THE USE OF ENGLISH MOVIES IN TEACHING VOCABULARY MASTERY

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ABSTRACT

The purpose of this study was to determine the value of students when using English film media, and to determine students' vocabulary skills when learning English with English movies, and to determine the significance of using English film media on the vocabulary mastery scores of class VIII A SMPN 2 PURWOSARI students. In achieving the research objectives, the author uses qualitative descriptive research. There were 20 students and English teachers in class VIII at SMPN 2 Purwosari who were part of the research. The instruments used in this study were observation, interviews, questionnaires, and documentation. The findings of teacher and student interviews, it has shown a very positive response about the use of English movies. then from the results of the questionnaire students have shown a positive response as well with an average value of (1) 90% the information strongly agrees, (2) 88.75% the information strongly agrees, (3) 87.5% the information strongly agrees, (4) 90% the information strongly agrees, (5) 88.75% the information strongly agrees, (6) 85% the information strongly agrees, (7) 75% the information agrees, (8) 72.5% the information agrees, (9)78.75% the information agrees, (10) 88.75% the information strongly agrees. The conclusion is students at SMPN 2 Purwosari really enjoy learning vocabulary using English movies. and then based on the learning implementation plan the goal of learning English is through "English Movie", it is hoped that students can add vocabulary to their vocabulary, and also through "English Movie" it is hoped that students will be able to use and pronounce the vocabulary they get accurately.

Keywords: Teaching Vocabulary, English Movie

ABSTRAK

Tujuan penelitian ini adalah untuk mengetahui nilai siswia ketika menggunakan media film bahasa Inggris, dan untuk mengetahui kemampuan kosakata siswa ketika belajar bahasa Inggris dengan film berbahasa Inggris dan untuk mengetahui signifikansi penggunaan media film bahasa Inggris terhadap skor penguasaan kosakata siswa kelas VIII A Siswa SMPN 2 PURWOSARI. Dalam mencapai tujuan penelitian, penulis menggunakan penelitian deskriptif kualitatif. Ada 20 siswa dan guru bahasa Inggris kelas VIII di SMPN 2 Purwosari yang menjadi bagian dari penelitian ini. Instrumen yang digunakan dalam penelitian ini adalah observasi, wawancara, angket dan dokumentasi. Dari hasil wawancara guru dan siswa menunjukkan respon yang sangat positif tentang penggunaan film berbahasa Inggris. kemudian dari hasil angket siswa sudah menunjukkan respon yang positif juga dengan nilai rata-rata (1) 90% informasi sangat setuju, (2) 88,75% informasi sangat setuju, (3) 87,5% informasi sangat setuju, (4) 90% informasi sangat setuju, (5) 88,75% informasi sangat setuju, (6) 85% informasi sangat setuju, (7) 75% informasi setuju, (8) 72,5% informasi setuju, (9)78,75% informasi setuju, (10) 88,75% informasi sangat setuju. Kesimpulannya adalah siswa di SMPN 2 Purwosari sangat menikmati pembelajaran kosakata dengan menggunakan film berbahasa Inggris. kemudian berdasarkan rencana pelaksanaan pembelajaran tujuan pembelajaran bahasa Inggris adalah melalui "English Movie", diharapkan siswa dapat menambah kosa kata pada kosa kata mereka, dan juga melalui "English Movie" diharapkan siswa dapat menggunakan dan mengucapkan kosa kata yang mereka peroleh dengan tepat.

Kata kunci: pengajaran kosakata, film bahasa inggris

BACKGROUND OF THE STUDY

English is an international language that is often used and always studied by many people in the world, especially in Indonesia. for now, almost all people in the world have learned to interact. Communication is a social event that can occur anywhere without knowing the place and time (Darwanto, 2007: 1). In learning English, vocabulary has an important role to play in building language prowess. and then vocabulary mastery aims to make students have good language proficiency in English language skills. and by studying vocabulary through the English movie a researcher wants to improve student's vocabulary mastery, because the more vocabulary they learn will make it easier for them to interact using English.

There are various definitions of vocabulary. One of them is vocabulary is a total number of words in a language, a list of words with their meanings. From these definitions, the writer concludes that vocabulary is several word or phrases which has a meaning that is used in spoken or written language. According to Richards (2002: 255), vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write.

Learning English is primarily by learning vocabulary because basically vocabulary has an important role. After all, without learning vocabulary we will never understand what other people are saying. The language has some elements, such as grammar and vocabulary. So the process of learning English does not have to go through a manual dictionary, even as the times progress rapidly the process of learning vocabulary can easily be through an English movie that has subtitles. In this study, English movie is chosen as a media for teaching vocabulary. Watching English movies is one medium to avoid feeling bored when learning English in class. They usually have more fun watching it and relaxing in learning English.

In this study, researchers used English movies to teach vocabulary mastery. English movie is a tool to learn new vocabulary in the classroom, then using English movie will make lessons more fun for students and students will find it easier to mastery new vocabulary. According to Hornby (2006: 950) movie means a series of moving pictures recorded with a sound that tells a story, shown at a cinema/movie.

So, English is the second language in Indonesia, many students are interested in learning it and understanding new vocabulary. On the other hand, some students feel bored and find English difficult to learn. They find it strange that the new vocabulary is not only the word and its meaning, but also the pronunciation. It depends on the method, material, or condition of the students themselves. Then the English movie will give some experiences to students while they are learning English, English movie also provides some meaningful education and it will be easy for them to remember the lessons. From the above background, the researcher intends to conduct research entitled "The use of English movies in teaching vocabulary mastery" and the researchers hope that the English movie can

increase students' enthusiasm in learning English.

RESEARCH METHODS

This study used descriptive qualitative research methods, according to Sugiono qualitative research **is** research where the researcher is placed on a key instrument, data collection techniques are carried out in combination with data analysis is inductive (Sugiono. 2010: 9). The basis of the thought of a researcher using qualitative research methods is to want to know about the phenomenon that is happening in the student's vocabulary mastery.

Besides that, a researcher also wants to go directly into the field to conduct observations of his research method. So the descriptive qualitative research methods are more appropriate to be used by researchers. But to complete the Research data requires two sources of data, namely primary data sources and sources secondary data.

a) Primary data sources
Primary data is data obtained directly by researchers in the field through respondents using observation, interviews, and questionnaires. The target data for primary data is data found directly by researchers in the field.
b) Secondary Data Sources
Secondary data sources are complementary data sources that serve to complement the data required by primary data.
An instrument is a tool that is required to get information. Arikunto (2000: 134)

revealed that an instrument in collecting data is a tool that is used by researchers to help them in collecting data to make it more systematic and easy. Data is information that has been collected by conducting research. To get reliable data, the researcher has to do some techniques for collecting those data. The data collecting technique is an important step in research because the research aims to get the data. In qualitative research, collecting the data mostly is done in participant observation, depth interviews, and documentation. Sugiyono (2008: 225) stated that the fundamental method relied on by qualitative researchers for gathering information is participation in the setting, direct observation, in-depth interview, and documentation review.

And to analyze the data, the researcher used descriptive qualitative to analyze data. According to Sugiyono (2008: 245), there are three activities to analyze data in descriptive qualitative research. Those activities are data reduction, data display, and conclusion drawing/verification. Based on those statements, the researcher divides the activity in analyzing data into three activities, they are data reduction, data display, and conclusion drawing.

For the Trustworthiness of data validity and the findings is an actual condition that is happening and has been approved by the research subject, and therefore an examination technique is required. This study uses Credibility criteria. Credibility is the researcher's effort to ensure the validity of the data by confirming the data obtained or the object of research. The aim is to prove that what the researcher observes is by what exists

and is following what happened to the object of research (Nasution, 1998: 105-108).

RESULT AND DISCUSSION

In this discussion, the researcher discusses data collecting techniques, namely observation, interviews, questionnaires, and documentation.

a. Observation

The function of observation is to know the teacher and students' responses towards the use of English movies and to describe the use of English movies in teaching vocabulary mastery at eight-grade in SMPN 2 Purwosari. In the core results of the teacher's observations, the teacher explained to students the materials related to the use of English movies in teaching vocabulary.

In this study, researchers conducted observations for two days. From the results of the first and second observations after the movie screening, students were asked to look for 20 new vocabulary words in each movie and their responses also looked very good and were active when watching movies for vocabulary learning.

b. Interview

The author conducted interviews with English teachers and asked permission to interview teachers with several eighth-grade students at SMPN 2 Purwosari. however, the researcher only conducted interviews with 5 students due to time constraints during the pandemic. Then to facilitate interviews for students, the researchers used Indonesian. In this regard, there are several questions that must be answered by teachers and students according to their opinions.

The following is an interview with an English teacher at SMPN 2 Purwosari: *"My response in using English movies for vocabulary teaching is very good because the children are very enthusiastic about understanding the movie, really enjoy it, and the children also look more active when asked to look for new vocabulary words".*

The writer also asks students about the student's responses towards the use of English movies:

Students A *"My response is very good because with the English movie in vocabulary teaching, I think this method is very good and we can quickly master new vocabulary because there are so many vocabularies that I can take in a story, I also feel happy and don't get bored easily".*

In the second interview about the definition of English movies, and the student said *"In my opinion, English movies can make students active in expressing opinions, answering and asking questions, and practicing listening to a movie, filling in new vocabulary, reading movie texts, reciting, practicing vocabulary meaning, memory, and using new vocabulary to make sentences. so the English movie has a very good impact".*

c. Questionnaires

For statement questionnaires number (1) There are 72% of the students answer agree and 0% answer disagree, statement (2) there are 71% of the students answer agree and 0% answer disagree, statement (3) there are 70% of the student answer agree and 0% answer disagree, statement (4) there are 72% of the student answer agree and 0% answer disagree, statement (5) there are 71% of the student answer agree and 0% answer disagree, statement (6) there are 67% of the student answer agree and 1% answer disagree, statement (7) there are 59% of the student answer agree and 1% answer disagree, statement (8) there are 54% of the student answer agree and 4% answer disagree, statement (9) there are 62% of the student answer agree and 1% answer disagree, statement (10) there are 71% of the student answer agree and 0% answer disagree.

And the conclusion from the results of the percentage of the questionnaire is that it is known that many students strongly agree that English movies are used for their vocabulary learning and from these results it is also explained that students also do not feel bored with the vocabulary learning method, they are also more active in finding new vocabulary in movies.

d. Documentation

In the learning process, of course, the teacher must prepare the material to be delivered namely in material processing. and the material that has been delivered by the teacher has referred to the lesson plan and syllabus set by the school. and in the current research, the researcher has focused on vocabulary learning material using English movies.

Then the researcher also made several observations in order to find out the phenomena that occurred in the classroom. and the results also showed the students a higher level of activity and enthusiasm for learning.

DISCUSSION

The first discussion was on the use of English movies in teaching vocabulary mastery at eighth grade in SMPN 2 Purwosari and the second discussion was the teacher and students' response toward the use of English movies. Theory Zoltan's (2003) is supported by these findings, well-constructed questionnaires, data processing can also be fast and relatively easy. The authors provide questions or statements that students can challenge either by writing down their answers. Wright's (1997) theory is supported by these findings. The authors found a positive response from the students about the use of English movies in teaching vocabulary mastery at eighth-grade students of SMPN 2 Purwosari.

In the research results above, it has been stated that the English Movie is the right way to learn English, especially learning vocabulary. The existence of English movies really helps students to add new vocabulary, and English movies are also the right way so that students don't feel bored in learning English. precisely with the English movie the children look excited, enjoy, and very happy.

CONCLUSION

The main objective of this research is to find out how use of English films in teaching vocabulary mastery is used and to find out how the teacher and students respond to the use of English films in teaching vocabulary mastery. The results can be concluded that this research is successful. Students at SMPN 2 Purwosari really enjoy learning vocabulary using English films. then based on the implementation plan of learning English learning objectives are through "English Films", it is hoped that students can increase vocabulary. Then from the results of observations, students' responses to the use of English are very appropriate because, in addition to adding new vocabulary, students are also happy to learn English.

Based on the results of observations, the researcher draws a few conclusions related to the implementation of vocabulary learning using English movies. From the results of observation 1, the teacher explained the definition of vocabulary, the definition of English movies and also explained the importance of learning vocabulary using English movies. And observation 2 the teacher asked the students to look for 20 vocabularies. From the two observations it can be concluded that the atmosphere in the classroom is very calm, students are more enthusiastic about learning and also become active when looking for new vocabulary. and the responses from teacher and student interviews in using English movies for teaching vocabulary have very positive results. Everyone strongly agrees that English movies are the right medium for learning vocabulary.

SUGGESTION

1.   For the teacher

For the teacher, the researcher suggests that the teacher should continue to look for the right learning media for students because based on the results of interviews with the teacher, students there tend to be difficult to study seriously. and I suggest that after this the teaching and learning process of the students' vocabulary mastery will be further improved.

2.   For the students

For students, English movies are one of the vocabulary learning media, so researchers really hope that when playing movies the class conditions must be really calm. because if one student is busy it will disturb the concentration of other students to learn to add new vocabulary and researchers hope that after this the children will be more active and enthusiastic in learning vocabulary using English movies.

3.   For the school

For the school when a teacher is teaching English using English movie media, it is better if the school, in addition to preparing a projector, also has to prepare a sound that has a louder voice. because I think the sound there is very minimal sound so that sometimes it makes students who are sitting in the back seat don't really hear the sound of the   English   movie.

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