



THE EFFECTIVENESS OF MOVIE IN INCREASING STUDENTS' ENGLISH VOCABULARY AT SMPN 4 SAMARINDA

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ABSTRACT

This study aimed to identify whether watching a movie can improve students' English vocabulary. This study employs quantitative research methodology with a one-group pretest and post-test design. The subject of this research was the second-grade students of SMPN 4 Samarinda, which consisted of 30 students. In this study, it is found out the students' vocabulary achievement by giving several vocabulary tests to the students. The vocabulary tests were pretest before and posttest to see the significant difference in the students' vocabulary. The result of this research showed that there was a significant improvement in students' vocabulary mastery after the implementation of the movie. It could be seen from the results, which showed that the significance level (p) is lower than 0.05 ($p = 000$), where the students mean score in the pre-test was 74.50 with an increase of 89.85 in the post-test. It can be concluded that movies can improve students' vocabulary mastery.

Keywords: *Increasing, Vocabulary, Movie, English, Junior High School*

1. INTRODUCTION

1.1. Introduction

With the establishment of the ASEAN Economic Community (AEC) in 2021, Indonesia will compete to build relationships and cooperation between nations around the world. The Indonesian language needs a good command of international languages, including English, for communication and interaction. English is one of the most used international languages and is recognized as an international research language (Podhovnik, 2015). Also, English is one of the means of communication. In many cases, English proficiency is required and is extensively used to support a career-free life. Therefore, English must be taught to students in the country generation from elementary school to university. In this era of an increasingly developing world, only those with knowledge of a foreign language can participate in the Golden Opportunity (Shobikah, 2017).

Vocabulary is an important part to learn when learning a foreign language. Students will struggle to express their understanding if there are not enough words in their vocabulary. English is considered a foreign language in Indonesia because Indonesians



do not use it in daily communication (Mandasari & Oktaviani, 2018). Learning English is not as easy as it seems; it will take a long time to learn to speak English. In addition, a language has many components to master. One of the important components is vocabulary. A lack of vocabulary is a fundamental problem when learning a foreign language (Fitri, 2018).

Vocabulary is an essential component of language competence, providing much of the basis of learners' speaking, listening, reading, and writing abilities. (Mandasari & Aminatun, 2020) Several studies have been conducted in Indonesia to examine vocabulary size.

There are five aspects of vocabulary that students must learn. This is (1) the meaning; (2) spelling; (3) pronunciation; (4) word classification and (5) word usage (Mardianawati, 2012). However, there are problems with students' learning in classes. The problem is that most students are unable to comprehend English words in textbooks and other English language spoken during teaching and learning while reading. (Kusumarajni, 2022).

Students find it difficult to master their English, performing it effectively in daily study and communication (Kurniawan, 2017). Research results may also reflect factors that cause students' low English proficiency. One of the fun mediums to help students learn vocabulary is movies or cinema (Mardianawati, 2012). Movies can bring the classroom atmosphere to life, so students are more inspired to learn English through movies. Learn English through movies and new vocabulary from movies. Zohrabi et al. (2015) stated that when learning English, movies are useful for variable issues such as lack of comprehension, limited vocabulary, slow reading, poor grammar, and low speaking ability. Watching movies is not only interesting and fun but also educational and has many benefits. In addition, watching a movie may not be very important, but students can watch it in a movie theater, and every student can watch it anywhere. Students can watch from the internet or CDs on their laptops or from their cell phones. This online movie makes it easy for students to learn English anytime and anywhere. Sherman, (2003). Movies can be used to teach in such situations. The movie is an audiovisual tool containing images and sounds for students to perceive and hear. Webb (2010) argues that using movies in the classroom can improve students' ability to learn. Students can improve their vocabulary recognition, pronunciation, and intonation.



According to Sherman (2003), film is a traditional displacement and provides a real learning environment for students. Students are expected to enjoy learning English by using movies that clarify messages, save teachers' energy, motivate students to learn, and increase teaching and learning time.

According to Sudjana and Rivai (2011), audiovisual media for teaching are documents containing messages that stimulate students' thoughts, emotions, attention, and will, leading to results in the teaching and learning process. Therefore, it is crucial for them to get the material not only from the teachers or books, but another source of material also deserves to be tried.

Based on the above conditions, researcher use movies to improve students' vocabulary. As explained above by Amalia et al. (2017), this study aimed to find an increase in students vocabulary mastery after implementing the movie. As a result, it is important to increase students' vocabulary after they use films to teach them. The second finding is the most developed person noun after students go through the movie. This shows that movies can be used to help students improve their vocabulary (Kusumarajni, 2022).

1.2. Research questions

Does watching a movie effectively improve students' English vocabulary?

2. METHOD

2.1. Research Design

Research design plays an important role in research because the quality of the research is heavily influenced by the design; hence, research design is vital. In this study, the researcher used quantitative research to determine whether word mastery among pupils had improved as a result of the use of movies. One group pre-test and post-test was the design chosen for this study. The study's findings might be demonstrated as follows:

T1	X	T2
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Notes:

T1: Pre-test T2: Post-test



X: Teaching vocabulary through movie

Before beginning treatment, a pre-test was administered to measure students' vocabulary proficiency. The treatments were administered three times after the pre-test. The researcher also gave the students a post-test to determine how well the treatment was working. It attempted to see whether students' vocabulary had improved as a result of treatment.

2.2. Samples/Participants

The population of this research is the second-grade students of SMPN 4 Samarinda in the academic year 2022-2023. There are eight classes consisting of 20 students in one class. Researcher take a class as a sample. In this study, the researcher identified the sample by using a random sampling technique because each class had the same opportunity to be selected or become the research sample. The names of the eight classes were written on small pieces of paper with codes. Then, one of the papers was randomly selected as the research sample.

2.3. Instruments

Several vocabulary tests were administered to the students as part of this study to determine their level of vocabulary proficiency. The students' vocabulary was assessed both before and after class to determine whether there had been a significant change. The pre-test was used to assess the students' vocabulary proficiency before the intervention. Additionally, the goal of the post-test was to assess the students' vocabulary progress following the intervention. Additionally, other tests that were administered during the treatments included multiple-choice questions, matching words to definitions, synonyms, and antonyms, as well as assessments based on the idea of vocabulary testing. These assessments were regarded as tests of recognition. Another test measures production ability, which includes word construction, gap filling, word supply, and translation. The research instrument of this study was adopted from Kusumarajni (2022).

2.4. Data analysis

The data from the pretest and the posttest were analyzed by using SPSS 17.0. The hypothesis for the normality test is as follows:



H0 = the data is not distributed normally

H1 = the data is distributed normally

3. FINDINGS AND DISCUSSION

3.1. Finding

This study focuses on classifying students' pre-test and post-test scores according to the frequency rate at which students improve their vocabulary, the frequency rate and percentage of students taking pre-test and post-test, the mean score, standard deviation, inferential analysis between pre-test and post-test, and hypothesis testing. Following is a description of the findings:

1. Students' Vocabulary Score Classification in Pre-test and Post-test

A movie was identified as a teaching tool that has an impact on students' vocabulary mastery based on data analysis of the students' vocabulary score categorization in the pre-test and post-test. The students' pre-test and post-test results, which are broken down into noun, adjective, and verb categories, demonstrate this:

Score classification Adjective Mastery

Table 4.1 Score Classification Adjective Mastery

No	Classification	Range	Pre-Test	Post-Test
			Adjective	Adjective
1	Very Good	93-100	4	8
2	Good	84-92	4	9
3	Average	75-83	2	2
4	Poor	<75	10	1
Total			20	20

From the table above, we can see that students who scored an "Average" score on the pre-test and post-test both had two students. This shows that students did not have the highest change in adjective mastery after treatment, but the table shows an increase in "Good" scores, achieved from 4 students to 9 students; "Poor" scores had a significant effect from 10 students to 1 student only; and "Very Good" scores were achieved from 4 students to 8 students. From the description above, it can be concluded that the students' score for mastery of adjectives still increased, even though it did not reach the highest increase.



A. Score Classification for Noun Mastery

Table 4.2 Score Classification for Noun Mastery

No	Classification	Range	Pre-Test	Post-Test
			Noun	Noun
1	Very Good	93-100	1	10
2	Good	84-92	4	4
3	Average	75-83	9	5
4	Poor	<75	6	1
Total			20	20

Table 4.2 shows that there is an increase in noun mastery after treatment. We can see in the table that out of 6 students, they got “Poor” scores in the pre-test but decreased to just 1 student in the post-test, and the highest change in student scores in noun mastery is in “Very Good” scores from 1 student to 10 students. From the description above, it can be explained that most students get more nouns in movies.

B. Score Classification for Verb Mastery

Table 4.3 Score Classification for Verb Mastery

No	Classification	Range	Pre-Test	Post-Test
			Verb	Verb
1	Very Good	93-100	1	8
2	Good	84-92	5	4
3	Average	75-83	7	6
4	Poor	<75	7	2
Total			20	20

Data from table 4.3 above shows the score classification for mastery of verbs on the pre-test and post-test, which explains that there is an effect on increasing students' vocabulary in terms of mastery of verbs. The data shows that in the pre-test there were 7 students who got a "bad" score, while in the post-test the students got a "bad" score, only 2 students got it because, as we can see in the table, in the post-test student scores increased, namely 4 students achieved a "Good" score and 8 students achieved a "Very Good" score. It can be said that from the movie, the students' mastery of verbs increased by watching the conversation in the movie. Thus, it can be said that the research question

in this study has been answered, namely, how the effect of using film as a learning medium to improve students' mastery of English vocabulary is adjective, noun, and verb.

2. The Rate Frequency and Percentage of Students' Pre-test and Post-test Scores.

Based on data analysis, it was discovered that using movies as a teaching tool had an effect on raising students' vocabulary mastery in terms of rate frequency and percentage of pre-test and post-test. The results of the students' pre and post-test scores, which are categorized according to some criteria, show this. Is displayed in the table below:

Table 4.4 Rate Frequency and Percentage of Pre and Post-test

No	Classification	Range	Pre-Test		Post-Test	
			Frequency	Percentage	Frequency	Percentage
1	Very Good	93-100	1	5%	8	40%
2	Good	84-92	4	20%	9	45%
3	Average	75-83	7	35%	3	15%
4	Poor	<75	8	40%	0	0%
Total			20	100%	20	100%

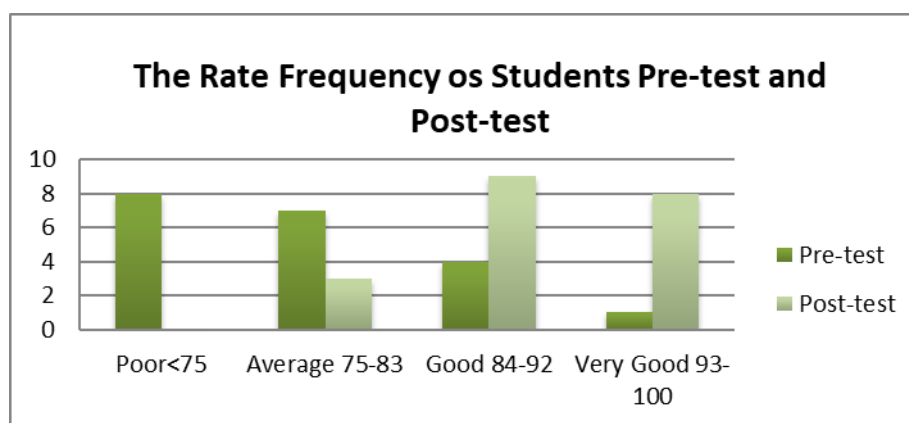


Figure 1.1 Diagram of Students' Pre-test and Post-test

Table 4.4 shows that watching movie as a teaching media has an effect on increasing students' vocabulary mastery. The table explained that in the pre-test, most of the students got a "Poor" score; there were 8 students (40%), and 7 (35%) students got an "Average" score, while in the post-test, most of the students got "Good" scores; there were 9 (40%), and the "Poor" scores were decreased to 0 (0%) students only. The table showed that with



the use of movie as a teaching media the students vocabulary mastery was increasing, especially for noun mastery and verb mastery.

3. Normality Test

This test is performed to see if the data are normally distributed:

Table 4.5 Normality Test

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Pretest	.158	20	.200*	.934	20	.183
Posttest	.213	20	0.18	.922	20	.110

Calculating at the significance level $\alpha = 0.05$ or 5% gives: Students' Pre-test sig. (2-tailed) = 0.05, then the sig. (2-tailed) > sig. Level or $0.183 > 0.05$. Post-test sig. (2-tailed) = 0.110 and sig. level = 0.05, then the sig. (2-tailed) > sig. level or $0.110 > 0.05$.

4. The Mean Score and Standard Deviation of Students' Pre-test and Post-test

This research used a pre-experimental method that only required one class as the sample, therefore the data calculation used the paired sample test.

Table 4.6 The Mean Score of Students' Pre-Test and Post Test

	Mean	N	Std. deviation	Std.Error Mean
Pretest	74.5000	20	13.53553	3.02664
Posttest	89.8500	20	4.57999	1.02412

From the table above, there is an increase of 15 points after treatment. The pre-test was 74,50, while the students' post-test was 89,50. It was found that students' vocabulary mastery increased after using movie as teaching media.



5. The Inferential Analysis Between Pre-test and Post-test

Table 4.7 Paired Sampel Test

		Paired Differences			T	Df	Sig. (2-tailed)	
		Mean	Std. Deviation	95% Confidence				
				Interval of the Difference				
Lower	Upper							
Pa	Pre &	-	9.18394	-	-11.05178	-	19	.000
ir	Post	15.35000		19.648		7.475		
1	test			22				

The data in Table 4.7 above is analyzed using SPSS analysis within a paired sample test. If the level of significance difference ($\alpha = 0.05$) is greater than the value (sig. 2-tailed), there is no significant difference. Whereas the level of significance “ α ” is lower than the p value (sig. 2-tailed), there is a significance difference. From the table above, we can see that the P value (sig. 2-tailed) was .000, which is lower than the level of significance of α (0,05). It means that using the movie as a teaching media can increase students’ English vocabulary mastery.

6. Hypothesis Testing

There is a significant difference between the students’ pre-test and post-test results, according to the statistical analysis’s findings at the level of significance (α) 0.05 with degree of freedom 19 p value (sig.2-tailed) of 0.000. to put it another way, the findings of the students’ post-test (sig.2-tailed) do not exceed the level of significance ($0.000 < 0.05$).

The result of the data analysis is stated as follows:

- a. When the significant value $<$ the significant level (0.05), it shows that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. It means there is a significant difference in scores between the students’ pre-test and post-test.
- b. When the significant value $>$ the significant level (0.05), it means that the alternative hypothesis (H_a) is rejected and the null hypothesis (H_0) is accepted. It means that there is no significant difference in scores between students’ pre-test and post-test.



Based on the table, the significant value of this research 0.000 where the significant level used was 0.005. In conclusion, the alternative hypothesis (Ha) is accepted. In this case, using movies in teaching media as a technique in teaching English can increase students' vocabulary mastery.

3.2. Discussion

The researcher conducted this research at SMPN 4 Samarinda. Three activities are needed: the pre-test, the treatment, and the post-test. Then, after receiving the data, it is calculated according to the above formula. Based on data analysis, it can be concluded that the use of movies as a learning medium has an effect on increasing the students' vocabulary in SMPN 4 Samarinda. The treatment was carried out by watching a movie with an Indonesian subtitle as a learning medium. The movie's vocabulary is used to create the pre-test and post-test. This is demonstrated by the pre-test of the students' average performance, which is 74.50, which is categorized as "Poor" while the post-test is 89.85, which is categorized as "Good". This shows that the average pre-test and post-test scores increased by 15 points. The results of the instrument also demonstrate that the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted. This can be demonstrated by the study's significance value, which is 0.000 at a significance level of 0.05, leading to the conclusion that there is a significant difference between pre-test and post-test scores for second grade students at SMPN 4 Samarinda.

Vocabulary is the most important part of developing a language. Students use vocabulary in order to develop ideas, thoughts, and feelings. If students do not have a lot of vocabulary, they won't be able to understand what people are talking about and cannot write sentences. One thing that must be considered when choosing a movie as a teaching media is to look at the students' characteristics. Students in junior high school were categorized as young learners. Generally, they tend to be imaginative and active. They always relate what they learned to their experiences.

Sari & Sugandi (2015) revealed that technological advances in globalization require all English teachers to be more creative and innovative in using instructional media. The teachers can use audio-visual media, such as movies, to enhance students' English skills. There are a few benefits to using English movies in English classes. For instance, a movie can increase students' interest in studying English, improve their listening and reading, and improve their pronunciation and vocabulary. Using movies in EFL classrooms has



added authenticity, variety, actuality, and flexibility. Movies give students real-life language input that would otherwise be difficult to get by in a non-English-speaking environment. There are several reasons to use English movies in an EFL classroom. Rusunen (2011) explains the authenticity, quality, and quantity of input provided by movies, as well as the numerous positive effects that movie have on language learning. Exposure to a foreign language and the entertaining aspect of a movie, which also affects students' motivation, are some of these reasons.

The study's ability to conduct research is affected by offline learning in the classroom after the pandemic, as students and teachers can meet instantly so teachers can see the status of students. Learning face-to-face can provide a more authentic way of learning. However, the amount of energy used in teaching is considerable, as teachers must deliver engaging, non-boring lessons.

4. CONCLUSIONS

4.1. Conclusion

Based on the results of the research findings and discussion in the previous chapter, it can be concluded that:

1. Students' vocabulary mastery in the second grade of SMPN 4 Samarinda, specifically in VIII, was mostly good. There were 8 students (40%) in very good, 9 students (45%) in good, 3 students (15%) in average, and 0 students (0%) in poor. It means that using movies can improve students' vocabulary at SMPN 4 Samarinda.
2. Based on the results of the finding and discussion that had been described in the previous chapter, it can be proved that the mean score of students' pre-tests was 74.50, which was categorized as "Poor" while the post-test was 89.85, which was categorized as "Good". It is indicated that the pre-test and post-test mean scores both showed a rise of 15 points, according to the data. The results of the instrument also indicated that the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted. We may conclude that there was a significant difference in scores between the students' pre-test and post-test in the second grade of SMPN 4 Samarinda since the significant value of this research was 0.000 and the significant threshold was 0.05.



4.2. Suggestions

The researcher would like to give some suggestions related to this research, especially for students, English teachers, and other researchers. The researcher hope that these suggestions will be a fruitful contribution for them all.

1. For Students

Vocabulary is an important topic to learn. However, most of the students have difficulty expressing themselves orally. Therefore, students need to seriously and attentively listen to the teacher during the learning process. Students should practice as much as possible, especially memorizing vocabulary at school or at home, to improve it.

2. For English Teachers

The teacher should use any media or approach that can capture the students' interest in order to make the learning process more engaging. One of the most useful forms of media for vocabulary instruction in the classroom is the movie.

3. For the Next Researcher

The researcher hopes that since this study concentrated on vocabulary, further research will explore how using movies might enhance listening skill.

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