

Improving Students' Vocabulary Mastery by Using Short English Movie at the Eleventh Grade of SMA N 8 Kota Jambi

Nurul Fitri

Abstract

The purpose of this research is to find out students' vocabulary mastery by using the media short English movie. The experimental study involved eleventh high school students in SMA N 8 Kota Jambi. From 84 students who have two classes were selected as the study sample. The first class is class IPS 1 as experimental class and the second class is class IPS 4 as control class. After 2 sessions (within 2 weeks) post test is given. The researcher got the data from pre-test and post-test. In collecting data the instrument of this research is test. Based on the calculation of the statistical analysis, it is found that the value of *t-test* was 2.08 is higher than the value of *t-table* 1,67 it means H_0 is accepted. Results of the data analysis have revealed that the teaching of English vocabulary by using media short English movie can improve students' vocabulary mastery.

Keywords: Students' vocabulary, short English movie.

Introduction

Communication is a social event that can occur anywhere without regards of the place and time. Language as a communication tool that has an important role in revealing the intentions of others. People will be able to express their thoughts and feelings through communication. In addition, people also need to communicate in everyday activities and make interaction with other people in their lives. One popular language used is English.

English is an important means to communicate, which is used by many countries in the world, especially in Indonesia. It plays an important role as an international language. In addition, English as a foreign language in Indonesia, plays an important role in various aspects of life such as education, economy, international relations, technology, etc. This is why Indonesian government chose English as the first foreign language that are required to be learned either at school or in college.

Widespread need for English as a second or foreign language requires a tremendous pressure on the educational

resources from various countries. Related to the problem of teaching English, Indonesia introduced English since elementary school as local content, to provide English to children as early as possible to prepare them in covering the era of globalization. English became a compulsory subject in junior high, high school and university. One of the goals of teaching English is developing the ability to communicate.

This Ability involves four skills: listening, speaking, reading and writing. The researcher mainly focused on vocabulary, because vocabulary is considered as one of the most important things to master among the four skills above.

The reason to conduct this research is that there are still so much a lack of students' vocabulary mastery. As it stated before that English is not Indonesian national language, it is not easy to learn. It takes a long time to be able to be proficient in English language. Moreover, so many students or learners find problems in mastering English. One fundamental problem is the lack of mastery of the

vocabulary. Mastery of vocabulary is a very important element of the language to be concerned with when attending to master the four language skills.

In language teaching, English is very complex. In the classroom, we will face dozens of techniques applied to students in the hope that they are able or it is easier for them to understand the lessons. As a teacher, it is necessary to find a new learning media to solve the problem and do not forget to motivate the students. Some teachers have been using games, pictures, songs, real objects, cartoons and movies as a learning medium to promote creativity in the learning process.

There are a lot of media that can be used to improve students' vocabulary mastery like audio support, audio-visual aid and relief radio, other examples of the audio are music, and so on. Examples of audio-visual aid of video, film / movie, and television, and each other this study choose movie is selected as a media of learning vocabulary. It is because the media of movie is considered to facilitate the students in learning vocabulary mastery.

This movie is one of the audio-visual aid. Movie is a series of still or moving images. It is produced by recording photographic images with cameras, or by creating images using animation techniques or visual effects. Using English movie can be very fun and interesting for students. In researcher opinion, movie could be a very good media to use because there are many students who are interested in the movie because they watch the movie as entertainment. They can learn about the style of language, culture, and also the expression of native speakers. They could help them improve their English vocabulary easier.

Media such as movie have a very important role in motivate students to learn vocabulary and to make learning more interesting and will not make the student that are learn English bored. They will feel something new and different from what they usually feel in their class. The researcher hoped by using short English movie, they will become more active as participants and more confident in expressing their feeling. It is expected that by using the media movie, it would be easier for them to improve and expand their English vocabulary. Based on the research background, the problem of the research can thus be formulated in the question below:

Is there any improvement of using Short English Movie in vocabulary mastery to students of SMA Negeri 8 Kota Jambi?

This research focuses on students' in short English movie with titles "The Village Champion, The New Toys, and When I Grow Up". Restriction order problem in the discussion of the problem is not widespread and the more accurate the results achieved. The movies are only used in improving improve students about vocabulary. Meanwhile, here the research limitation about vocabulary just five types, there are synonym, antonym, verb, adjective, and noun.

Vocabulary

According to Camille and Peter (2005: 02) say that vocabulary consists of the words that a student can attach appropriate meaning to, or define. Meanwhile, according to Jack & Willy (2002: 255) Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their

potential and may be discouraged from making use of language learning opportunities around them. According to Joan (2005: 01) also say Vocabulary knowledge is important because it encompasses all the words we must know to access our background knowledge, express our ideas and communicate effectively, and learn about new concepts. It means that vocabulary is very important to be mastered by someone in learning English and is one component of language that has meaning and definitions". In learning language English cannot be separated from learning vocabulary. Vocabulary supports the speaker to express their opinions, ideas, and feelings in communication.

Types of Vocabulary

There are many kinds of vocabulary. According to Vocabulary Louise and Sally (2003: 18), vocabulary can be identified according to its category. Everyone can combine these into a meaningful vocabulary to convey meaning and purpose in using the language.

Table 1.
Types of Vocabulary
Based on Word Class

Word class	Description	Example
Noun	a word which names people, things, ideas, or qualities	boat, telephone, sausage, cyclone, discussion, disaster
Pronoun	a word used instead of a noun	it, that, he/she/they.
Verb	a word used to say what someone or something does, what	eat, search, slice, drive, discuss, think, talk, is, has, like,

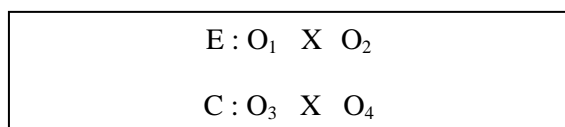
	they are or what happens to them	laugh, sneeze, cause
Adverb	a word that tells something about a verb or adjective to indicate such things as when, how, where or in what circumstances	slowly, carefully, quickly, soon, now, overhead, beautifully, occasionally
Adjective	a word used to tell you more about a person or thing	green, dusty, enormous, old, smelly, tall, sharp, frightening
Article	'a', 'an' or 'the' placed before a noun to introduce a person or thing	There are only three articles: a, an, the
Preposition	a word that begins a phrase used to talk about place, time, manner etc.	on, in, for, from, by, at, onto, above, after, to, below
Conjunction	a word used to link two clauses, groups or words	and, but, or, then, if, also, when, because

Besides, there are several types of vocabulary based on relationship to other words. According to Harmer (1988:18) based on what a word means is often defined by its relationships to other words.

Research Method

This research use experimental research, to include quantitative research. According to Arikunto (2006:3) say that experimental research is a way to find a causal relationship (causal relationship) between the two factors is deliberately inflicted by the researchers by reducing or setting aside other factors that interfere. Then quantitative research is the research scientific because it has met the scientific principles there are concrete / empirical, objective, measurable, rational, and systematic (Sugiyono 2013:7). The data quantitative research in the form of figures and using statistical analysis. Additionally, the researcher use random sample. The researcher chooses two classes in the research they are experimental class and control class. The implemented in teaching experimental class short English movie whereas the control by using vocabulary mastery material by the teacher. The design of the experimental and control class can be described as follows:

Figure 1. The design of one group pre-test and post-test



2006:86)

The population of this research is eleventh grade students class IPS of SMA Negeri 8 Kota Jambi in academic years 2014/2015. Which is divided into four classes, there are XI IPS 1, XI IPS 2, XI IPS 3 and XI IPS 4 with the total number of population are 166 students. Many members of the population can be seen in the following table. The researcher use random sample to get the sample. Sampling technique that provides equal opportunity for every element (member) population to be elected as members of the sample. How this is done when the members of the population are considered

homogen. The researcher conducted examining the data value of the first semester students exam results obtained from the teacher in the classroom. The researcher make four of paper cut and write class IPS 1-IPS 4. Then paper rolled and put the paper in a glass. The researcher ask to the teacher to take two cut of paper. Finally IPS 1 class and IPS 4 class was choosen for the sample of the research.

Samples taken from two classes there are class XI IPS 1 as control class, and XI IPS 4 as experimental class . Each class numbered 42 students. Thus, the number of samples used in this study is 84 students.

Findings

This research was conducted in SMA NEGERI 8 KOTA JAMBI from 4th May 2015 until 18th May 2015. There were 42 students involved in this test as an experimental class and control class. This research used the data from the students' scores of pre-test and post-test that was given before and after the treatment. The research will compare between the experimental class and control class values. Is the value of the two classes is improve in vocabulary or not after being given treatment on experimental class.

The tests are given to students after the researchers conducted tests Reliability first. The reliability tests on a class IPS 3 outside of class sample. Before the class tested, the researcher discussed with the English teacher of SMA N 8 Kota Jambi to determine the validity of the question. The validity of this research, the researcher used a content validity.

The test reliability have done on 20th April 2015. In reability, the researcher used formula of Spearman-Brown ; it is Half- Split to know the reability of test. The results of testing the

reliability calculation class IPS 3 can be seen in the table below:

Table 2.
The Result of the Reliability of the Test

R ₁₁	Criteria	Specification
0.51	$0,40 \leq r_{11} < 0,60$	Reliability sufficient

Based on the above calculation may be that the problem has a reliability sufficient is 0,51(appendix 16). Questions that have been tested and have been calculated reliability then can be used for pre - test and posttest sample class.

Pre - test and Post-test Score Result in Experimental class

Pre- test in experimental class do at date 04thMay 2015. And post - test in experimental class do at date 11thMay 2015. Pre – test were given at the first meeting before give the treatment, where students were not getting the different treatment. Post-test was given after pre-test and treatment.

In experimental class, there are 42 students’ score taken for the pre-test and post-test data. The pre test result shows that the mean score of data is 64,52 (see appendix 4). From the pre-test result, it can be seen the lowest score is 45 and the highest score is 85. The post-test result shows that the mean score of data is 68,21 (see appendix 4). From the post test result, it can be seen the lowest score is 50 and the highest score is 100.

After getting pre – test scores, all scores were classified into the classification scores to measure whether their scores are included on Very Poor category, Poor category, Fair category, Good category and Very Good category. The researcher made the percentage of

students’ score criteria. The percentage could be seen in the Table below.

Table 3.
The Distribution Score of Pre test and Post test in Experimental Class

No	Category	Pre test		Post test	
		Freq uency	Percent age	Fre que ncy	Percent age
1.	Very good	1	2,38%	5	11,90%
2.	Good	21	50,00%	21	50,00%
3.	Fair	20	47,62%	16	38,10%
4.	Poor	-	0%	-	0%
5.	Very Poor	-	0%	-	0%
	Total	-	100%	-	100%

Source: data of the research on May 06, 2017

From the table 4.2,in pre-test it can be seen that 1 student got Very Good category, 21 students got Good category, and 20 students got Fair category. No one’s students get Poor, and Very Poor category (see appendix 6).

Then, in post-test it can be seen there was improvement in students score which mean improvement in student ability. There are 5 students got Very Good category, and 21 students got Good category, and 16 students got Fair category. No one’s students got Poor, and Very Poor category (see appendix 7).

Pre test and Post test Score of the Students Result in Control Class

Pre-test in control class do at date 05thMay 2015. And post-test in control class do at date 12thMay 2015. Pre – test were given at the first meeting before give the treatment, where students were not getting the different treatment. Post-test was given after pre-test and treatment.

In control class, there are 42 students' score taken for the pre-test and post-test data. The pre-test result shows that the mean score of data is 62,85 (see appendix 5). From the pre-test result, it can be seen the lowest score is 45 and the highest score is 80. The post-test result shows that the mean score of data is 64,88 (see appendix 5). From the pre test result, it can be seen the lowest score is 45 and the highest score is 85.

After getting post – test scores, all scores were classified into the classification scores to measure whether their scores are included on Very Poor category, Poor category, Fair category, Good category and Very Good category. The researcher made the percentage of students' score criteria. The percentage could be seen in the Table below.

Table 4.
The Distribution Pre-test and Post-test Score in Control Class

No.	Category	Pre-test		Post-test		Difference
		Frequency	Percentage	Frequency	Percentage	
1.	Very good	-	0%	24	57,14%	2,38
2.	Good	22	52,38%	17	40,48%	3,69
3.	Fair	20	47,62%	0	0%	2,03
4.	Poor	-	0%	-	0%	-
5.	Very Poor	-	0%	-	0%	-
	Total	-	100%	-	100%	-

Source: data of the research on May 12, 2017

From table 3, it can be seen that, in pre-test no one students got Very good category, 22 students got Good category, 20 students got Fair category and no one students got Poor and Very poor category (see appendix 8). Meanwhile in post test most of students were in Good category, 1 students got very good category, 24

students got good category, 17 students got Fair category and no one students got Poor and very poor category. It was clearly proved students ability that taught without media not really improved (see appendix 9).

To know the different between score in class experimental and control class, the researcher made the different score in table 5.

Table 5.
The Different Mea of Pre-Test and Post-Test Experimental and Control Class

Class	Pre - test	Pos t- test	Differe nce
Experime ntal	64,52	68,21	3,69
Control	62,85	64,88	2,03
Difference	1,67	3,33	1,66

From the table 5, in experimental group, the mean of pre-test result is 64,52 and the mean of post test result is 68,21. The difference between pre and post-test is 3,69. Then, in control class, the mean of pre-test result is 62,85 and the mean of post test result is 64,88. The difference between pre and post-test is 2,03. Beside that the different between pre-test in experimental and control class is 1,67. The different between post-test in experimental and control class is 3,33. Last, the different result between experimental and control class is 1,66. It is clear that short English movie has significant and improving of students' vocabulary mastery.

The Result of T-Test

Successful data collected it from the pre-test and post-test. The statistical *t-test* formula was used to analyse the result of the test. It was intended to know whether there is statistical difference between pre-test and post-test experimental class and control class. Moreover, the statistical analysis of *t-table* was used to know was hypothesis accepted in this research.

Based on the calculation of the statistical analysis, it is found that the value of *t-test* was 2,08 is higher than the value of *t-table* 1,67 at the degree freedom (df) $42+42-2 = 82$ and the level of confidence 0,05 (5%). To determine whether of teaching English vocabulary by using the short English movie that aims to improve their vocabulary at class XI SMA N 8 Kota Jambi in academic year 2014/2015. The Researcher conducted the study for approximately two weeks. The first, the researcher provided treatment in the experimental class. While in the control class is not given treatment. In this study, researchers chose two classes as an ingredient in the study. There are class XI IPS 1 as control class and class XI IPS 4 as experimental class, each of which amounted to 42 students. So that the total students sampled totalling is 84 students. The researcher used five component of vocabulary in test. There are, there are adjective, mean, synonyms, antonyms, verb, and a noun.

The researcher provided post-test in the control group after previously held the pre-test. But here, the researcher did not perform the treatment in advance. In experimental class, students are given a pre-test and post-test before being held, students were given the treatment in advance. Namely students in order to watch Short English Movies Upin Ipin with three series movies are The Village Champion, New Toys, and the last is 1 Grow When they finished watching Up. Then the researcher gave post-test to students. In order to get the data that

vocabulary mastery by using media Short English Movie is improve in comparison with that do not use media Short English Movie.

There is connection of using short English movie with student to improve student vocabulary mastery. According to Harmer (2003:282) there are many reasons why movie or video can be a special, extra dimension to learning experience as follow; first is seeing language in use, second is cross cultural awareness, third is the power of creation and last is motivation.

Conclusions

Based on the research finding and discussion, it could be concluded that using short English movie Upin Ipin as a media can improve their vocabulary mastery. It an be seen there was a significant difference students vocabulary score between the class eleventh students of SMAN 8 Kota Jambi who were using short English movie Upin Ipin as a media of teaching.

Vocabulary mastery necessary for school students is very important. Because can help the students when they are will communicate with other peoples with using English language. The teaching about mastery vocabulary with using media short English movie can help the students to improve their mastery vocabulary. So that the researcher comes to her conclusions that:

- 1) Based on the hypothesis testing, it was significant result, *t-test* was 2.08 and *t-table* was 1,67. The value of *t-test* was higher than the value of *t-table*. It means that the hypothesis was accepted.
- 2) The researcher concludes the advantages when using media short English Upin and Ipin

movie in improving students vocabulary mastery could be describe as follows:

- The class was fun because with using short English movie can make the students not feel bored.
- With using media short English movie also can make the students will easy to improve their vocabulary mastery. Because with using this media, the students can add their vocabulary mastery.
- Teaching vocabulary by using short English movie in experimental class was more effective than teaching vocabulary in control class without media. It also can be seen from the difference between pre-test and post-test from both classes experimental and control.

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