

STUDENTS' VOCABULARY MASTERY TOWARD WATCHING ENGLISH FILM

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Abstract

The study deals with improving students' vocabulary mastery through watching English films. The formulations of the problem are (1) Is watching English films effective in increasing students' vocabulary? (2) What English film can improve students' vocabulary?. The purpose of the study is (1) to find out the effectiveness of watching English film can increase students' vocabulary. (2) to know kind of English film can improve students' vocabulary. The sample of this research is forty students from the second years students of SMA Ksatria Medan. The technique of the collecting of the data by using questionnaire and test. The result from the research is students can improve vocabularie toward watching English films.

Keywords: Watching, English Film, Vocabulary Mastery

INTRODUCTION

English as an international language is also used in Indonesia. It is important to learn cause some institution or company wants the worker can use English if it is needed for business or another purposes. To prepare the people familiar with English, it is taught from kindergarten to the university students. For the learner of English, they need establish the vocabulary learning strategies. Hornby (2006) states vocabulary is all the words that a person knows or uses and it is all the words in a particular language. Dongoran (2021) vocabulary plays the important role in studying a language. Based on both of the explanation above, improving the English need strategy, especially for the adding the new words. As we know that , improve vocabulary need media as support. The media can be film, music, video, magazine, and newspaper. For the students are in Senior High School, they love film. So this media can be one of solution for increasing their vocabulary. Stewart (2006) Films can help on all count. It is means that language is needed for film in performing to explain the plot, express the mood and explain what is happening in forms visual and sound information. So that the students more interesting for use the media to increase their vocabulary. Watching English film not only increase students' vocabularies but also improve their skill such as writting, communication, listening comprehension, and reading. Harmer (2007) states that some reasons to study English by film, likes: film has important moral value, shows the real expression in speaking English with a good pronunciation, know the gestures, etc. The use of media must b in accordance with object because the right media can produce appropriate subject outcomes. The learning media that make students can master the vocabulary is by film. Student can be inspired learn English and have motivation for find new vocabulary. Naz & Akbar (2008) states that learning media is effectively implemented in formal condition where the students and teacher doing the activity independently. The purpose of media for learner is used to supporting the learning process. Sabouri, Zohrabi, & Osbouei (2015) said that in studying English movie can solve some problems, like limited of explanation, lack of vocabulary, poor reading, grammar, and bad in conversation. So that why , watching English film give help students to find new

vocabulary and how to expressing the words. It is not challenging to see English movie, but studying by seeing it will be more cheerful and interesting. The explanation above inspires the researcher to do the research to know the students' vocabulary mastery toward watching English film. The result study is supposed to the effectiveness of watching English film can increase students' vocabulary and kind of English film can improve students' vocabulary.

METHOD

According to Creswell (2018) the design of this research influences the type of data to be gathered and, consequently, its results. Research design also defines all other constituent parts of a study, such as variables, hypotheses, experiments, methodology, and statistical analysis. The study uses qualitative approach. The subjects of the reserch are the students of second year at SMA Ksatria Medan. The students were as population of this study for the reasons:

- a. They have the same level and have learned English at the same time.
- b. They are familiar with vocabulary that used in English movie.

The sample of the study was chosen from the all of 399 second grade students at SMA Ksatria Medan. The all samples in the research are 40 students chosen from the population by using random sampling. This researcher instrument isn this research were interview and questioners. Gillham (2001) An interview is a conversation between twu people. The inteviewer is finding out responses for some purposes from another people: the interviewee. While a questioners are only the way to get information from persons. This questioners includes of 20 items that consist of the positive and negative explanation. The scoring technique of questionare the researcher used was Skala Likert scale type.

RESULTS AND DISCUSSION

Results

The research finding indicate that there is a good relation between students' activty while seeing English films and the mastery of their vocabulary. The significant coefficient correlation value was found 5.53. it can be concluded that there is good relation between learning media and students' activity. These facts imply that the students' activity and use media to increase vocabulary give a useful contribution to enlarge their vocabulary mastery. So that media is effectiveness for increase students' vocabulary with kind of film are drama, comedy and horror.

Discussion

The analysis of data in this study is to find out the effectiveness of learning media and students' activity while seeing English movie and kind of films that increase students' mastery of vocabulary of the second year at SMA Ksatria Medan. It is important to make indicators likes:

- a. To know the effectiveness of watching English film can increase students' vocabulary.

Effectiveness media for students' vocabulary mastery

Tabel 1. Effectiveness media for students' vocabulary mastery

| Statements | Score Answers | % | Criteria |
|---|---------------|-----|----------|
| Watching English film are fun and intertaining. | 23 | 58% | Medium |

| | | | |
|---|----|-----|------|
| Watching English film can be useful in daily activity. | 25 | 63% | High |
| Watching English film can find a lot of new vocabulary. | 36 | 90% | High |
| English film can help your improving vocabulary mastery | 32 | 80% | High |
| Watching English film motivates learning english | 15 | 38% | Low |

The result indicate that the majority of the students statement choose that by watching english film are un and entretaining. The significant correlation between the students' activity in watching English film and their vocabulary mastery implies taht the frequency of watching English film is one of the factors which contribute to the students' vocabulary mastery. It was mentioned previously that all the students about thirty five students of the sample were high, twenty three for medium, and thirty were low. The students who had high frequency in watching english film can find a lot of new vocabulary. This is proved by the fact taht student who frequency in watching English film was low . they should have motivating about learning english to improve their vocabulary mastery by using television, radio, and the other of the media. Thus to get higher acquisitionin vocabulary, the students should make themselves active, since there many media to learn English. English film especially drama give many advantages to the foreign language learner. Students could get some expression from watching English film such as, idiom and they also have knowledge about foreign culture.

b. know kind of English film can improve students' vocabulary.

Frequency of watching English film
Tabel 2. Frequency of watching English film

| Frequency of watching English Film | Frequency of Students | Percentage |
|------------------------------------|-----------------------|-------------|
| >6/week | 6 | 15% |
| 3-5/week | 11 | 28% |
| 1/week | 23 | 58% |
| Total | 40 | 100% |

Based on the table above, the students watching english film once in a week had percentage 58% about 23 students, the students watching english film 3>5 time in a week. And the students about 15% watching english film six day in a week. So it can be seen that, students who do watching english activity once in a week.

Film Genre
Tabel 3. Film Genre

| Film Genre | Frequency of Students | Percentage |
|--------------|-----------------------|-------------|
| Drama | 15 | 38% |
| Comedy | 10 | 25% |
| Action | 5 | 13% |
| Horror | 10 | 25% |
| Total | 40 | 100% |

Table above explanation , film genre are drama, comedy, action, adn horror. Frequency of students watching drama is 38%. Comedy 25%, Action 13% and Horror 25%. So that can be

seen taht, students wo do watching drama film genre.

CONCLUSION

Based on analyzing data, the conclusion of the study are: 1) The students' vocabulary mastery throughout watching English film. So that watching English film is effectiveness to increasing students' vocabulary, 2) For the kind of film can improve students' vocabulary are drama, comedy, and horror.

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