IMPROVING THE VOCABULARY ACHIEVEMENT OF THE SEVENTH GRADE STUDENTS OF MTs.N 1 SIDENRENG RAPPANG BY USING MOVIE

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The objectives of this research were to find out: (1) whether or not the use of movie is effective in improving the vocabulary achievement of the Seventh grade students of MTs.N 1 Sidenreng Rappang. And (2) whether or not the Seventh grade students of MTs.N 1 Sidenreng Rappang are interested in improving the vocabulary achievement though movie

This research applied pre-experimental method. The subjects of the research were the seventh grade students. There were 30 students. The sampling technique in this research was simple random sampling. The data of this reseach were collected by using two kinds of instruments, namely vocabulary test and questionnare.

The result of data analsis showed that there was significant difference between the students' score in pretest and posttest. It was proven by the mean score of posttest which was higher than pretest (66,8> 37,5). The researcher analyzed the students' vocabulary achievement through SPSS Version 17.0. Then, the researcher analyzed the students' interest through SPSS and Likerd Scale. The analysis indicated that the students were strongly interested to improve the vocabulary achievement through movie. It was proved by interest mean (84.76 %) where 53% students were strongly interested and 47% students were interested. Based on the data analysis, the researcher concluded that : (1) the use of movie improves students' vocabulary achievement; (2) the use of movie makes the students interested in improving vocabulary.

Keywords: *Students' vocabulary, movie*

INTRODUCTION

This chapter consists of background, problem statement, and objective of the research, significant of the research and scope of the research.

Background

Vocabulary is one of the English components, which has to be mastered and acquired by students in learning a new language. And in other side, vocabulary is a part of language learning that needs continuing growth and development by both natives and non native speakers. It relates to four skills namely listening, speaking, reading and writing. Many students who learn English cannot use it to communicate because they do not have sufficient vocabulary. Therefore, improving the vocabulary mastery is very important for the English students. However, it cannot be denied that vocabulary mastery relates the students to science and technology, because this ability will motivate them to have good progress in their study. The mastery of vocabulary becomes very essential in supporting language skills.

In teaching and learning English, vocabulary as an element of language is considered as the most important factor in improving the mastery of four language skills. They are not able to be mastered if students are lacking in vocabulary. The students cannot express their communicative needs (ideas, emotions, desires, and thoughts) to someone clearly because of their insufficient vocabulary.

English teacher should be able to find out solution in vocabulary teaching by creating various efficient and effective techniques. Beside that, they should establish conditions that make learning vocabulary occur within a reasonable period of time. As Cangara (1992) adds that the success of teaching English as foreign language is determined by many factors such the teachers, materials, and the attitudes of the students toward studying English.

Today, the fact still shows that many Indonesian students get difficulties to understand English text due to their poor master of vocabulary. Susanti, (2002:1) finds that the mastering of English vocabulary is equal to their mastering of the English ability. Students who have high level on mastering the English vocabulary, they have a high level on mastering the English reading ability too. The same result happen also to the opposite one, that students who have low level on mastering the English vocabulary, they have a low level on mastering the English reading ability too. Therefore, sometimes the students ask question about how to learn vocabulary and its meaning and how to retain it.

The researcher's experience in teaching English at MTs.N 1 Sidenreng Rappang shows that some factors make the students are uninterested in learning English. Some factors are: the students have been accustomed by their teacher methods in teaching English, the teacher was active and the students were passive during teaching and learning process, the teacher did not give more time to the students identifying words by reading, the students have previous store of

vocabulary, however, the teacher did not give them opportunities to try out their vocabulary through exercise and practice. Those 110 students are very difficult to do something in English like listening, speaking, reading and writing because they are poor in vocabulary. It is difficult for them to memorize the meaning and the pronunciation of the words. In addition, they are not interested in studying English because they feel bored with the teacher technique in teaching namely reading a textbook and translating the material containing new words or glossaries at the end of the lesson. The teachers never use self defining context, definition in the target language, opposites, picture, dramatization, and reality as word to a class.

Thus, applying interesting media of teaching English at senior high school level is chosen to students. Learning vocabulary mastery will make them interested in studying vocabulary.

One of the methods which can be implemented to solve the problem is visual media that is movie. It is one of teaching media that facilitate the students in getting better master vocabulary. Movie can be used to supplement and enrich classroom teaching in many ways. Movie classroom projects and presentations is a useful way to help students improve vocabulary. Movie can be used to teach specific features of authentic language (Heffernan, 2005). Students really enjoy watching movie for a variety of reasons. For one, they get exposure to natural language. Secondly, movie provides common ground to students of any international background (Karin, 1999).

In short, movie is valuable tool that can enhance a classroom experience, proving that a picture is truly worth the proverbial 1.000 words (Steele, 2005). Through this research, the researcher would like to see whether or not the use of movie is effective for the vocabulary improvement and interest at the students' ability in learning English language for the beginner.

By using the animated movies entitled "The Shoemaker and Pokemon" as an alternative media in teaching English nouns and verbs, the MTs.N 1 Sidenreng Rappang students are given something new and different from what they usually get in class. They are not only the object of the teaching learning process but also the participants. In other words, the teacher makes the students active instead of being silent.

Through this research, the researcher wants to find out a new teaching media to increase the quality of English teaching learning process in MTs.N 1 Sidenreng Rappang Based on the fact in the background above, the researcher will formulate the research questions as follows:

Does the use of movie improve the vocabulary achievement of the Seventh grade students of MTsN 1 Sidenreng Rappang?

What is the students' interest toward the use of movie in improving the vocabulary achievement of the Seventh grade students of MTsN 1 Sidenreng Rappang?

Objectives of the Research

In line with the problem statements above, the objectives of this research as follows:

To find out whether or not the use of movie is effective in improving the vocabulary achievement of the Seventh grade students of MTsN 1 Sidenreng Rappang.

To find out the students' interest toward the use of movie in improving vocabulary achievement of the Seventh grade students of MTsN 1 Sidenreng Rappang.

Significance of the Research

The results of the research are expected to provide contribution theoretically and practically in developing English teaching quality. Theoretically, this research can contribute to the development of teaching vocabulary in school. Practically, the result of the research can be used as additional information for English teachers especially in developing various media in teaching learning process. Pedagogically, the result of the research can be used for the teacher to construct the material of vocabulary in yunior high school.

Scope of the Research

This research is applied linguistics. The researcher focuses on the effectiveness of using movie in teaching vocabulary to the Seventh grade students of MTsN 1 Sidenreng Rappang and the interest of them toward the use of movie. This research uses animated movies. The titles of the animated movie are: the Shoemaker and Pokemon. The researcher teaches nouns and verbs that are available in the movies.

RESEARCH METHOD

A. Research Design

The research applied pre-experimental method with one group pre-test and

post-test design. Post-test is administered to measure the treatment effect. This design out line as follow:

T1   x   T2

Pre-test   Treatment   Post-test   (La Passa, 1986)

B. Variables and the Operational Definition of Variables

The research consisted of two variables namely independent and dependent variables:

The independent variable was movie as teaching media.

The dependent variables in this research were the improvement of the students' vocabulary achievement

Population and Sample

    1. Population

        The researcher took the nineth grade students of MTs.N 1 Sidenreng Rappang in academic year 2021/2022. There are 189 students.

    2. Sample

    The sampling technique in this research was simple random sampling technique. the Seventh grade students of MTs.N 1 Sidenreng Rappang in academic year 2021/2022 consists in seven classes, so as the sample, the researcher will take VII.C. The research sample is 27 students.

Research Instrument

The instruments that were used to collect the data consist of two kinds of instrument. They were as follows:

Test

The instrument of the research was vocabulary test to indicate the students' enrichment in vocabulary.

Questionnaire

The questionnaire was conducted to get the data of the students' interest toward the use of movie as a media in teaching vocabulary.

Procedure of collecting data

The procedures of collecting data are presented in chronological order as follows:

Pretest

Before doing treatment, the students were given pretest to find out their basic achievement in vocabulary. The pretest was given to the seventh grade students. The form of the seventh was vocabulary test. The kinds of vocabulary tests were synonym item, matching items, and completion item.

Posttest

After doing treatment for six meetings, the posttest was given to to the seventh grade students. The procedure and the material were the same with the pretest. The result of pretest and posttest was calculated in order to measure whether or not the students got progress in vocabulary achievement toward the application of movie.

Questionnaire

After giving the posttest, the questionnaire was distributed to the students to know their interest in the use of movie as one media in teaching vocabulary. The questionnaire consisted of 20 items. Those were 10 positive and negative statements in the questionnaire.

FINDINGS AND DISCUSSION

The result of data analysis showed that there was significant difference between the students' score in pretest and posttest. It was proven by the mean score of posttest which was higher than pretest (66,8 > 37,5). It is known that pretest result most of the students was in very poor classification, where 2 students (6.7%) got average classification, 2 students (6.7%) poor classification and 26 students (86.6%) got very poor classification.

On the other side, in posttest 5 students (16.6%) got poor classification, 8 students (26.7%) got average classification, 14 students (46.6%) got good classification and 3 students (10%) got very good classification. It means that the students' score in posttest was higher than pretest. The analysis indicated that the students were strongly interested to improve the vocabulary achievement through movie. It was proved by interest mean (84.76 %) where 53% students were strongly interested and 47% students were interested. Based on the data analysis, the researcher concluded that : (1) the use of movie improves students' vocabulary achievement; (2) the use of movie makes the students interested in improving vocabulary.

CONCLUSION AND SUGGESTION

The researcher concluded that:

The students' achievement in learning vocabulary using movie

The use of movie was significant. This was indicated by the mean score they got on posttest was higher than pretest (66,8 > 37,5) . The result of hypothesis testing showed that the difference of mean score above was significant (0.000<0.005). it means that the use of movie is more effective.

2. The students' interest in learning vocabulary.

Questionnaire was given after the posttest to know the students' interest in using movie media. Based on the analysis of questionnaire the researcher concluded that the students were very strongly interested in the use of movie.

Since the use of movie has been proven to be more effective in improving students' vocabulary achievement, the researcher would like to give suggestions as follows:

1. The teachers are recommended to apply the movie since it is a good direct teaching media and teacher-led discussions provide opportunities for schema development and enhancement. The following lines convey two recommendations. The first is addressed to the English teacher dealing with the classroom implementation of movie in improving the students' vocabulary achievement. The second is addressed to the foreign language-teaching researchers.

To apply the movie and make it meaningful in teaching vocabulary, the role

of students and also teachers is really important. Students should be fully engaged in the teaching process. Besides that, students also need modeling for teaching vocabulary by using movie.

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