

## The Effectiveness of Movie as a Media in Increasing Vocabulary Learning at SMA N 9 Jambi City

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**Abstrak:** Penelitian ini bertujuan untuk mengetahui keefektifan penggunaan film dalam meningkatkan penguasaan kosa kata siswa kelas 11 SMA Negeri 9 Kota Jambi. Penelitian ini dilakukan dengan dua kelas sampel. Sampel kelas diambil dengan menggunakan teknik random sampling. Kelas yang pertama digambar sebagai kelas eksperimen A dan yang kedua digambar diberi label sebagai kelas kontrol (kelas B). Dari hipotesis tersebut diharapkan bahwa penggunaan film sangat efektif dalam meningkatkan kosa kata siswa ketika mereka belajar bahasa Inggris dibandingkan dengan mereka yang tidak menggunakan film sebagai media dalam pembelajaran kosa kata. Dari hasil uji hipotesis diperoleh thitung  $1,76 > t$  tabel  $1,67$ . Dari analisis yang telah dilakukan terhadap pre-test dan post-test dapat disimpulkan bahwa  $H_0$  ditolak sehingga dapat disimpulkan sesuai dengan hipotesis bahwa hasil belajar kosakata bahasa Inggris siswa yang menggunakan media film lebih baik. efektif daripada hasil belajar kosakata bahasa Inggris siswa yang tidak menggunakannya.

**Kata Kunci:** Penguasaan Kosa Kata, Terjemahan.

**Abstract:** This research aims at determining the effectiveness of using movie in increasing students' vocabulary mastery of grade 11th at SMA N 9 Jambi city. This research was conducted with two classes of samples. Class samples were taken by using random sampling technique. Classes were first drawn as the experimental class A and second drawn was labeled as control class (class B). From the hypotheses, it is expected that using a movie is very effective in increasing students vocabulary when they learn English compared with those who do not use movie as a media in learning vocabulary. From the results of the hypothesis test it is obtained that  $t_{count} 1,76 > t_{table} 1,67$ . From the analysis that has been conducted on the pre-test and post-test, it can be concluded that  $H_0$  is rejected so it can be concluded in accordance with the hypothesis that English vocabulary learning outcomes of students who use movie as a media is more effective rather than the English vocabulary learning outcomes of students who do not use of it.

**Keywords:** Vocabulary mastery, Translation.

### INTRODUCTION

Vocabulary is one of the important aspects in learning English. By mastering the vocabulary will help students in obtaining, understanding, and also improve the English learning process. Especially when they learn new words, and the more words they know, the better they are speaking English teacher. Therefore, it is very important for English teachers to help their students in mastering vocabulary.

There are a wide variety of teaching aids that can be used by teachers and tailored to the circumstances of the school. Very varied kind of teaching media and all have the goal to facilitate changing messages from the teacher to the student. The message will stimulate the mind, attention and interest of students so that the process of knowledge transformation can occur. From these statements it is clear that the function of the media is very important in supporting teaching and learning in schools.

There are several types of media that we know among other images, photographs, sounds, audio-visuals, games, and much more. To get skills in the areas of language, can be used a variety of media e.g audio-visual media is one option that can be applied in the classroom.

Audio-visual media is media that is present at the same sound images that allow students more interested in learning English. The media is expected to arouse the interest of students learning English. Students are not only taught through verbal emblem course is a lecture from the teacher but also given the variation of learning by using audio-visual media. Thus, audio visual media is a source of learning which is expected to overcome the obstacles that exist in the learning process, especially in writing skills. It can be concluded that the benefits of audio-visual media is to provide variation in the learning process of students so that the students' attention on the larger lessons and lessons given easy to remember and understand. In this case, the research used audio-visual media such as film.

Given the great importance and benefits of film media in learning English vocabulary in particular, from above this research reveal concretely examine The Effectiveness of Movie as a Media in Increasing Vocabulary Learning at SMA N 9 Jambi City. This research is conducted to answer this following question: "Is it effective to teach English vocabulary to the students of class 11th of SMA N 9 Jambi city by using movie as learning media?"

## **THEORETICAL FRAMEWORK**

### **1. Learning Media**

According to Daryanto (2011: 5) contains five components of the learning process of communication, namely teachers (communicator), instructional materials, instructional media, learners (communicant), and learning objectives. Learning media is anything that can be used to deliver the message (study materials) so as to stimulate attention, interests, thoughts and feelings of learners in learning activities to achieve the learning objectives. Munadi (2013:7) learning media is anything that can be expressed and channeled messages from sources in a planned manner so as to create an appropriate learning environment in which the recipient can perform the learning process efficiently and effectively. Thus, the medium of instruction is anything that is used to deliver the message in order to further streamline the communication and interaction between teachers and students in teaching and learning so that the learning objectives can be achieved.

### **2. Audio Visual Media**

One type of teaching media is audio-visual media. According Sanaky (2009: 102), "audio-visual media is a set of tools that can project the image and sound". The tools include audio-visual media for example television, video-VCD, sound slides, and films. In this study researchers used audio-visual media in the form of film as a medium of learning.

According Arsyad (2010: 49) is a motion picture images in a frame where the frame-by-frame projected mechanically through the lens of the projector so that the image seen on the screen of life. Danim (2010: 19) states that educational films are considered effective for use as teaching aids. The film screened in front of the student must be an integral part of the teaching activities. Munadi (2013:116) states the film is a communication tool that greatly helps the learning process effective. What distinguished by eye and by ear heard, faster and easier to remember than what can only be read alone or just heard it.

Vocabulary is one of the subjects studied by students in learning the English language. It should be under their control if they want to master English well. It is impossible to be successful in learning a language without mastering vocabulary. Without adequate vocabulary, one can't communicate effectively or express their ideas both orally and in writing. To support the interaction of the speaker in communication, vocabulary is important because it can be used as a basis to build a word in good order in the sentence. Hockett (in Celce-Murcia and Mc Intosh, 1978: 129) states that vocabulary is the easiest aspect in second language to learn and does not require formal attention in the classroom. Hornby (1995: 1331) defines "vocabulary as a list of words used in the book and others usually with definitions and translations".

According to Finocchiaro and Bonomo (1974: 73) there are two kinds of vocabulary, namely the active vocabulary and passive vocabulary. Active vocabulary refers to words that students understand, can pronounce correctly and their constructive use in speaking and writing. On the other hand, refers to the passive vocabulary of words in which students can recognize and understand while they are reading or listening to someone talk, but they do not use words in speaking or in writing. It can be said that the more vocabulary learners have, the easier it is for them to develop the four skills (listening, reading, writing, and speaking) and learning English as a foreign language in general.

## **METHODS**

This research uses a quasi-experimental design. The experimental design was developed from experimental designs purely because of the difficulty to define the group. This research can conduct experimental studies on two classes of experimental class and control class. Experimental class is a class that is taught using the medium of film, while the control class is a class that is taught not to use media film. Below is a diagram of the research design. According to Riduwan (2011:8) population is the object or subject population residing in a region and meets certain conditions related to the research problem. This

population is a source of data for the research; the population will be the entire students of 11th grade in SMA N 9 Jambi city.

The research sample is part of a whole object under study is considered representative of the population and is taken with certain techniques as disclosed Sudjana and Ibrahim (2007:85), the sample is a reasonable part of the population that has the same properties as the population. There are several techniques used in research such as random sampling, cluster sampling, stratified sampling, area sampling, double sampling and proportional sampling. In this study, the research use random sampling in the sampling technique.

According to Riduwan (2011: 12) random sampling is a method of random sampling classes of the population irrespective of strata (levels) in members of the population. In other words, every sample has the same probability of being selected. Class random sampling will be done when the class then the class selected to be sampled is a class as a class experiment of XII A as a class control.

This research was performed on two classes of samples. Class samples were taken by using random sampling techniques from 8 classes which will be taken two classes. Classes are first drawn as the experimental class VIII E and class are drawn both as a control class that is a class VIII F. To determine the effectiveness of students' vocabulary learning outcomes, the authors provide pre-test before being given a different treatment in the second grade sample consisted of 30 questions. After being given a second pre-test post-test given sample classes.

The questions used are first tested on a sample class IX C outside of class sample. Before the class tested, the researcher asked English teachers at SMA N 9 Jambi City to determine the validity of the question. The validity of research used content validity. The results of tests on class IX C were then computed to determine the reliability that the questions used gives results that are relatively fixed.

## RESULT AND DISCUSSION

### A. Students' Pre-test

Pre-test performed on the second sample class experiment and class control Pre-test given at the beginning of the lesson, where students are not getting different treatment. The results of students' pre-test value can be seen in appendix table. After getting pre-test scores, all values are classified into the classification scores to measure whether their scores are included in the low, medium, high, and very high level. The authors make the percentage of students get value criteria. The percentage can be seen in the table below.

**Tabel 1**  
**The Score Percentage of Pre-test**

No	Name	Percentage Class exsperiment	Percentage Class control
1	Very High	0	0
2	High	0	0
3	Medium	14,2%	9,6%
4	Low	10,7%	9,8%
5	Very Low	75%	80,6%
	Total	100%	100%

From the above table we can see that the experimental class and the control class have not much different criteria. The ability of student learning outcomes experimental class and control class can be seen from the percentage difference between the average values of pre-test students. The average percentage of the value of pre-test experiment is 43.8% grade average percentage of the value of pre-test control group was 40, 6%. Difference in percentage of the average value of pre-test experimental class and control class was 3.2%. The process of learning outcomes can be said to be effective if the learning outcomes of students is 75%. Judging from the results of the pre-test were only 43.8% and 40.6%, the authors concluded that the student did not master the material well.

### B. Students' Post-test

After the process of teaching and learning in second grade sample, the next step is post-test. Given problem is a matter of pre-test before. The results can be seen in appendix table. After learning the results of the post-test the students, then the calculation to obtain a percentage value of the second-class post-test

samples. The average percentage of the value of post-test experimental class was 79.9% average percentage value of post-test control class is 70.4%.

Score of post-test sample of students from two classes higher than pre-test values were only 43.8% for the experimental class and 40.6% for grade control. Judging from the results of post-test on the experimental class concluded that 79.9% of students can master the material well. Compared with the control class, the results of experimental class students learn more effectively. To prove this statement, the percentage of students post test score criteria are displayed in the table below.

**Table 5.2**  
**The Score Percentage of Post-test**

No	Name	Percentage Class experiment	Percentage Class control
1	Very High	42,8%	19,3 %
2	High	35,7%	45,1 %
3	Medium	7,1%	3,2 %
4	Low	14,2%	12,9 %
5	Very Low	0	19,3 %
	Total	100%	100%

Based on the percentage table above criteria, the value of post-test, it shows that there is a significant increase or the difference between the students of both classes of samples between pre-test and post-test.

### C. Data Analysis of the Student's Score

Data analysis was performed to determine the difference of the two scores between pre-test and post-test of all samples, to determine how much improvement and found the results to determine whether teaching vocabulary by using as film media that is effective or not. Here is the calculation result of the pre-test and post-test experimental and control classes in subjects especially English vocabulary. Value of the pre-test and post-test can be found in the appendix.

Note:

$$\begin{aligned} \sum X &= 302 & \sum Y &= 282 \\ N_x &= 28 & N_y &= 31 \\ \sum X^2 &= 3526 & \sum Y^2 &= 3074 \\ M_x &= \frac{\sum X}{N} & M_y &= \frac{\sum Y}{N} \\ &= \frac{302}{28} & &= \frac{282}{31} \\ &= 10,78 & &= 9,09 \end{aligned}$$

$$\begin{aligned} \sum x^2 &= \sum X^2 - \frac{(\sum X)^2}{N} & \sum y^2 &= \sum Y^2 - \frac{(\sum y)^2}{N} \\ &= 3526 - \frac{302^2}{28} & &= 3074 - \frac{282^2}{31} \\ &= 3526 - 3257,28 & &= 3074 - 2565,29 \\ &= 268,72 & &= 508,71 \end{aligned}$$

$$\begin{aligned} t &= \frac{M_x - M_y}{\sqrt{\left(\frac{\sum X^2 + \sum Y^2}{N_x + N_y - 2}\right) \left(\frac{1}{N_x} + \frac{1}{N_y}\right)}} \\ &= \frac{10,78 - 9,09}{\sqrt{\left(\frac{268,72 + 508,71}{28 + 31 - 2}\right) \left(\frac{1}{28} + \frac{1}{31}\right)}} \\ &= \frac{1,69}{\sqrt{\left(\frac{777,43}{57}\right) \left(\frac{59}{868}\right)}} \\ &= \frac{1,69}{0,96} \\ &= 1,76 \end{aligned}$$

a)  $d.b = N_x + N_y - 2 = 57$

b)  $t_{tabel} = 1,67$

Based on the data in the above calculation of student learning outcomes seen before action (pre-test) with measures of student learning outcomes after (post-test) the test criteria are  $H_0$  is rejected if  $t_{count} > t_{tabel}$ . After testing the hypothesis in the can that  $t_{count} > t_{tabel}$  with  $1.76 > 1.67$  with an average value of the experimental class and the control class 79.76 70.97 and the average difference between the two classes of samples at 8.79. Thus,  $H_0$  is rejected so it can be concluded in accordance with the hypothesis that sound English vocabulary learning outcomes of students who use of film media is more effective at than the English vocabulary learning outcomes of students who do not use of film media.

From the results of tests performed on the control class and the experimental class can be seen that the experimental class 42.8% of the students scored very high, 35.7% of students scored higher, 7.1% of students scored medium, and 14,2% of the students get low scores. In the control class as much as 19.3% of the students scored very high, 45.1% of students get high scores, 3.2% of students scored medium, 12.9% of students get lower grades and 19, 3% of number of students scored very low. From the results of the percentage of students score above shows that there is a significant improvement or difference in student scores from the second class, where the value of an experimental class is a class that uses the medium of film has a better percentage than the value of the control class is a class that does not use the media. This suggests that the activity of students in English language movies can improve their English vocabulary.

## CONCLUSIONS

After doing some data analysis and find the results finding, it can be concluded that the use of movie in English learning is effective compared to the students who do not use the media. It is found that there is a significant difference of scores between pre-test and post-test that were performed for all samples. This difference is reinforced by the results of the t-test calculation  $> t$  table or  $1.76 > 1.67$  with an average value of the experimental class which is 79.76 and the control class is 70.97. Moreover, the average difference between the two classes of samples is 8.79 which shows that significancy of control class and experimental class. Thus it is highly recommended to implement movies as one of media source in increasing students' vocabulary mastery. Teaching vocabulary through movies is actually able to create fun and relaxed environment for the students when they study English. It happened because the students feel happy to learn English by using this media

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