

Exploring English Vocabulary Mastery Through Watching Movie: A Descriptive Qualitative Design

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Abstract

This study aims to find out whether the application of film as a learning medium can improve the English vocabulary skills of the subjects. The subjects of this study were students of the Bahasa Inggris D4 or commonly called Business English Communication study program class of 2020. The sample consisted of 30 students from class A and B. In carrying out this study, data was obtained by giving 2 tests and treatment. The treatment in question is watching a movie called The Founder. The results of the study show that the 2020 students' Business English Communication vocabulary skills are still lacking. This can be seen from the results of test 1 which only obtained an average result of 69.7 while test 2 was 62.8 and the use of film as a learning medium. still has a small impact on the vocabulary mastery of Business English Communication 2020 students. Based on the findings above, the researcher concludes that the use of film as a learning medium does not have a major impact on the vocabulary of Business English Communication 2020 students because it can be seen from the low test results they obtained.

Keywords: English, Vocabulary Mastery, Impact, Movie

INTRODUCTION

One way to master a language is to master vocabulary first. By mastering a lot of English vocabulary will make someone easier to communicate with other people. Because vocabulary is a basic aspect of language that must be mastered before learning English. Vocabulary is an essential part of learning a foreign language, where students are required to master word for word so that it is possible to increase the student's vocabulary (Zalmansyah, 2017). In line with this, Lestari also stated that vocabulary is the most important part of language that occurs in all concepts and ideas in all subjects (Lestari, 2016). Based on this description, vocabulary is a communication tool that must be taught in context. Many people sometimes have difficulty communicating with outsiders because they cannot communicate in English, and the main factor is that they do not understand the meaning of English vocabulary and how to pronounce it. Susanto (2017) stated that language is a means to communicate in order to fulfill the basic nature of humans as social beings who need to interact with fellow humans. One of the languages that needs to be mastered today is English. English as an international language is commonly used in the world as a means of communication. This makes more methods appear that can be used to learn English vocabulary, one of which is watching movies. Based on research conducted by Mulyadi and

Mutmainnah (2015), watching English films as one of the teaching and learning media in language lessons helps increase students' sensitivity in understanding language. Therefore, students can take advantage of technological developments, such as movies, so that learning English becomes more fun and not boring.

A study was conducted by Simamora and Oktaviani (2020) entitled "What is your favorite movie?: A strategy of English education students to improve English vocabulary". The sample in their research is 27 students from the English Education Study Program, Faculty of Fine Arts and Education, Indonesian Technocrat University. The research method used in their research is descriptive qualitative method by giving questionnaires and interviews. The result of their research showed that English films can increase students' vocabulary because by watching, students can find new vocabulary and the more often students watch English films, the easier it will be for students to learn English. Because while watching a film, students can learn languages at the same time not only from listening activities but from the scenes and expressions made by the actors or actresses in the film.

The same research was conducted by Nurrahmah, Romdanih, and Megawati (2020) entitled "The Effect of Western Film Media with English Subtitles on Students' Vocabulary Mastery". The sample in their research is 70 students from SMK Taruna Bhakti Depok in the tenth grade. The research method used is quantitative with the type of experimental research. The result of their research showed that the use of English subtitles is effective in improving students' vocabulary mastery.

Another research was conducted by Napikul and Roongrattanakool (2018) entitled "The Effect of Film Subtitles on English Listening Comprehension and Vocabulary". The sample in their research is 63 students from the tenth grade of the Samakkhiwitthayakhom School in Chiang Rai. The research method used is qualitative method. The result of the research showed that subtitles have an influence on students' listening skills, because students can learn new vocabulary when watching movies using subtitles.

Based on the previous studies above, it shows that English movies can help students to learn English. The more often students watch English movies, the chance of students mastering a lot of English vocabulary will increase. In this study, the research question is "How does *The Founder* movie affect the vocabulary of Business English Communication 2020 students?"

METHOD

This research was conducted with a descriptive qualitative design. Descriptive research design with a qualitative approach aims to find out how the impact of *The Founder* movie. This research was conducted at the Business English Communication Program Study, English Department, Faculty of Language and Literature, Universitas Negeri Makassar. The technique used by researchers to collect data in this study, namely giving treatment to the subject. The treatment used by the researcher for this research is in the form of giving the subject a movie entitled *The Founder* to watch and two online test (test 1 and test 2).

Data Analysis

The data obtained by the researchers in this study were analyzed qualitatively, namely by describing and explaining a problem that occurred in the field.

RESULTS

The test consists of two types, namely test 1 and test 2. Test 1 consists of conversations that are found in the movie and were given out to the respondents while they were watching it. Test 2 was carried out after the subject watched the movie and completed Test 1. The result of the test 1 and test 2 filled by Business English Communication 2020 students are presented below:

The first question is “Direct-drive electric motor we agree _____ your ability to produce delicious frosting milkshakes fast mark”. Of 30 who filled out Test 1, 80% of them answered the question correctly and 20% other were still wrong in answering the question in number 1. This shows that most of the subjects paid attention to the conversation spoken by the cast of *The Founder* movie.

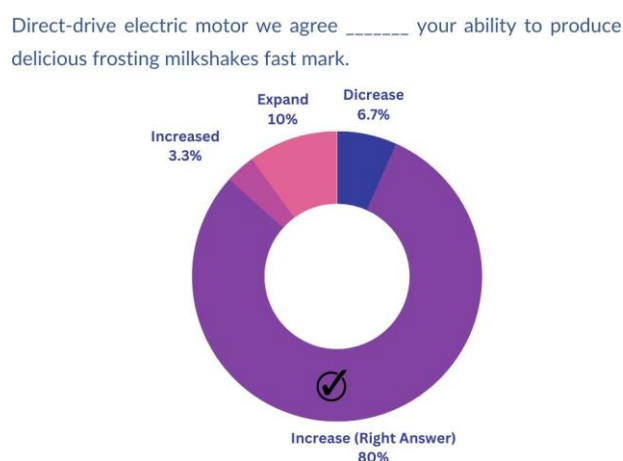


Figure 1. Question number 1 in test 1

The second question is “Whose sole _____ it is to grill those all- beef beauties to perfection”. By seeing the diagram below (figure 2), it could be stated that half of the 30 respondents answered this question correctly, while the other 50% or 15 people answered this question incorrectly.

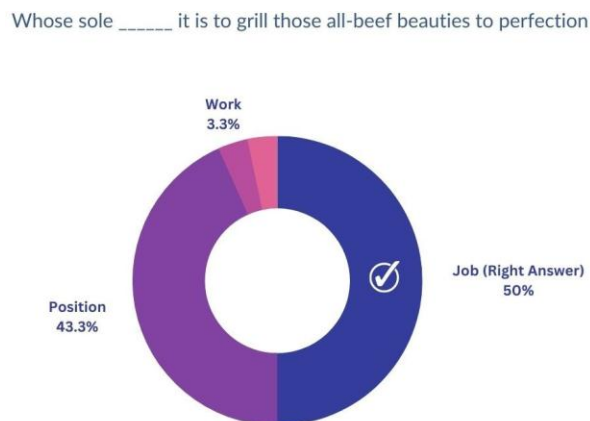


Figure 2. Question number 2 in test 1

The third question is “57% commissions. What is the wrong way to say this?” (Figure 3). Of 30 people who filled out the test 2 number 1, 23% of them answered the question correctly and 77% other people were wrong in answering the question in number 1 in test 2.

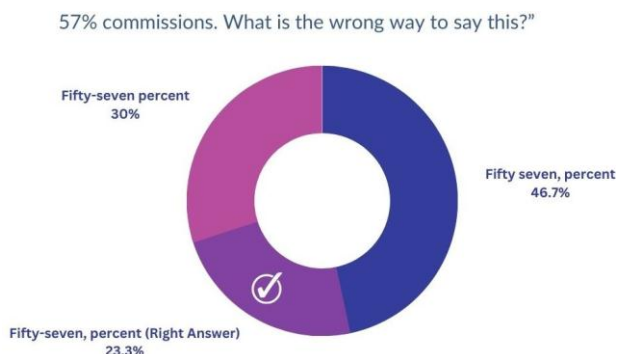


Figure 3. Question number 1 in test 2

The ninth question is “The stock prices are poised to fall by 3% means that?” (Figure 4). The result showed that 13 of 30 respondents choose the correct answer in the ninth question.



Figure 4. Question number 2 in test 2

From all data above, researchers concluded that using film as a learning medium does not have a major impact on the vocabulary of Business English Communication 2020 students because it can be seen from the low test results they obtained.

DISCUSSION

1.1. English vocabulary of Business English Communication 2020 students

Nowadays, many people lack vocabulary, which makes it difficult to express ideas or communicate with others, even though vocabulary is the most important thing to master if you want to be proficient in English. Simomara and Oktaviani (2020) stated that if students want to be proficient in English, they have to acquire as much English vocabulary as they can

because vocabulary is one of the most important components in English. In line with this, Siregar also stated that mastery of vocabulary is one of the main requirements that determine the success of someone who is skilled in language, the richer a person's vocabulary, the more likely a person is to be skilled in language and the easier it is for them to convey and receive information both orally, in writing, and using signs and cues (Siregar et al 2021). Therefore, the more vocabulary they master, the more proficient they will be in English.

Based on research that has been conducted by researchers on Business English Communication 2020 students, it is found that there is still a lack of vocabulary mastered by these students. The minimum level of vocabulary mastery for students is 3000 vocabulary words. According to Nation in Nurweni and Read (1999), learners of English as a foreign language need a productive knowledge of at least 3000 high-frequency English words in order to be able to cope with university reading tasks. This means that Business English Communication 2020 students must further improve their English vocabulary mastery, because learning vocabulary is the most important part of learning language.

1.2. Movie's impact on Business English Communication 2020 students

As technology develops, more and more learning media are starting to emerge. Learning media can be used by teachers in carrying out their teaching and learning activities and they should be skilled at choosing, applying, and adjusting the media that is applied. According to Kemp and Dayton in Karo et al (2018), identified several benefits of learning media, namely:

- a. Submission of learning materials can be uniformed.
- b. The learning process becomes clearer and more interesting.
- c. The learning process becomes interactive.
- d. Efficiency in time and effort.
- e. Improving the quality of student learning outcomes.
- f. The media allows the learning process to be carried out anywhere and anytime.
- g. Media can foster students' positive attitudes towards learning materials and processes.
- h. Changing the role of the teacher in a more positive and productive direction.

Film is one of the media that can be used as a teaching and learning media for teachers today. According to Yasri and Mulyani (2016), films used as educational media have also proven to be more effective in increasing student interest and learning outcomes, and there are differences in learning outcomes between students who use film media and students who do not use film media.

However, using film as a learning medium does not have a major impact on the vocabulary of Business English Communication 2020 students because it can be seen from the low test results they obtained. According to Bishry (2018), sometimes, students cannot get the information, meaning, and interpret the text because they cannot understand the vocabulary instructions. According to Nurweni and Read (1999), one critical prerequisite for reading comprehension is to have adequate vocabulary knowledge. It can be concluded that the vocabulary mastered by Business English Communication 2020 students is still lacking and must be improved.

CONCLUSION

Based on the results of the existing research and discussions described previously, it can be concluded that:

1. Vocabulary skills of Business English Communication 2020 students are still lacking, as can be seen from the results of test 1 which only obtained an average result of 69.7 while test 2 was 62.8, that means the vocabulary mastered by Business English Communication 2020 students must be improved.
2. The use of film as a learning medium still has little impact on the vocabulary mastery of Business English Communication 2020 students.

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