

# **Improving students' vocabulary mastery through Short movie of the first grade students at SMAN 15 Bandar Lampung**

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## **ABSTRACT**

Vocabulary is one of the English components that needs to be mastered by the learners, yet most of the students have big problems in mastering vocabulary. Based on the researcher's observation during PLP, it was found that at X and XI class had lack of vocabularies. The objectives of this research were to find out i) the significant improvement of students' vocabulary mastery after being taught through short movie at the first grade of SMAN 15 Bandar Lampung and ii) the type of vocabulary which improves the most. The approach of this research was quantitative. There were 30 students of the first grade chosen. Vocabulary tests were used to collect the data. The researcher used a *single group pretest-posttest* design. The data were also computed by using SPSS 25.0 for Windows. The result showed that the mean of students' vocabulary score was getting higher after the teacher utilized short movie, by having the number of 77.13. In addition, the gain of the test was 0.1832. It was found out that the students got higher enhancement in mastering the words of verb. The gain for this aspect was 0.25824. Besides, the mean of the tests were also increased from 6.3 in pretest to 7.3 in posttest.

**Keywords:** vocabulary, vocabulary mastery, short movie

## **I. INTRODUCTION**

Vocabulary is one of language aspects that should be mastered by learners. It is a basic component that helps learners to master English skills. As stated by Cahyono (2011) that vocabulary provides much of the basics for how well learners listen, speak, read, and write. When learners are learning a new language, they should have a lot of vocabulary in order to make use of their language into four language skills that are listening, speaking, reading, and writing. In other words, if the students master vocabulary, they will be able to produce so many sentences easily either in spoken or written in learning English. Hence, it is difficult for the learners to express their opinions, ideas, and feelings if they have limited vocabulary. As the result, they will find difficulties in mastering their language skills because of having too limited vocabularies.

Moreover, Dellar and Hocking in Sukrina (2013) states that learning more words and expressions will give a good result on students' improvement in learning language. It means that students will improve much if they learn more vocabulary. Even if students' grammar is excellent, they will not be able to communicate their idea and opinion without a wide vocabulary.

Furthermore, the guidelines of senior high school curriculum of English, graduates of senior high school is expected to master vocabulary in order to be able to communicate whether in spoken and written form. The first year students of senior high school should master at least 1500 words after finishing their study. It is difficult to be reached since the students often lose interest since they find that foreign language study is not as easy as other subjects. As a result, the students tend to learn English reluctantly which have them faced a difficulty in comprehending the meaning of the sentence and to express their idea since they lack of vocabulary. In fact, the researcher also found this problem in real life. Based on the researcher's observation during internship program, it was found that most of the students have big problems in learning English. One of the basic problems is lack of vocabularies especially at X and XI class. The teacher says that the students get problems in understanding the difficult words or phrases. It happens because they may lack vocabulary.

Besides, most students also lack of motivation. The students easily get bored, more passive, and worried about learning English because the English teacher lacks of ability in using media, especially in teaching vocabulary. The teacher forces the students to memorize some words, as a result, it makes them unable to memorize the vocabulary well. Therefore, most learners only master simple vocabularies like animals, clothes, things in the classroom and so on.

In order to solve this problem, a teacher should help students to learn the vocabularies by using media to conduct teaching and learning process in the class. According to Davies in Wiranata (2015), English teachers should try to vary the media to improve students' ability in learning English. The teacher has to look for ways that can be used to make students' interested in following the lesson.

Based on the principle above, the researcher purposes movies to improve the students' vocabulary mastery. Movie is one of the audio visual aids that contains picture and voice so the students can see and hear directly. Webb (2010) argues that by making use of films or movies in the classroom, students can enhance their vocabulary awareness and they can even make their pronunciation and intonation much better. By using movies, the students are hoped to enjoy learning English vocabulary so they can make clear the message. Besides, it can also save the teacher' energy and can motivate the student to learn, and can increase the quantity of teaching and learning.

## **II. METHODS**

In this research, the researcher implemented quantitative approach to find out the improvement of students' vocabulary mastery after implementing movies as media. The research design used in this study is a single group pretest- posttest design. Using purposive sampling, the researcher took X IPS 1 at SMAN 15 Bandar Lampung as the sample of the research. To get the data, the researcher distributed two tests as the instrument; pretest and posttest which consist of 40 multiple answer questions. Then, the result of the tests were analyzed using Paired Sample T-test in SPSS ver.25.

### III. RESULT AND DISCUSSION

#### Result

After successfully conducted the treatment and gave the two tests, the researcher analyzed the data in order to answer the research questions by finding whether students' vocabulary increased after the utilization of short movies or not and also the most improved aspect of vocabulary.

#### 3.1 Result of Pretest

To know the initial ability of the students, the researcher gave a set of pretest questions to the students which consist of 40 multiple choices items. Furthermore, the result of the pretest is described in the following tables and paragraphs.

**Table 3.1 Distribution of Pretest Score**

		Interval			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	81-85	2	6.7	6.7	6.7
	76-80	8	26.7	26.7	33.3
	71-75	8	26.7	26.7	60.0
	66-70	7	23.3	23.3	83.3
	61-65	4	13.3	13.3	96.7
	56-60	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

From the table above, it can be seen that most of the students got the score above 70. There are two students who got 81-85 with the percentage of 6.7%. Moreover, there are eight students who got the score in the range of 76-80. The same number was appeared in the frequency of 71-75 with the percentage of 26.7%. The table also shows that there are seven students who got 66-70. Last, four students got 61-65 as their score and only one student got the score below 61.

**Table 3.2 Mean of Pretest Score**

Statistics		
Pretest		
N	Valid	30
	Missing	0
Mean		72.00
Std. Error of Mean		1.126
Std. Deviation		6.170

Variance	38.069
Range	22
Minimum	60
Maximum	82

Table 3.2 showed the mean score of the pretest. It can be seen that the mean for pretest score is 72 with the minimum score of 60 and the maximum score of 82.

### 3.2 Result of Posttest

After getting the treatment, the students were required to do posttest to know their improvement in vocabulary mastery. The posttest was given at the end of the research. There were 40 multiple answer questions that should be answered by the students. The following tables and paragraphs explained the result of posttest.

**Table 3.3 Distribution of Posttest Score**

Interval					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	81-85	6	20.0	20.0	20.0
	76-80	15	50.0	50.0	70.0
	71-75	6	20.0	20.0	90.0
	66-70	3	10.0	10.0	100.0
	Total	30	100.0	100.0	

From Table 3.3, it is clear that the lowest score of students is 66 and the highest is 85. After that, the frequency of students who got the score above 70 is increased.

There were six students who got the score ranging 81-85. Besides, the number of students who gain score in the range of 76-80 was improved by having the total of 15 students. Then, there are six students who got 71-75 while the rest three students got 66-70.

**Table 3.4 Mean of Posttest Score**

Statistics		
Posttest		
N	Valid	30
	Missing	0
Mean		77.13
Std. Error of Mean		.771

Std. Deviation	4.224
Variance	17.844
Range	16
Minimum	68
Maximum	84

Table 3.4 shows the result of posttest mean score which is 77.13. It can be seen that the minimum score was 68 and the maximum score is 84.

Furthermore to answer the first research questions, is there any significant improvement of students' vocabulary after being taught through short movie, the researcher calculated the mean of pretest and posttest to find the N-gain of students score. The result is presented as follows.

**Table 3.5 Gain of Students Pretest and Posttest Score**

	Mean	Gain	T-value	Sig.
Pre-test	72.00			
Post-test	77.13	0.1832	4.074	.000

After calculating the mean of both tests, it was found out that the gain was 0.1832 points. Hence, it can be concluded that the students got improvement after receiving the treatment by implementing short movie during the learning process.

### 3.3 Hypothesis Testing

The hypothesis proposed by the researcher should be tested in order to prove whether it was accepted or not. The researcher used Paired Sample T-test to analyze the result of the test. The result of the analysis is provided in the following table.

**Table 3.6 Paired Sample Test**

Paired Samples Test							
Paired Differences							
Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		T	df	Sig. (2-tailed)
			Lower	Upper			

Pair 1	Posttest – Pretest	5.133	6.902	1.260	2.556	7.711	4.074	29	.000
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The table shows that the result of the significance of the two-tailed value is 0.000. It is proved that the H1 is accepted since 0.000 is lower than 0.05. By seeing this result, it can be concluded that there is significant improvement of students' vocabulary after being taught through short movie. This statement is also proved by the evidence of the t-value which is higher than the t-table ( $4.074 > 2.0452$ ). Hence, it can be said that students' vocabulary was improved by the implementation of short movie.

### 3.4 Result of Each Aspects

To answer the second research question that is what types of vocabulary that improves the most after the implementation of short movie, the researcher analyzed students' scores based on the four aspects of vocabulary which are adjective, noun, adverb, and verb. The complete result of the calculation is presented in the table below.

**Table 3.7 Gain of Each Aspects**

Aspects of Vocabulary	Mean		Gain	Significant
	Pre-Test	Post-Test		
Adjective	6.7	7.0	0.08333	0.000
Noun	6.6	7.3	0.19161	0.000
Adverb	6.2	6.9	0.19210	0.000
Verb	6.3	7.3	0.25824	0.000

The table shows that there is statistically significant improvement in all aspects of vocabulary including adjective, noun, adverb, and verb. It is proved by seeing the mean of each aspect in posttest (adjective 7.0, noun 7.3, adverb 6.9, verb, 7.3) which are higher than the mean in pretest (adjective 6.7, noun 6.6, adverb 6.2, verb 6.3). Furthermore, it also important to consider the gain score of each aspect to know which aspects that improved the most. From the table, it can be seen that the gain of each aspect is 0.08333 (adjective), 0.19161 (noun), 0.19210 (adverb), 0.25824 (verb). It can be concluded that aspect which got the highest gain score is verb (0.25824). In other words, the aspect that improved the most is verb.

### Discussion

Regarding the answer for the first research question the use of short movie in learning process showed positive results as the students got higher scores during posttest. It can be seen from the

mean of both tests. In the pretest, the overall mean is 72.00. However, it was enhanced to 77.13 in the posttest by having the gain number of 0.1832. So, it can be concluded that students' vocabulary was improved by the use of short movie in learning process.

Furthermore, there are several evidences that support the improvement of students' vocabulary after the implementation of short movie. First, short movie could make the learning process to be fun and enjoyable. The students were interested in the lesson that they learned. As the result, the students were actively engaged with the learning process. It was in line with the statement from Amaliaet. al (2017) that English teachers felt that using modern media like movie to teach new words makes the learning process to be enjoyable and memorable. It was also found that visual elements can motivate students for better learning, especially vocabulary. Additionally, Andriani (2016) also believes that utilizing appropriate teaching aid in teaching language especially vocabulary is important since it can decrease students' boredom which affects the learning result. Hamalik in Arsyad (2008) also shares same idea by suggesting the use of instructional media like movie in learning language. By combining the utilization of media in teaching process, students will experience new desire and interest in learning. Besides, motivation and learning stimulation will probably grow up the students' psychological sides.

In addition, from watching movies, students got a lot of new vocabularies that they found in the movies. Interestingly, some of them can guess the meaning by seeing the scene of the movie. As Gorjian (2014) said that using video or movie would help language learners develop their knowledge of vocabulary. Moreover, they also discussed the vocabulary that they got which helped them to understand more about the contextual meaning of each vocabulary. They could also share their opinion and information that they got from the movie. Added by Webb (2010) that students can increase their vocabulary awareness of words families by using movie in the classroom which can help them improve their vocabulary understanding. As the result, students are able to broaden their lexicon in English.

Furthermore, regarding the most improved aspect which is verb, Lail (2018) said that basically, the use of media can provide information about an object. In this research the students could get the information of the object or the characters by seeing the scene of the movie. The scene gave the information about the action that each character do such as their activities or habit. Therefore, it had them to be easier to recognize the verb. Hence during the posttest students could answer the questions with the appropriate verb as they remembered the scene that was showed the character's action. This idea is in line with the findings from Dzulfahmi & Nikmah (2020) that movie is chosen because it comes with iconic scene which contains vocabularies that are simple and memorable as the words used are very common. Hence, the new vocabularies found by the students in the movie will linger on their long-term memory.

Moreover, the finding is in line with the previous research as it shows the improvement of students' vocabulary mastery after watching short movie during learning process. The first study was from Efrizal (2017). He did classroom action research in order to know the effect of English movie

towards students' vocabulary mastery. The study was conducted in three phase. Moreover, each phase showed good result that students' score was gained after utilizing movie in the class. After that, Rahman (2012) conducted correlational study to know the relation between frequency of watching English movies and vocabulary mastery. This study was intended to see whether the frequency of watching English movie could affect students' vocabulary. Then, it was found that the result showed a significant correlation between students' frequency of watching English Movies and their vocabulary mastery.

In conclusion, the implementation of short movie in learning vocabulary gave satisfied result as the students' scores in posttest were improved. Additionally, regarding the most improved aspect, it was found out that the students could correctly answer the questions related to verb much better than the other aspect.

#### **IV. CONCLUSION AND SUGGESTION**

Students' vocabulary mastery was improved after the implementation of short movie. Before getting the treatment, the mean of students' vocabulary score was 72. However, it was getting higher after the teacher utilized short movie, by having the number of 77.13. It was also found out that the gain of the test was 0.1832. Moreover, watching short movie could enrich students' vocabulary. It also got the learning process to be more enjoyable.

Regarding the vocabulary aspect that improved the most, it was found out that the students got higher enhancement in mastering the words of verb. The gain for this aspect was 0.25824. This thing was happened due to the action performed by the characters in each scene which could influence students to understand the meaning of the verbs in the movie.

Hence, the teachers can use short movie as an alternative media in teaching vocabulary. It can help the teachers to stimulate students' interest and motivation during the learning process as they can learn English in a fun yet meaningful way. The other researchers are suggested to find out the effect of short movie on other language aspects such as grammar and pronunciation. Moreover, they can also apply this media to investigate students' improvement in language skills i.e listening, reading, writing, and speaking. In this study, the researcher was only focused on the content words of vocabulary which was caused by the limitation of time and scope. Therefore, the other researchers can execute not only content words but also function words of vocabulary.

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