The Effectiveness of Using English Movie with English Subtitles in Teaching Vocabulary: A Classroom Action Research

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Abstrak: Penelitian ini bertujuan untuk mengetahui keefektifan penggunaan media film dengan teks bahasa Inggris dalam pembelajaran kosa kata dalam bentuk pemahaman teks deskriptif di kelas VIII SMPIT Al Fitrah Al Islamy Mangelewa Dompu Tahun Pelajaran 2022/2023. bentuk keterampilan kognitif dan penguasaan kosa kata. Penelitian ini merupakan penelitian Tindakan Kelas dengan populasi adalah seluruh kelas VIII SMPIT Al Fitrah Al Islamy Mangelewa Dompu Tahun Ajaran 2022/2023 Pengambilan sampel dilakukan dengan teknik Probability sampling untuk populasi di kelas unit. Sampel penelitian adalah kelas VIII B sebagai kelas Utama yang menggunakan pengajaran konvensional (ceramah) dan VIII A sebagai kelas Pembanding yang menggunakan media film dengan subtitle. Data diperoleh melalui pretest untuk mengetahui kemampuan siswa. Uji statistik yang digunakan untuk menguji hipotesis adalah uji Mann Whitney U dengan pendekatan kurva normal Z yang dilakukan pada data post test. Data post test menunjukkan pada taraf signifikansi 0,05, nilai Z tabel = 1,99, dan Z hitung (3,25) > Z tabel (1,99). Karena Z hitung lebih besar dari Z tabel, maka Ha diterima dan Ho ditolak. Hal ini menunjukkan bahwa penggunaan media film dengan teks bahasa Inggris efektif dalam meningkatkan pengetahuan kosa kata di kelas VIII SMPIT Al Fitrah Al Islamy Mangelewa.

Kata kunci: Efektifitas, Media, Film, Kosakata.

Abstract: *This study aimed to determine the effectiveness of media usage movies with English subtitles in teaching vocabulary in the form of comprehension of descriptive text in grade VIII of SMPIT Al Fitrah Al Islamy Mangelewa Dompu School Year 2022/2023 Learning outcomes in this study include learning achievement in the form of cognitive skill and vocabulary mastery. This study was a Classroom Action Research study where the population is the whole class VIII SMPIT Al Fitrah Al Islamy Mangelewa Dompu School Year 2022/2023 Sampling was done by Probability sampling technique for the population in the unit class. Samples of the study were class VIII B a Main class that uses conventional teaching (lectures) and VIII A as a Comparative class that uses media movies with subtitles. The data were obtained through a pretest to know the students' abilities. The statistical test used to test the hypothesis was the Mann-Whitney U test with a normal curve approach Z performed on the data post-test. Data post-test shows at the 0.05 significance level, the value of Z table = 1.99, and Z count (3.25)> Z table (1.99). Because the Z count is greater than the Z table, then Ha is accepted and Ho is rejected. This suggests that the using of media movies with English subtitles is effective in increasing knowledge of vocabulary in class VIII of SMPIT Al Fitrah Al Islamy Mangelewa.*

Keywords: *Effectiveness, Medium, Movie, Vocabulary.*

INTRODUCTION

English is an international language used all over the world, either as a foreign language or a second language (Hakim, 2017). In Indonesia, English is taught as a foreign language which also functions as an international language (Prastyo, 2017). Human resources who are able to communicate in English are highly needed. Indonesia as one of developing countries also considers this condition and the government has long commitment in teaching English at all levels of education. The government has decided English as one of the primary subjects taught at school. This effort is the way to create good generation who can compete in the international world (Nordlund & Norberg, 2020).

English has been introduced andbecome compulsory subject studied from junior high school to university. It is a subject that students have to pass at primary, secondary and tertiary level of education. Recently, English has been introduced to elementary school students; it is taught from grade one up six depending on the availability of the English teachers at the school. For the development of English education, English also has been introduced to kindergartens (Susanto, 2017).

In the process of learning English, students must be able to increase their vocabulary in order to communicate effectively. Vocabulary is a very basic aspect of communication. According to English curriculum, learning English language consists of four skills those are: reading, listening, speaking and writing. In addition, structures, vocabulary, pronunciation and spelling are as the component of English. Therefore, vocabulary is one of the important language elements that the students should master. Natalina, (2018) said that vocabulary is the basic of communication. It means that vocabulary has an important role in communication because without adequate vocabulary, we may not be able to communicate well. Thus learningvocabulary is very important in communication or learning a foreign language. Unless students have difficulties to express their idea when they do not have enough vocabulary in their memory.

Basically, the use of media can attract students in learning process. It also provides information about an object and makes the situation of classroom evident. Teacher should use media because it is very useful for students to describe an object clearly. Arsyad, (2016), state that the use of instructional media during instruction can facilitate learning, thus attention should be given to planning and using this media. Thus, teaching media is very important in learning process. By using media, the students will have active learning response and they will understand many words when learning English language (Dewi & Kristiantari, 2022).

Furthermore, the students' problems in learning English process are they have little understanding in word meaning and word pronunciations. These lead to the effectiveness in increasing their vocabulary. In this case, students need media when learn vocabulary mastery and media is one of facilities' that might help students easy to increase theirvocabulary mastery.

Related to the problem explained above, English teachers should have an alternative way to motivate the students in improving their vocabulary skill such as

certain media, teaching methods, or something helpful to build their mood in learning English

I try to use English movie with subtitles as the media in increasing student's vocabulary skill. By applying movie, I expect students will be enthusiastic, fun and interactive in learning English and it could make the learning process eventually easier.

As explained above, I would like to investigate the using English movie with English subtitles to improve vocabulary mastery at second year students of SMPIT Al Fitrah Al Islamy Mangelewa. The purpose of this research is to find the effectiveness of using movie with English subtitles to improve student's vocabulary mastery for second year students of SMPIT Al Fitrah Al Islamy Mangelewa.

METHOD

This is a Classroom Action Research conducted in SMPIT Al Fitrah Al Islamy Manggelewa Dompu from 2th of Oktober to 30th November 2022. The populations in this study were all students of class VIII of SMPIT Al Fitrah Al Islamy Mangelewa Dompu. Research method that is used to express the relationship between two or more variables or seek to influence a variable with other variables (Moleong, 2016) while the research design used is apparent design (quasi-experimental design), which is control variable cannot be carried out strictly, or in full (Sudjana, 2019). This is due to the study sample cannot fully controlled from others variables.

The research was conducted in two classes, where first class as a Main class, and the second class as a comparative class. In this study, the treatment given to the main class using media movie with English subtitles / audio-visual method in learning process, while the comparative class using conventional methods (lecture and Q & A). At the beginning, the researcher carried out a pre-test to the two classes with the aim to measure the students' initial ability. Then at the end, the study was post-test on both classes to obtain the data and determine the extent of improvement of the students' vocabulary mastery by using media movie with English subtitles / audio-visual method. The independent variable in this study is a learning method that is applied to the sample such as audio-visual method (movie with English subtitles) for the main class and conventional method for a Main class, while the dependent variable is the understanding of student learning in the cognitive / vocabulary mastery (learning outcomes).

Probability sampling was used in this study, this is due to the subjects in this study were students who had been formed in a single class. The selection of main class and comparative class was determined based on the average score of the pre-test. The main class (VIII D) is class with the average score is low at 44.07, while Comparative class (VIIIB) is class with an average value lower at 59.02. The improvement of Main group after given three treatments show from average score of post test is 68.84.

Phase of this study consisted of several phases, namely the research planning stage, the stage of acting, observing and reflecting then I conduct Revised plan, acting stage, observing and reflecting. I did the Study until three circles.
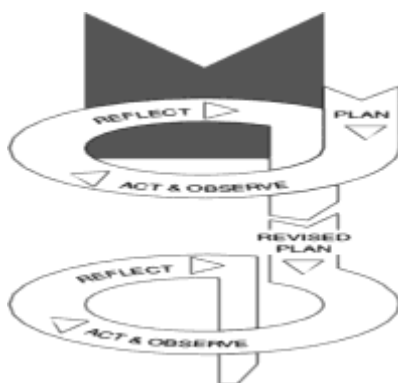
(Figure 1. Adopted from Arikunto's model (Arikunto, 2007))

RESULT AND DISCUSSION

The study lasted approximately one month with a frequency of 5 times at each meeting of the main class and the comparative class. At the first meeting, the researchers hold a pre-test in both classes to determine students' initial knowledge of the material in the form of descriptive text and text recount.

After receiving the results of pre-test of the main class and comparative class, the researchers conducted a test of homogeneity (F-test) to determine the ability of the average in the both classes. From the calculation of homogeneity shows that the average numbers of students score in the main class lower at 44.07 compared to number of the average of students score in the comparative class is 59.02. Thus the selection of main class and comparative classes are correct.

The researcher also calculates the variance of the both classes whether they have same level of understanding the material. To determine the homogeneity of the data, then F count must be compared with F table. Because the number of students in comparative class amounted to 43 people, then the dk numerator = 43-1 and dk denominator = 41-1. Based on the numerator = 42 and the denominator = 40, with 5% error level, so, the value of F table 1, 69. The value of F count ≤ F table so, Ho is accepted and Ha is rejected. Because Ho is acceptable that means it can be inferred variance of each class was homogeny (Sugiyono, 2018).

The next step is determining the normality (CHI-SQUARE) from the post-test in each class, the aim of this calculation is to determine whether the data were significance level 5 % that is equal to 11.070. From the data it is known that the value of the chi-squared count is greater than the chi-squared table, then the data post test for comparative class were not normally distributed.

In the end of calculating data, the researcher determined test of hypothesis that aims to determine whether there are differences between the two classes after being given treatments. Because the normality test results of the post-test results of the main class and grade control is not normally distributed then cannot use the t-test, but the test U-Mann-Whitney (Sugiyono, 2018). The data calculation shows at the 0.05 significance level Z table = 1.99, then the Z count (3.25)> Table (1.99). Because Z count is greater than Z table, then Ha is accepted and Ho rejected.

Based on the finding of the study, writer interprets that the usage of media movie with subtitles is effective in improving student' vocabulary mastery in SMP IT AL FITRAH AL ISLAMY MANGGELEWA DOMPU. It also was assumed that the students' ability in learning descriptive and recount text through applying media movie with subtitles became improved.

There was a different achievement between the experimental and control groups after being treated through applying the media. The mean difference of two groups was 68.84 – 57.80 = 11.04. The result of the calculation of the U-test formula was 3.25, and it is higher than the Z table value (1.99) at the confidence level 5 %. Hence, the treatments that were given to the students in the experimental group could influence their ability in vocabulary mastery.

Therefore, the null hypothesis (Ho) states that the use of English movie with English subtitles is not effective in teaching English vocabulary to the students " was rejected" and the alternative hypothesis or (Ha) which stated that "the use of English movie with English subtitles is effective in teaching English vocabulary to students failed to be rejected/ accepted".

In addition, the results from the classroom investigation suggested that the students' who got the lowest scores have difficulties in understanding material given through movie and 1 learner of the group understood the material. Moreover, all of the learners had a chance to practice finding main ideas and specific details from teacher explanation. Interestingly, the problem that the students' in the groups had in common was unknown vocabulary. However, about 18% of learners who received different posttest score, their behavior differed from pre to post-test because in post- test they had to give more attention to movie before answering the questions. Finally, the students' who received a higher score, the same score and the lower were not affected by physical and mental factors. Thus, this result proved that movie with subtitles was useful and has a significant effect in improving vocabulary mastery at the VIII students of SMPIT Al Fitrah Al Islamy Dompu.

CONCLUSION

Based on the analysis of the data gathered during this study, it can be infered that there was a significant difference between the students' progress in the experimental group and the control group. The differences of scores in the experimental and control groups were verified through the result of post-test. The significant difference between the two groups can be seen from the average score of post-test. From the data analysis, the result of the calculation of the U-test formula was 3.25, and it was obvious that Z count (3.13) was greater than the Z table (1.99). It means that the writer can conclude that the alternative hypothesis (Ha) with 5 % of significance level failed to be rejected and consequently null hypothesis (Ho) was rejected. Further, the problem of unknown vocabularies is one of the most significant problems for the learners because the results. From the classroom nusvestigation show that teaching a vocabulary in pre-watching stage was necessary and helped them during watching activity. However, the learners still had problems about unknown vocabularies because of insufficiency of content schema. To solve this problem, in pre-watching stage the teacher should not

allow the learners to construct their concept by themselves but guide them with necessary vocabularies.

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