Improving Students' Vocabulary Mastery Through English Movie for Second Year Students at MAN 01 Kota Bengkulu

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Abstract

This study was carried out to improve the students' vocabulary mastery through English movie in MAN 01 of Bengkulu City in academi year 2017/2018. The subjects of this study were consisted of 30 students.The method used in this study was Classroom Action Research (CAR). The Clasroom Action Research design applied in this study was a collaborative classroom action research. It means that the researcher collaborated with the English teacher as an observer and collaborator. The study was carried out in three cycles. Each cycles consisted of three meetings. The data were gathered in this study through field note and test. The result of the study showed that there was improvement on students' vocabulary mastery. Most of the students gradually gained good scores at the end of each cycles. The score of Minimum Mastery Criterion- Kriteria Ketuntasan Minimal (KKM) of English subject was 70. In pre-assessment, the result of the students score was failed, where the mean score of the students was 9,56 (very poor). In cycle 1 the result of the students score was still poor. In cycle 2 the result of the students score has some progresses, and in the cycle 3 the result of the students score has improve effectively than action in cycle before. Where the mean score of the students was 13,23 (good). In addition, there was a positive response from the English Teacher about implementing the action. In conclusion, English movie could improve students' vocabulary mastery.

Key words: *Students' vocabulary mastery, English movie.*

INTRODUCTION

MAN 01 of Bengkulu City is an educational institution where the students stay and live together with dormitory system. In order to support their learning activities, the students were also taught English as the medium to explore English proficiency in learning activities within classroom and communicate each other. Each student was trained to speak English in their daily communication. Unfortunately, most of the second year students in religious junior high school at MAN 01 of Bengkulu City did not perform English, either in their teaching and learning activities in classroom or communication with their friends both inside and outside classroom due to limitation of English vocabulary mastery.

Jumariati (2010) said that vocabulary learning is the important aspect in learning a foreign language. Students will improve much if they learn more words and expressions. According to Richard (1997), it is a vital to know a lot of words if you want to make progress in a foreign language. Even if your grammar is excellent, you just won't be able to communicate your meaning without a wide vocabulary. Since English is not our national language, it is not easy to learn it. Many students or learners find problem in mastering it. One of the basic problems is lack of vocabularies. Vocabulary is very important element of the language to be concerned with in order to master the four language skills.

In teaching a language, English particularly is very complicated. In the classroom, we will face dozens of technique applied to the students' under the expectation that they are able to or easy to understand the lesson. As a teacher, it is necessary to find new teaching media to overcome the problems and not to forget to motivate the students. Some teachers have used games, pictures, songs, real object, cartoon and movie as their teaching media to grow the student creativity in learning process. There are many media can be used to improve students' vocabulary like audio aid, audio-visual aid and etc. Example for audio aid is radio, music, and so on while example of audio-visual aid is video, film/movie, and television, etc.

In this study, movie is chosen as a media for teaching vocabulary. Movie is one of the audio-visual aid. Film, also called a movie, is a series of still or moving images. It is produced by recording photographic images with cameras, or by creating images using animation techniques or visual effects where the process of filmmaking has developed into an art form and industry. Using English movie can be very pleasing and interesting for the students. Movie can be an excellent media to use because from the writer view that there are many students interested in movies because they watch movies as an entertainment. They can learn about language style, culture, and also the native speaker's expression. So they can improve their English vocabulary more easily.

Media such as a movie has a very significant roles to motivate the student to learn vocabulary and to make the atmosphere of teaching and learning more interesting. They will feel something new and different from what they usually get in their class. The writer hopes that with the use of English movie they will become more active as participant and more confident in express their feeling.

From the facts above, since English vocabulary mastery is demanded in this globalization era in order to support the four English skill (Ur, 2000), the researcher is interested in solving those problems and improving English vocabulary mastery of second year

students in religious junior high school at MAN 01 of Bengkulu City through developing teaching English Vocabulary materials based English movie.

REVIEW OF LITERATURE

Definition of Islamic Boarding School

Islamic Boarding School is an educational institution with Islamic teaching materials of Islamic classical books and scientific knowledge such as mastery of English Vocabulary and apply it as well as guidance in daily lives by emphasizing the importance of morality in social life (Depag, 2005: 4).

The Urgency of Vocabulary Mastery

It is undeniable that vocabulary, like grammar and phonetics, plays an important role in mastering a foreign language. Teaching vocabulary plays important role in language acquisition because the mastery of vocabulary will help students in mastery all the language skills; listening, speaking, reading, and writing. Vocabulary will make the students practice the structure more easily; it is useful for the students in order to communicate in daily life and will strengthen belief that English can be used to express some ideas or feeling they express in their native language (Finocchiaro, 1974: 38).

The other reason is that a large vocabulary helps the English learners in studying other English subjects such as Sociolinguistics, Psycholinguistics, Business Correspondence, etc. It will help them to understand and define many concepts, ideas, expressions that they get in such subjects. It is stated by Bella Fiore (1968: 1) "The larger the vocabulary you build up, the better able you are to define and refine the expression of the images and ideas". Moreover, she said "The more words you master richer become you thought process and the better you distinguish between shades of word meanings, the subtler grows your expression of ideas". In conclusion, vocabulary learning is an unseparate thing from language learning because whenever people think of it, they usually think of vocabulary learning and vocabulary mastery. It is a key for the English learners to get a success in their learning process.

Kinds of Vocabulary

Teaching vocabulary is important in language acquisition. Vocabulary is one element that links the four skills of listening, Vocabulary, reading, and writing all together. One of the requirements to communicate well in a foreign language, students should have an adequate

number of words. According Celca-Murcia (2000:76) there are two kinds of vocabulary, as follows:

a. *Productive versus Receptive Vocabulary*

Productive vocabulary is the lexical terms which the students can remember and use appropriately in Vocabulary and writing. Receptive vocabulary in the lexical items which the students familiar and understand when they meet them in the context of reading and listening materials.

Productive vocabulary is used to Vocabulary and writing, the stage of teaching and learning must end with vocabulary practice, where the students get an opportunity to try to use the vocabulary in context. Different from productive vocabulary, receptive vocabulary is only presented until the students' know the meaning to understand the context of reading or listening.

b. *Content Words versus Function Words*

Content words and function words are a useful one in analyzing vocabulary. Content words are those vocabulary items that must to the large and open words classes. Content words that are the words that are easy accept new words and not use old ones but are not longer useful. For example: nouns, verbs, adjectives, and some adverbs.

The functions of the words are those vocabulary items that must to closed words classes. The functions of the words that are the words do not easy new items or lose old ones. For example: pronouns, auxiliary verbs, prepositions, determiners, and many adverbs. Function words should be taught as part of grammar and content words as part of vocabulary.

General Concepts of Media

Media in a process of teaching is not a new thing for the teacher. Most of the teachers use media to help them giving particular information to the students. Media itself according to Azhar (2011:4) is a tool that to convey or deliver the message of learning. He also said that media is a component of learning resource or physical vehicle that contain instructional material on students' environment that can stimulate student to learn.

There are a lot of media in teaching and learning processes. Nasution (2005:102) classify media into 5 type:

1. Blackboard

This teaching tool is very populer, used by traditional or modern school and can be combined with other teaching tools such as radio, TV. Tool is used in every method of

teaching. Blackboard can be used for writing that makes pictures, graphs, diagrams, maps and so on with white or colored chalk.

2. *Picture*

Picture can be collected from various sources such as calendars, magazines, newspapers, pamphlets from travel agents, and etc.

3. *Model*

Models can be an imitation of real objects such as model cars, trains, houses, animals, etc.

4. *Collection*

Various collections can be organized as a variety of textiles, stones, dry leaves, currency, stamps, etc.

5. *Map and Globe*

Geography and history lessons will be crippled without a map. kinds of maps shall be provided on each part of the world, also our economy, population, and so forth.

Definition of Movie

In this study, the researcher used movie as media of teaching Englsh vocabulary. A movie is one of the visual aids that can be used in a class, it makes lessons more fun. But, movies or film can also teach people about history, science, human behavior and any other subjects. Some films combine entertainment with instruction, makes the learning process more enjoyable. In all its forms, cinema is an art as well as a business, and those who make motion pictures take great pride in their creation (Mery: 2011). Meanwhile, Azhar (2011:49) define movie as picture in a frame where frame by frame is projected through the projector lens mechanically so that the pictures in the screen looks alive. Jesse (2007) states that movie is a photographic record of an artistic performance, but not an artform in it's own right.

Based on the definition of movie the researcher can conclude that movie is a photographic record of history, science, and human behaviour that projected through the projecter lens and shown in the cinema or television.

Advantages and Disadvantages Using English Movie

a. *Advantages using English movie*

Nasution (2005:104) states that the advantages of using movie in teaching and learning process are:

1) Movie is very good in describing a process, if necessary by using a "slow motion".

2) Each student can learn something from the movie, from the clever one or less intelligent.

3) Movies can take a child from one country to another country and from one period to another period.

4) Movie can be repeated if necessary to add clarity.

b. *Disadvantages using English movie*

According to Azhar (2011:50), he states that the disadvantages of using movie in teaching and learning process are:

1) Procurment of English movie generally is expensive and cost a lot of time.

2) When the movie showed, the pictures will keep changing making all students are not able follow the information given through the movie.

3) Movies not always approriate with the needs and desired learning objective.

This is the reason why the researcher is interested in taking up the title of the research, because movie gives a new enjoyable atmosphere when they are learning in class. Altough this procurment movie has disadvantages, the writer has some planning to overcome the problem by doing strategic stopping and rewind giving student a chance to receive the information given from the movie and remove some approriate scene shown in the movie so the students' concetration will not wane if they watch for too long.

Learning Through Movie

Classrooms that use movie as a medium of education, usually hold a number of 30-35 students. With that number of students, it is still possible to observe the movie properly. This means it will not disturb the learning process. To help students study through English movie, message content, format, and technical presentation, in planning an educational program, seriously considered. in addition, the teacher factor in the media also plays a very important role, because it is very influential in communicating with children and success or failure of the program depends entirely on the person who brought the show (Darwanto 2007:135-136).

RESEARCH QUESTION

The research question in this research is: How does English movie improve students' vocabulary mastery of the second year students of MAN 01 of Bengkulu City in academic year 2017/2018?

RESEARCH OBJECTIVE

The objective of this research is to implement English movie to solve students' problems and improve students' vocabulary mastery of the second year students of MAN 01 of Bengkulu City in academic year 2017/2018.

RESEARCH METHOD

To answer the research question, the researcher used class room action research. The data is analyzed by using percentages.

Research Procedure

The procedures of this research were Pre-assessment, cycle I, cycle II, and cycle III. Each cycle consists of planning, acting, observing and reflecting and evaluating.

Data Analysis Procedure

First, the researcher collected individual score at the end of cycles by giving test to the students. And then, researcher counted the students score into percentages by following students' score interval.

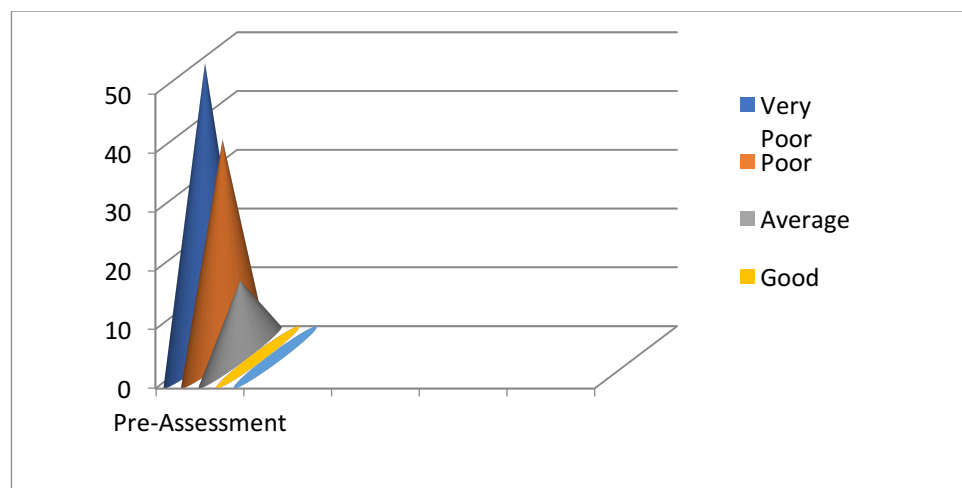## FINDINGS AND DISCUSSION

Findings

a. Pre-Assessment

Figure I. *Students' Vocabulary Score in Pre-Assessment*

The percentages can be seen from the following table:

Table 1. The Distribution of Students' Vocabulary in Pre-Assessment

NO	VALUE	STUDENTS	PERCENTAGE
1	Very poor	15 Students	50%
2	Poor	11 Students	37%
3	Fair	4 Students	13%
4	Good	0 Student	0%
5	Excellent	0 Student	0%

From the explanation above, it can be concluded that the students' mastery in English vocabulary is low or less active. It was caused by some problems that inhibit the students to practice English vocabulary well. By knowing the problems of students in English vocabulary, the researcher felt that it was needed an appropriate English teaching technique or method to improve students' vocabulary mastery. So, the students' mastery in English vocabulary would be better, and their motivation would also increase.
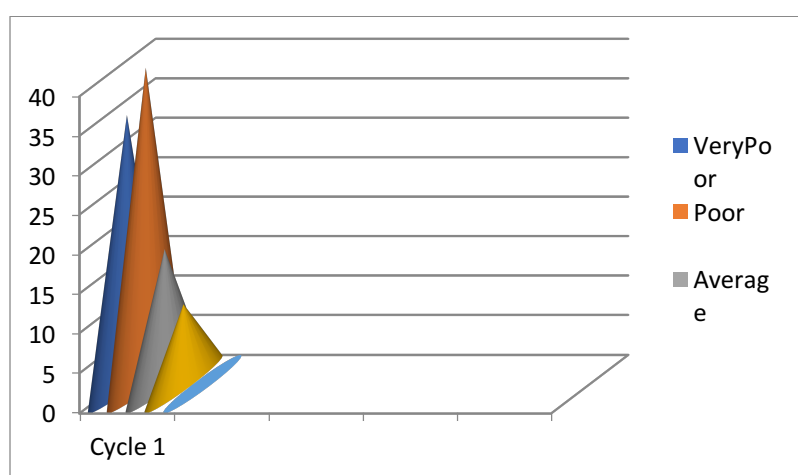
b. Cycle I

Figure II. Students' Vocabulary Score in Cycle I

The percentages can be seen from the following table:

Table 1. The Distribution of Students' Vocabulary in Cycle I

NO	VALUE	STUDENTS	PERCENTAGE
1	Very poor	10 Students	34%
2	poor	12 Students	40%
3	Fair	5 Students	17%
4	Good	3 Student	10%
5	Excellent	0 Student	0%

By this result in cycle 1, the researcher felt that English movie is good for students, and must be applied in teaching and learning process to get better result in next time. In another side, the condition of the students, such as their motivation, interest, brave, and self-confidence had been being increased well. Because the researcher still found the problems about the aspects above on students such as they were still feel confused in organizing students' vocabulary mastery where some of them have lack of English vocabularies, etc, when they practiced their English skill. Therefore, the researcher should go to the next cycle.
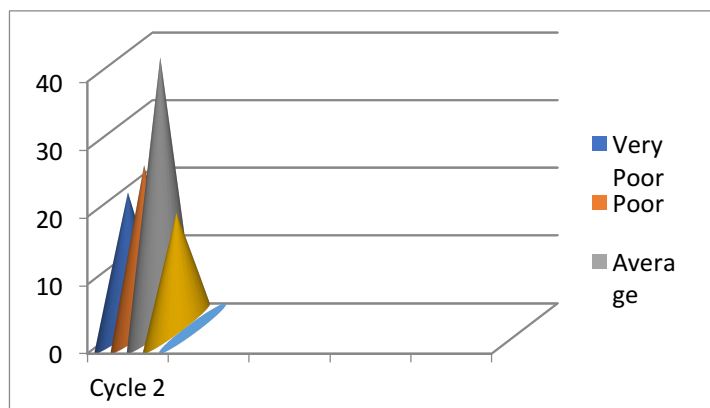
c. Cycle II

Figure III. Students' Vocabulary Score in Cycle II

The percentages can be seen from the following table:

Table 3. The Distribution of Students' Vocabulary in Cycle II

NO	VALUE	STUDENTS	PERCENTAGE
1	Very poor	4 Students	13%
2	Poor	6 Students	20%

3	Fair	12 Students	40%
4	Good	6 Student	20%
5	Excellent	2 Student	7%

Considering with the result above, the researcher have to improve English teaching material or instrument again that would be used in teaching and learning process in next cycle. Besides that, the researcher must manage well the condition of the classroom activeness and motivate the students to be better in the next cycle in order to improve their vocabulary mastery.
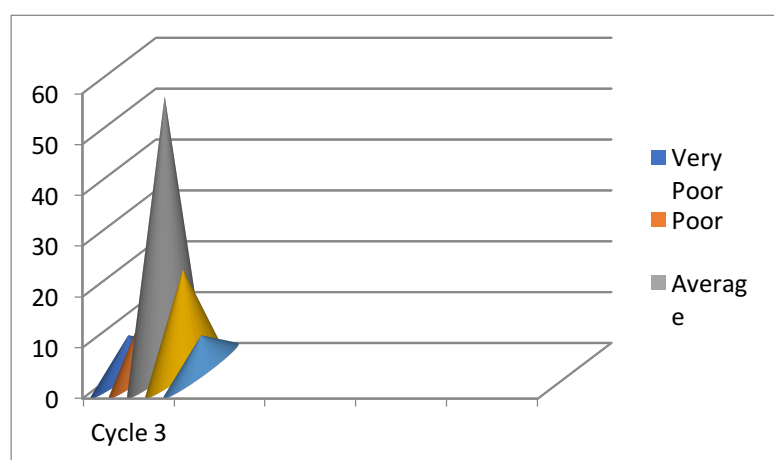
d. Cycle III

Figure IV. Students' Vocabulary Score in Cycle III

The percentages can be seen from the following table:

Table 4. The Distribution of Students' Vocabulary in Cycle III

NO	VALUE	STUDENTS	PERCENTAGE
1	Very poor	0 Student	0%
2	Poor	4 Students	13%
3	Fair	16 Students	54%
4	Good	6 Students	20%
5	Excellent	4 Students	13%

Based on the result above, the researcher and English teacher saw there were significant improvements in students' vocabulary mastery, especially their skill in English learning where most of them could manage their problems well during learning activity. Therefore, the

researcher has reached the indicator of success which mentioned in previous chapter.

Based on the explanation above, it could be concluded that English movie was quite effective in improving students' vocabulary mastery especially in second year students of junior high school at MAN 01 of Bengkulu City and also could minimize the problems of students in learning English subject.

Discussion

Based on the results which found by researcher in each cycles of this research, we could see that most of students were interested in learning English vocabulary through English movie. They had good selves-confidence to express their ideas in learning activity inside classroom, most of them could decrease their fears and rigidness to practice English skill, the frequency and percentage of students' vocabulary mastery were increased well in each cycles. In addition, English movie could motivate the students to be active and had a great participation in vocabulary mastery during teaching and learning process in classroom.

CONCLUSION

Media is one of important things that must be applied during teaching and learning process in order the purpose of teaching can be reached. One of the media can be applied in teaching English vocabulary is English movie because by applying the media, teaching English vocabulary can be more effective, and it is able to improve students' vocabulary mastery, especially in Islamic boarding school.

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