one aspect of vocabulary, namely spelling. All participants answered that they were able to spell every word in the short movie with the help of subtitles.

Extract 9

"Iya saya juga bisa mengeja kosakata bahasa inggris"
(yes. Of course. I can spell english vocabulary)
(SPM, Nov 29th 2022)

The researcher also asked the participants to understand one aspect of vocabulary, namely pronunciation. The majority answered that they were able to spell every word in the short movie by taking notes and then practicing to say it correctly

Extract 10

"Tapi waktu Pak Mahyu ajar, kita disuruh dengar beberapa kosakata baru belajar menyebutkan dengan benar sama-sama"
(But Sir Mahyu taught that we have to hear several new vocabularies and mentioned correctly)
(AZD, Nov 29th 2022)

DISCUSSIONS

These results are in accordance with previous comparative studies. Sari & Aminatun (2021) found that in the aforementioned disclosures, students have provided good feedback on the usage of short films as media for online learning, covering motivations, feelings, strategies, word classes, film types, and benefits and downsides. And other findings by Fauzi (2021), Their research investigated and discussed the use of short movies in learning English vocabulary. To find research results, they used to use three sources of data observations, tests, questionnaires, and documentation to create a descriptive qualitative study. The outcomes demonstrated that the pupils had a positive perception of learning English vocabulary through short movies.

However, researchers found differences between the results of previous research and this study, namely differences in student levels can affect the process of acceptance of learning if educators use short movies. In addition, film genre is very influential for students' interest in learning English vocabulary using short movie. Based on the discussion in the discussion section, the researcher concludes that Students might get more confidence in their vocabulary acquisition by watching short films. Students demonstrated that they were more engaged and passionate in learning English while participating in the teaching and learning process utilizing short films. It is incredibly helpful to teach and advance vocabulary proficiency using short films. Students gain vocabulary proficiency while also comprehending the movie's storyline. Word meanings are understood by students. Additionally, students are familiar with terms with numerous meanings and how to position words in sentences.

CONCLUSION

The findings and discussion lead to the conclusion that short movie in learning vocabulary at SMP Negeri 40 Makassar receive positive perception. So, the answers to research questions about how students perceive the use of short movies in learning vocabulary are mostly positive perceptions. Students' vocabulary achievement and enthusiasm in studying English have both been shown to be improved by learning English vocabulary. This is evident from the result of the interview where they expressed their enthusiasm when watching an English Short Movie. This research also shows the development of students in SMP Negri 40 Makassar, especially in vocabulary learning.

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