

THE EFFECT OF MOVIE SYNOPSIS ON STUDENTS' VOCABULARY MASTERY OF THE FIRST GRADE STUDENTS AT MTSN 2 BENGKULU

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Abstract

This research aims to know the effect of using movie synopsis on students' vocabulary mastery in the first-grade students of MTsN 2 Kota Bengkulu. The population of this research is seven classes of the first-grade students of MTsN 2 Kota Bengkulu; the total number is 301 students. The sample was taken by class VIIB, an experimental class with 30 students, and class VIIA, a control class with 30 students. The instrument of the research used a vocabulary test. The data was evaluated and analyzed to determine the effect using the T-test Formula. The result means that there are differences between both classes in the effect of movies synopsis on students' vocabulary mastery. In other words, the experimental class's vocabulary increased more than the control class. The mean score of the pre-test result of the experimental class was 58,56, the mean score of the control class was 59,86, the mean score of the post-test result of the experimental class was 76,63, and the control class was 61,90. The gain of pre-test and post-test of the experimental class was 18.07, and the gain of pre-test and post-test of the control class was 2.04. It means movies' synopsis as education media was influential in developing students' vocabulary mastery. The researchers suggest that teachers use the synopsis of the movie as one of the techniques in teaching vocabulary, so the teacher can motivate the students to develop their vocabulary mastery and contribute to developing the teaching and learning English process, especially in teaching English vocabulary.

Keywords: Vocabulary mastery, movies, synopsis

INTRODUCTION

English is a worldwide language. English must be taught as a foreign language in Indonesian schools, as determined by the national education board. Students must grasp the four fundamental language abilities. In addition to such fundamental skills, they must grasp as much vocabulary as feasible. Vocabulary is the most important thing, and it should be given priority over other skills, because vocabulary knowledge is necessary to comprehend this talent. The greater our vocabulary, the more likely we are to be proficient in the language.

People must be able to comprehend English vocabulary today, as well as be able to converse in English and comprehend various types of English text, in order to comprehend the language. There are numerous materials printed in English, ranging from travel brochures to academic literature, newspapers, ads, and movie synopses. Therefore, the capacity to comprehend English language in any form will provide several benefits to our life. Teachers must be able to employ a variety of strategies while teaching English, as they may utilize diverse media to teach vocabulary, such as movie synopses. In order to prevent students from becoming bored, the English teachers should provide motivation and unique ways to convey vocabulary so that students may study English with pleasure. The researchers chose the first grade student because, on average, first and grade children have a lower level of vocabulary mastery. Therefore, the researchers provided the students with a movie synopsis to increase their vocabulary knowledge. Early Foreign language learning offers students the opportunity to acquire a firm foundation of vocabulary needed for subsequent study, as well as vocabulary that attract and thrill young learners at that age.

In this study, the researchers employed a movie synopsis to assist students with word memorization. These media offered language elements for students to investigate their language skills. Also, a movie synopsis is believed to enhance students' vocabulary, word comprehension, and good understanding, as they will be able to visualize and memorize many words simultaneously. The researchers are aware that teaching English vocabulary to novices was challenging.

Nurdini and Marlina (2018) state that vocabulary is the understanding of words essential for efficient communication and text comprehension. In order to speak, read, and listen well, it is necessary to have a strong vocabulary. A person is said to 'know' a word if they can recognize its meaning from context (Cameron, 2001, p. 75). It indicates that when acquiring vocabulary, we must know the word's meaning and be able to understand and utilize it in context. Sinclair (1987) defines *vocabulary* as "the quantity of words a person knows in a language." It is then learned and utilized in communication. The researchers might say that based on the preceding definition of vocabulary, vocabulary is a method for selecting what words to teach and a list of terms used in listening, speaking, reading, and writing.

Vocabulary is the most crucial aspect of comprehension and knowledge of things, actions, and concepts. Therefore, vocabulary is the most crucial thing to know or possess to convey our thoughts, commands, and other acts. If we intend to master or talk fluently, we must have lots of vocabulary. Vocabulary is significant because it consists of three components: speaking, reading, and writing. These three components are utilized to construct the enormous structure known as literacy. Literacy has been essential since the discovery of

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writing by humans. Therefore, if a person wants to communicate with others in a particular language, he or she must master that language, including a sufficient vocabulary.

According to Hornby (2000, p. 389), a movie is a series of recorded moving pictures with sound that tells a story and is exhibited in a movie theater. However, movies and films may also teach people about history, science, and human behavior. Some films blend enjoyment with education, which enhances the learning experience. Cinema is an art and a business in all of its manifestations, and people who create motion pictures take tremendous satisfaction in their work. In addition, as noted by Effendi in Trianton (2013, p.7), film is a recording medium for images employing celluloid as its primary material. The film is then run through a projector, which beams light through the film to display the images onto a screen. The majority of films have sound. The functions of film are to educate, entertain, enlighten, and inspire the audience, and the author of this piece sought to include film or movies into the teaching and learning process of narrative text writing. The researchers suggested that movies may potentially be utilized to teach children vocabulary as an alternate technique.

METHOD

The researchers conducted this investigation using two groups: experimental and control. In the teaching and learning process, the experimental group utilized movie synopses, whereas the control group utilized the conventional method. Before administering the intervention, the researchers administered a pre-test to each group to determine the students' skill level. After receiving the treatment, both groups were given a post-test to assess their vocabulary skills.

Table 1. The design experiment

Experimental	Pre-test	Treatment	Post-test
Group	O ₁	X	O ₂
Control	O ₃	X ₀	O ₄

Where:

- O1 = Pre-test of experimental group
- X = Movies synopsys will be applied in the experimental group
- O2 = Post-test of experimental group
- O3 = Pre-test of control group
- X0 = Movies synopsys will not be applied in the control group
- O4 = Post-test of control group

Participants

The population of this research was the first-year 2020/2021 academic years students of MTsN 2 Bengkulu. The total population was 301 students, which were divided into nine classes in each level. Moreover, in this study, VII B class was chosen as the experimental class consisting of 30 students, and VII A class as the control class consisting of 30 students.

Data collection

The researchers carried out the study four times; in each meeting, the researchers distributed different topics to the students. In the last meeting, the researchers gave a post-test to the students to know their vocabulary mastery after being taught to use the movies synopsis concept. The time location of the treatment was 2 x 45 minutes.

Data analysis

To analyze the collected data, the researchers used inferential statistic using the t-test which was proposed by Airasian and Gay (2000) at 5 alpha levels. The data analysis was performed as follow:

1. First, the score of pre-test in the experimental and control were listed.
2. Second, the score of posttest in the experiment and control were listed.
3. The last, to examine the difference in average of the result on the experiment, the T-test will use (Gay: 1990)

The researchers followed the following steps in analyzing the data:

1. Scoring the student's answer :

$$Score \frac{\text{Student's correct answer}}{\text{The total number of test item}} = 100$$

2. The score will be classify

The result of the student's competence is score on five scale interval categories. According to Nugiantoro in Ratih (2009:26) he explained that states are :

Tabel 2. scale interval categories.

Interval Percentage	Qualification
85% - 100%	Very good
75% - 84%	Good
60% - 74 %	Moderate
40% - 59%	Low
0% - 39%	Failure

3. Calculating the rate percentage of the students score:

$$P = \frac{F}{N} \times 100\%$$

Where:

- P = Percentages
F = Frequency
N = Total number of sample

4. Finding out the mean score using the following formula:

$$X = \frac{\sum X}{N}$$

Where:

- X = Mean score
 $\sum X$ = Total of raw score
N = The number of students

5. Testing of significance

Finding the difference mean score between pre-test and post-test to calculate t-test value. The formula is as follows:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{\sum(x_1 - \bar{x}_1)^2 + \sum(x_2 - \bar{x}_2)^2}{n_1 + n_2 - 2} \left[\frac{1}{n_1} + \frac{1}{n_2} \right]}}$$

where $\bar{x}_1$ = mean of sample 1
 $\bar{x}_2$ = mean of sample 2
 n_1 = number of subjects in sample 1
 n_2 = number of subjects in sample 2
 s_1^2 = variance of sample 1 = $\frac{\sum(x_1 - \bar{x}_1)^2}{n_1}$
 s_2^2 = variance of sample 2 = $\frac{\sum(x_2 - \bar{x}_2)^2}{n_2}$

n = The total sample

FINDINGS AND DISCUSSION

This study was done to determine the effectiveness of employing a movie synopsis on students' vocabulary mastery. In this experimental study, the researchers administered a pre-test and a post-test. A vocabulary test was administered to assess the students' vocabulary. The researchers discovered that a film's synopsis affected students' vocabulary acquisition.

Before the intervention, a pre-test was administered to determine the beginning point of the experimental and control groups. It was discovered that the average pre-test scores for the two classes were distinct. The mean score of the experimental group was 58.56, whereas

the mean score of the control group was 59.86. (in appendix 8). Based on the results of the pre-test, the researchers determined that the average English vocabulary score for both classes was low.

In addition, the maximum score achieved by a student in the experimental class was 80, whereas the lowest score was 42 in the control class. The control group's highest score was 82, while its lowest score was 42. It demonstrates the value of pupils' diverse vocabulary knowledge. The analysis of the pre-test score, based on the examined score, was as follows:

Compared to the t-table, the t-count was less ($-0.682.0017$) than the t-table. It indicates that there was no discernible distinction between the two classes. The students in both classrooms had equal vocabulary knowledge.

In conclusion, H_0 was approved but H_1 was refused. In other words, there was no significant difference between the experimental and control groups' average pre-test scores. It indicates that both classes possess the same skill. Consequently, it is possible to continue the experiment.

Before administering the post-test to the experimental and control groups, the researchers administered the various treatments to both groups. The experimental class was taught with a movie synopsis, whereas the control class was taught without a movie synopsis. The therapy was administered to the experimental class for six meetings. Twenty vocabulary scale items comprised the post-test. The average score of the experimental class was 76.63, which was deemed an excellent result. As a consequence, it has been determined that the student's vocabulary proficiency is growing. The mean of the control group was 61.90, which was considered to be an average score. The final score for the control group is low. In addition, the best score attained by a student in the experimental class was 96, while the lowest score was 52. On the post-test, the kids achieved the highest score possible. In the control group, the highest and lowest scores were 76 and 42, respectively.

The fact that the t-count is more than the t-table ($8.049 > 2.0017$) indicates that there is a statistically significant difference between the two groups. The vocabulary competence of the pupils in the two classes varied. In the experimental class, the pupils' vocabulary knowledge grew and their scores were high. However, in the control class, students' vocabulary comprehension was still inadequate. Consequently, H_0 was rejected and H_1 was approved. In other words, there was a substantial difference between the experimental and control groups' average post-test scores.

The normality test of data can be seen in the table below:

Table 3. Test Normality of Pre-test Scores in Experimental Group

One-Sample Kolmogorov-Smirnov Test		
		pre test experiment
N		30
Normal Parameters ^a	Mean	58.57
	Std. Deviation	11.173
Most Extreme Differences	Absolute	.190
	Positive	.190
	Negative	-.115
Kolmogorov-Smirnov Z		1.039
Asymp. Sig. (2-tailed)		.230

The Kolmogorov-Smirnov test of the pretest of the experimental group showed that significance was 0,230. Since the p-value was higher than 0.05, it could be concluded that the data obtained were considered normal.

The histogram of the data normality of pre-test scores of the experimental group can be seen on figure 1.

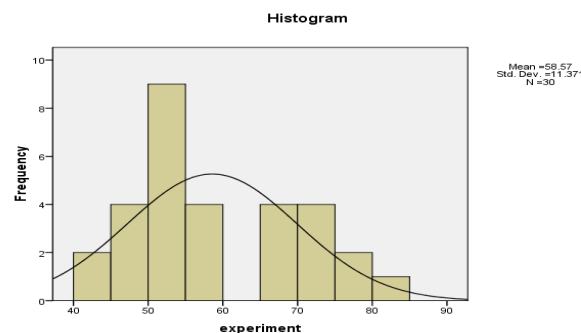


Figure 1. data normality of pre-test scores of the experimental group

The test of normality of pretest scores of the control group can be seen on table 4.

Table 4. Test Normality of Pre-test Scores in Control Group

One-Sample Kolmogorov-Smirnov Test		
		pre test control group
N		30
Normal Parameters ^a	Mean	59.87
	Std. Deviation	10.649
Most Extreme Differences	Absolute	.173
	Positive	.173
	Negative	-.080
Kolmogorov-Smirnov Z		.949
Asymp. Sig. (2-tailed)		.328
a. Test distribution is Normal.		

The kormogolov smirnov test of the post-test of the control showed that significance was 0.747 since (0.747) was higher than 0.05, it can be concluded that the data obtained were considered normal.

The histogram of the normal data of post-test scores of the control group can be seen on figure 2.

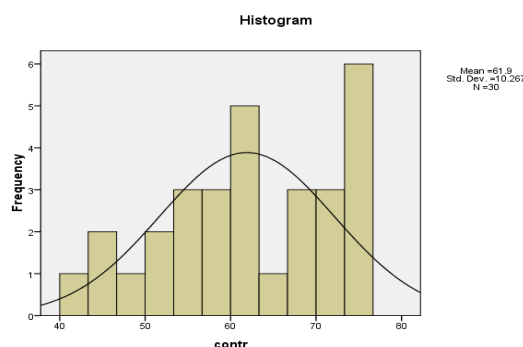


Figure 2. data normality of pre-test scores of the control group

Table 5. The test of homogeneity of variances

Test of Homogeneity of Variances			
Levene Statistic	df1	df2	Sig.
.212		58	.647

The test of homogeneity of variances revealed a significant value of 0.647, as this value was more than the alpha level of 0.05, indicating that the variance of each treatment was homogeneous.

The standard deviation of students in the pre-test experimental class was 11.17, whereas the standard deviation of students in the pre-test control class was 10.6. In addition, the standard deviation of post-test experimental class students was 10.77 and that of post-test control class students was 10.09. It indicates that, on the pretest, the majority of students had scores that were far from the mean, but on the posttest, the majority of students in the experimental group had scores that were comparable to the mean.

Table 6. The standard deviation of the students' pre-test and post-test.

No	Test	Standard deviation Experimental class	Standard deviation Control class
1	Pre test	11.17	10.60
2	Post test	10.77	10.09

Table7. The pre-test and post-test result:

Classes	Mean score		Increasing
	Pre-test	Post-test	
Experimental class	58,56	76,63	18.07
Control class	59,86	61,90	2.04

The average score differences between the experimental and control classes were compared as follows: the experimental treatment class produced a greater change than the

control class. The mean pre-test score of the experimental class was 58.56, which is a low score, and the mean pre-test score of the control class was 59.86, which is also a low score. Students receive a poor score on the pre-test, indicating that their vocabulary are still inadequate. The mean post-test score for the experimental class was 76.63, whereas the mean post-test score for the control class was 61.90. The mean score of the control group grew by 18.07 points relative to the mean score of the experimental group, whereas the mean score of the control group increased by 2.04 points. It displays the varied outcomes in each classes.

The t-test was performed to examine the difference in mean score between the experimental and control groups. It aims to determine whether the results revealed statistically significant differences between the classes' mean scores. From the t-test calculation of the pre-test result, it was determined that the t-count is -0.68, the degree of freedom is $(n_1 + n_2 - 2)$ $30 + 30 - 2 = 58$, and the significance level is 5%. Consequently, the t-table was determined to be 2.0017. Those whose t-count is more than their t-table (- 0.68 2.0017). The t-count is less than the t-table, indicating that the student's vocabulary mastery in both classes received the same grade and was recognized as a representative sample in this study.

Using the t-table, it was determined that the t-count for the post-test was 8,049. The significance threshold was set at 5%. Consequently, the t-table result is 2.0017. Thus, the t-count is more than the t-table ($8,049 > 2,0017$). The t-count is greater than the t-table, indicating that teaching vocabulary by employing movie synopses had an effect on students' vocabulary knowledge. In conclusion, H_0 is rejected while H_1 is approved. In other words, there was a substantial difference between the experimental and control groups' average post-test scores.

Discussion

Students in the experimental class were easier to master and develop their vocabulary than those in the control class. They enjoyed learning English and focused on the lesson. Further, the students taught using movie synopsis-based vocabulary are more creative and active than those taught without movie synopsis because movie synopsis is an exciting way to teach vocabulary to young learners.

In researchers' observation in school, most students find difficulties in mastering vocabulary. One media the teacher can use is a movie synopsis to develop the students' vocabulary mastery. The researchers did two tests to get the data. They were pre-test and post-test. Based on the pre-test result, it was found that pre-test analysis showed no significant differences in score average between the two classes ($t\text{-count} - 0,68 < 2.0017$), the

t-count smaller than the t-table means there were no significant differences between both classes. Both classes had the same vocabulary ability, but their ability was still low. From the pre-test result with the material movie synopsis of "Peterpan and Neverland", the researchers knew that the mean score of the experimental class was 58,56 and the mean score of the control class 59,86. This result means the students' vocabulary mastery is still poor. In this case, the researchers found that the student was still confused about vocabulary mastery because their teacher never used media in the teaching and learning process; they only listened when learning and teaching activity, not practising or looking at some media. Some of the students were not interested to know the vocabulary. They assume English learning is boring for them because, in the teaching and learning process, they always did the same activity, not something that interested them in learning English. Even some students had scores that were lower than their friends.

Before giving the post-test, the researchers gave the different treatments to both classes. The researchers taught vocabulary by using movie synopsis in the experimental class, but the control class was taught using a conventional method like commonly.

After giving the treatment, the researchers gave a post-test; in contrast, the post-test analysis shows a significant difference in score average between both classes ($8.049 > 2.0017$) the t-count is higher than the t-table. It means the students' ability in both classes was different. In post-test, there is significant progress for the student in vocabulary mastery. The significant progress is adequate from the movie's synopsis used in teaching and learning. So, the students could improve their vocabulary by using a movie synopsis. A movie synopsis is a summary and a general view of short stories from a movie or film. The movie synopsis is one of the best for any moviegoer. Anyone unfamiliar with a movie will look at the synopsis to figure out precisely what the movie is about. Teachers can use a movie synopsis to express their ideas or practice their language. It can also motivate students to be creative, and teaching activities can be more enjoyable. In reality, by using movie synopsis, teachers can help develop students' vocabulary mastery.

From the post-test result, the researchers concluded that there are developments in scores by students. It can be seen from the mean of their score (see appendix 9 and 10). The experimental class and the control class was improved, although not as quickly as the experimental class, because in experimental class gave some treatment using media, but in the control class, their only repetition of the test. It can be seen from the table of pre-test results. The students' score in the experimental class was higher than control class.

Based on the findings above, it can be concluded that the effect of using movie synopsis on students' vocabulary mastery can improve students' vocabulary mastery. The

score of the students taught through movies synopsis was better than that of those taught without movies.

The students that were taught using movie synopsis were more creative and active compared to the students that were taught without movie synopsis. The movie synopsis is an exciting way to teach vocabulary to young learners in the first grade of MTsN 2 Kota Bengkulu. From all explanations above, it can be concluded that a movie synopsis is one effective technique to improve students' vocabulary mastery.

CONCLUSION

It is proven that the use of movie synopsis in teaching vocabulary to the first-year students of MTsN 2 Kota Bengkulu can influence their vocabulary achievement. Based on the finding and the discussion presented above, the researchers tries to conclude that the use of movie synopsis can improve the students' vocabulary mastery of MTsN 2 Kota Bengkulu. The result of the data analysis showed that the pre-test t-count compared to the t-table was $-0,68 < 2.0017$. It indicates no significant difference in the pre-test result between the experimental and control classes.

In the post-test analysis, the t-count compared to the t-table was $8.04 > 2.0017$. It indicated that there was a significant difference between the score of the experimental and control class after the treatment. It was found that the treatment given to the experimental class was effective.

After analyzing the result, the researchers concluded that using a movie synopsis positively affected students' vocabulary mastery in the class first grade of MTsN 2 Kota Bengkulu. Based on the observation, the researchers concluded the first meeting until the students were more motivated, challenged and comfortable with the material presented through the movies synopsis technique and could progress in vocabulary ability.

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