

MOVIE IN ENHANCING STUDENTS' VOCABULARY

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ABSTRACT

This research aims at finding out whether or not the use of movie is effective in enhancing the vocabulary achievement and finding out the students' interest toward the use of movie. The research employs a pre-experimental research method. The population of this research is all the eighth grade students of SMP Negeri 2 Panca Rijang in academic year 2017/2018. The samples consist of 20 students was taken based on random sampling technique. The research data are collected using vocabulary test which is analyzed by descriptive and inferential statistics. The research result indicates that the use of movie is more effective in enhancing vocabulary achievement of the eighth grade students of SMP Negeri 2 Rappang in academic year 2017/2018. The students' result of posttest is higher than the students' result of pretest ($80 > 70.625$). The difference of those mean score is statistically significant; it is based on t-test value at significant level 0.05, the t- table is lower than t- test ($2.093 < 3.54$).

Keywords: Movie, Vocabulary, Students, Teaching.

INTRODUCTION

Vocabulary is one of the English components, which has to be mastered and acquired by students in learning a new language. Allen (1983: 5) gives one reason for the emphasis on vocabulary in English learning, "Scholars are taking a new interest in the study of the world meaning. A number to research studies recently dealt with lexical problems (problems related to world). Through research the scholar is finding that the lexical problems frequently interfere with communication, communications break down when people do not use the right word. Such discoveries by scholars do not surprise classroom teachers. Teachers have never doubted the value of learning vocabulary. They know communication stop when learners lack the necessary word."

Therefore, a teacher should integrate vocabulary in teaching those skills to help the

students use their vocabulary in various contexts and make them memorize the words in long-term memory. In the other words, the teacher should give chance to the students to listen, speak, read and write in English. Today, the fact still shows that many Indonesian students get difficulties to understand English text due to their poor master of vocabulary. Susanti, (2002:1) finds that the mastering of English vocabulary is equal to their mastering of the English ability. Students who have high level on mastering the English vocabulary, they have a high level on mastering the English reading ability too. The same result happens also to the opposite one, that students who have low level on mastering the English vocabulary, they have a low level on mastering the English reading ability too. Therefore, sometimes the students ask question about how to learn vocabulary and its meaning and how to retain it.

The researcher's experience in teaching English at SMP Negeri 2 Rappang Sidrap regency shows that some factors make the students are uninterested in learning English. Some factors are: the students have been accustomed by their teacher methods in teaching English, the teacher was active and the students were passive during teaching and learning process, the teacher did not give more time to the students identifying words by reading, the students have previous store of vocabulary, however, the teacher did not give them opportunities to try out their vocabulary through exercise and practice. Those 210 students are very difficult to do something in English like listening, speaking, reading and writing because they are poor in vocabulary. It is difficult for them to memorize the meaning and the pronunciation of the words. In addition, they are not interested in studying English because they feel bored with the teacher technique in teaching namely reading a textbook and translating the material containing new words or glossaries at the end of the lesson. The teachers never use self-defining context, definition in the target language, opposites, picture, dramatization, and reality as word to a class.

One of the methods which can be implemented to solve the problem is visual media that is movie. It is one of teaching media that facilitate the students in getting better master vocabulary. Movie can be used to supplement and enrich classroom teaching in many ways. Movie classroom projects and presentations is a useful way to help students improve vocabulary. Movie can be used to teach specific features of authentic language (Heffernan, 2005). Students really enjoy watching movie for a variety of reasons. For one, they get exposure to natural language. Secondly, movie provides common ground to

students of any international background (Karin, 1999).

By using the animated movies entitled "*Kung Fu Panda* and *Shrek 2*" as an alternative media in teaching English nouns and verbs, the SMP Negeri 2 Rappang students are given something new and different from what they usually get in class. They are not only the object of the teaching learning process but also the participants. In other words, the teacher makes the students active instead of being silent. Through this research, the researcher wants to find out a new teaching media to increase the quality of English teaching learning process in SMP Negeri 2 Rappang Sidrap regency.

Based on the fact in the background above, the researcher formulates the research questions as follows "Does the use of movie enhance the vocabulary achievement of the eight grade students of SMP Negeri 2 Panca Rijang Sidrap regency?". In line with the problem statements above, this research has the following objectives, is, to find out whether or not the use of movie is effective in enhancing the vocabulary achievement of the eight grade students of SMP Negeri 2 Panca Rijang Sidrap regency. Theoretically, this research can contribute to the development of teaching vocabulary in school. Practically, the result of the research can be used as additional information for English teachers especially in developing various media in teaching learning process. Pedagogically, the result of the research can be used for the teacher to construct the material of vocabulary in junior high school.

This research is applied linguistics. The researcher focuses on the effectiveness of using movie in teaching vocabulary to the eight grade students of SMP Negeri 2 Rappang and the interest of them toward the

use of movie. This research uses animated movies. The titles of the animated movie are: *Kung Fu Panda* and *Shrek 2*. The researcher teaches nouns and verbs that are available in the movies. Concerning the opinion, some researchers have observed and found topics related results as referred in the following:

Mejia (2007) found that video classroom projects and presentation is a useful way to help students improve their overall fluency. Video is a valuable tool that can enhance a classroom experience, proving that a picture is truly worth the proverbial 1.000 words. Pujiasih (2007) concludes that the use of “Dora the explorer” cartoon movie in teaching and improving students’ mastery of noun is more effective than the conventional media. Moving from the findings, the researcher is interested to apply movie as a visual media in building the students’ vocabulary, especially they are in elementary level. The researcher supposes using movie in teaching and learning process as a media in learning vocabulary so that it will be significant contribution in vocabulary achievement.

MOVIE AS LEARNING MEDIA

A movie, as stated in Microsoft Encarta (2006), is a series of images that are projected into a screen to create the illusion of motion. Furthermore, motion pictures are also called movies or cinema, are one of the most popular forms of entertainment, that have people to immerse themselves in an imaginary world for a short period of time. But movie can also teach people about history, science, human behavior and any other subjects. Some movies combine entertainment with instruction, makes the learning process more enjoyable. In all its forms, cinema is an art as well as a business, and those who make

motion pictures take great pride in their creation (see www.encharta.msn.com).

Motion pictures are recorded using specially designed cameras that capture the images on rolls of movies. After being processed and printed, the movies are run through a projector, which shines light through the movies so that the images are sparked on a screen. Most movies have accompanying sound. The functions of movie are to educate, entertain, enlighten, and inspire the audiences, and in this case the researcher tries to use movie in the teaching and learning process of vocabulary. The researcher think that movie can also be used as an alternative method in teaching narrative text writing, because the student will get a new experience in their class that is quite different from their daily experience in their class, and for the teacher a movie can be used as an alternative method in teaching that is suitable with their classroom situation. Another opinion about movie is given by Summer, (1992:476) movie can be defined as 1) a roll of material which is sensitive to light and which is used in camera for taking photographs or moving pictures for the cinema, 2) a story, play, etc. recorded on movies to be shown in the cinema, on television. Based on the definition of movies the researcher can conclude that movie is a work combining a story, scenes, history, incident, and also music, it is recorded on movies shown as a motion picture in a cinema, TV, etc. Bordwell, (1997:50) defines the types of movie as follow:

1. Documentary Movies

A documentary movie supports to present factual information about the world outside the movie. As a type of movies, documentaries present themselves as factually trustworthy. According to Bordwell

(1997:44), there are five types of documentary movies, they are; 1) Compilation movies; produced by assembling images from archival sources. 2) Direct cinema; recording an ongoing event 'as it happens' with minimal interference by the movies maker.

2. Fictional Movies

A fictional movie presents imaginary beings, places, or events. Yet, if a movie is fictional, that does not mean that it is completely unrelated actuality. For one thing, not everything shown or implied by the fiction movies needs to be imaginary, a typical fictional movie stages its events; they are designed, planned, rehearsed, movies and re-movies. In a fictional movie the agents are portrayed or depicted by an intermediate, not photographed directly in documentary.

3. Animated movies

Animated movies are distinguished from live-action ones by the unusual kinds of work that are done at production stage. Animation movies do not do continuously filming outdoor action in the real time, but they create a series of images by shooting one frame at a time.

4. Experimental or Avant-grade movies

Some movies makers set out to create movies that challenge orthodox notion of what movies can show and how it can show it.

As a good teacher, we need to use visual aids as a media in teaching and learning process because by using visual aids, teacher can give new atmosphere in their class so that the students have a big enthusiasm in teaching and learning process, besides visual aid can help students master the material that the teacher gives to them. There are many lots of media of teaching that can be applied in teaching and learning process such as using pictures, song, card, and games. The English teacher can use any kinds of media but they

must remember that the media must be suitable with their classroom situation; it must be able to make the students feel comfortable and enjoy the lesson so they can easily master the material.

Using movie in classroom can make students enjoy watch movies. These are some reasons why movie is used. First, they get exposure to natural language in a non-threatening setting. Second, movies provide common ground to students of any international background. Third, movie can stimulate and motivate students' interest. Fourth, movie allows learners to generate prediction, speculation, and a chance to achieve background schemata when viewing a visual scene.

In this research, one way to make movie viewing an active participatory activity is to preview it briefly, then play it in short sections of a few minutes each with pauses, students make note any vocabulary item that could be caught from the movie. Then, the students classify the words they have noted into two classes of words, nouns and verbs. The teacher gives questions whether it is multiple choice, synonym of a word, or translation to check their vocabulary command and comprehension.

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DEFINITION OF VOCABULARY

Broadly defined, vocabulary is knowledge of words and word meanings. The definition of vocabulary also can be seen in the following quotation stated by Hornby (2000:46) in *Advance Learners Dictionary of Current English* says that vocabulary is: “(1) all the words that a person knows or uses, (2) all the words in a particular language, (3) the words that people use when they are talking, and (4) a list of words with their meanings, especially in a book for learning a foreign language.” As Steven Stahl (2005:58) puts it, “Vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition, but also implies how the word fits into the world.” Vocabulary knowledge is not something that can ever be fully mastered; it is something that expands and deepens over the course of a lifetime. Instruction in vocabulary involves far more than looking up words in a dictionary and using the words in a sentence. Vocabulary is acquired incidentally through indirect exposure to words and intentionally through explicit instruction in specific words and word-learning strategies.

From the definition above, it is concluded that vocabulary is acquired incidentally through indirect exposure to words and

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1. The Types of Vocabulary

Nation (1990:29) has divided vocabulary in the specific reference, such a word, 1) Receptive vocabulary: Knowing a word involves being able to recognize it when it is heard (What is the sound like?) or when it seen (What does it look like?) and having an expectation of what grammatical pattern the word will occurrence. This includes being able to distinguish it from word with a similar form and being able to judge if the word form sounds right or look right. 2) Productive vocabulary: Knowing a word involves being able to pronounce the word, how to write and to spell it, how to use it in grammatical pattern along with the word in usually collocates with it, it also involves not using the word too often if it is typically a low frequency word and using it in a suitable situation using the word to stand for the meaning it represents and being able to think of suitable substitutes for the word if there any. From the explaining, we know that every expert in every book is different in classifying the kinds of vocabulary, because every person has different ways in showing and telling their opinions and ideas. It means that vocabulary is of two kinds function and content words.

RESEARCH METHOD

In this research, the researcher applied a pre-experimental design. The experiment involved an experimental group. The experimental group received treatment by using movie, a treatment under investigation. The research consisted of two variables namely independent and dependent variables. The independent variable is movie as teaching media. The dependent variables in this research are the improvement of the students’

vocabulary achievement toward the use of movie. The population of this research is all the eighth grade students of SMP Negeri 2 Panca Rijang in academic year 2017/2018. The total numbers of classes are six classes. Each class consisted of 20 students. The total numbers of the students are 120. The sample was taken based on random sampling technique. The researchers take one class as experimental class.

The instrument of this research is test. The instrument of the research is vocabulary test to indicate the students' enrichment in vocabulary. The total number of questions is 40 items. The forms of test are: 10 items of multiple choices, 10 items of fill in the blank, and 10 items of find the synonym, and 10 items of matching words with their pairs. The test is applied in two sections. The pretest is intended to find out the prior knowledge of the students and it is give before doing the treatment. The posttest is give after the treatment to find out the vocabulary improvement of the students.

The procedures of collecting data are presented in chronological order as follows: 1) Pretest: before doing treatment, the students give pretest to find out their basic achievement

in vocabulary. The form of the test is vocabulary test that consist of synonym item, matching item, and completion item. 2) Posttest: after doing treatment for six meetings, the posttest gives to the students in experimental group. The procedure and the material are the same with the pretest. The result of pretest and posttest calculate in order to measure whether or not the students got progress in vocabulary achievement toward the application of movie.

a. Before analyzing the data, the researchers collect the data and analyze them by using procedures as follows: 1) analyzing the raw data of pretest and posttest. Each of the students' correct answer got 1 and the wrong answer got 0. 2) raw scores are converted to a set of core of maximum of 100. 3) converting the score of the students into values. 4) classifying the score of the students into the following score classification. 5) calculating the mean score, standard deviation, frequency table and t-test between vocabulary achievements of the experimental group in pretest and posttest.

Table 1 Score and Classification for Vocabulary

No.	Score	Classification
1.	80 – 100	Very good
2.	66 – 79	Good
3.	56 – 65	Average
4.	46 – 55	Poor
5.	0 – 45	Very poor

(Henning, G. 1987)

FINDINGS AND DISCUSSION

This chapter deals with the findings of the research and the discussions of the findings. The findings are in line with the problem statements stated in the introduction part. The findings of the research present the description of the result of data collected through vocabulary test. In the discussions section, the researcher describes further explanation and interpretation of the findings given. Moreover, in this chapter, the researcher analyzed the data obtained from the students in pretest and posttest. The data consists of the result of the pretest and posttest. The pretest is intended to know the students' vocabulary achievement before

giving treatments, while the posttest is intended to find out whether there is any improvement or not of the students' vocabulary achievement after having several treatments by using movie.

The findings of this research deal with the students' scores of the pretest and posttest, the frequency and rate percentage of the students' scores, and hypothesis testing.

Scoring classification of the students' pretest and posttest in experimental group

Students' score of pretest were classified into some classification. The frequency and the rate percentage of the students' score of pretest and posttest in control group are presented as follows:

Table 2. The Rate Percentage and Frequency of Students' Scores of Pretest and Posttest in Experimental Group

Classification	Score	Pretest		Posttest	
		Frequency	Percentage	Frequency	Percentage
Very Good	80-100	1	5	15	75
Good	66-79	16	80	5	25
Average	56-65	0	0	0	0
Poor	46-55	2	10	0	0
Very Poor	0-45	1	5	0	0
TOTAL		20	100	20	100

Based on the data shown in table 2 the result of pretest of experimental group is none or 0% of students got "average," 1 or 5% of student got "very good", 16 or 80% of students got "good", 2 or 10% of students got "poor" and just 1 or 5% students got "very poor" scores. In line with the pretest percentage and frequency, the result of posttest shown in table 2 above, 15 or 75%

students got "very good" score, 5 or 25% students got "good" score, and none of students got "average", "poor" and "very poor" score.

The Students' Mean Scores of Pretest and Posttest in Experimental Group

In table below, the researcher presents the difference of the students' vocabulary achievement before treatment and after

treatment (pretest and posttest) in experimental group. The experimental group was treated by activating and encouraging or enriching movie in order the students had improvement in their vocabulary achievement. The following table shows the result

Table 3 The mean score and standard deviation of the students' pretest and posttest score in experimental group

Group	Test	Mean Score
Experimental	Pretest	70.625
	Posttest	80

Table 3 above shows the mean score of students' pretest in experimental group was 70.625, while in posttest the mean score was 80. It means that the vocabulary achievement of the students in experimental group was different before and after the treatment. Based on the Table 3, it is concluded that the students had an improvement in their vocabulary achievement after given treatments.

The Calculation of T-Test Pretest and Posttest for Experimental Group

The data showed that the t- test is higher than t- table ($3.54 > 2.093$). It means that H_1 was accepted and H_0 was rejected. It is concluded that there was a significant difference after treatment in experimental group. It indicated that movie is able to give greater contribution on the students' vocabulary achievement. It could be stated that using movie enhances the students' vocabulary achievement.

Based on the students' work in the pretest of experimental, the researcher analyzed that most students had low achievement in vocabulary. The mean score of posttest was also higher than the mean score of pretest ($80 > 70.625$). Based on the students' result obtained and stated in findings

and discussion above, the researcher used t- test in inferential statistic through manual program to test the hypothesis. Based on statistics test shown in table 3 and 4, it is concluded that the t- table is lower than t- test ($2.093 < 3.54$). It means that H_1 was accepted and H_0 was rejected. It is concluded that there was a significant difference before treatment in pretest and after treatment in posttest. In other words, there was an improvement on the students' vocabulary achievement between pretest and posttest in experimental group after the treatment. Then, it is concluded that movie is able to give greater contribution to the students' vocabulary achievement.

CONCLUSION

The use of movie was significant. This was indicated by the mean score they got on posttest is higher than pretest ($80 > 70.625$). The result of hypothesis testing showed that the t- table is lower than t- test ($2.093 < 3.54$). It means that H_1 was accepted and H_0 was rejected. It is concluded that there was a significant difference before treatment in pretest and after treatment in posttest. It means that the use of movie is more effective than non-movie in teaching vocabulary. Since the

use of movie has been proven to be more effective in improving students' vocabulary achievement, the researcher would like to give suggestions as follows: 1) the teachers are recommended to apply the movie since it is a good direct teaching media and teacher-led discussions provide opportunities for schema development and enhancement. The following lines convey two recommendations. The first is addressed to the English teacher dealing with the classroom implementation of movie in improving the students' vocabulary achievement. The second is addressed to the foreign language-teaching researchers. 2) to apply the movie and make it meaningful in teaching vocabulary, the role of students and also teachers is really important. Students should be fully engaged in the teaching process. Besides that, students also need modeling for teaching vocabulary by using movie. Therefore, teachers should familiarize students with the movie as modern media.

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