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9 THE EFFECTIVENESS OF USING ENGLISH MOVIE WITH ENGLISH SUBTITLES IN TEACHING VOCABULARY AT THE EIGHTH YEAR STUDENTS OF SMPN 1 SELONG IN THE ACADEMIC YEAR OF 2018/2019

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1 Abstract

This investigation was aimed to identify the effectiveness of using English movie with English subtitles in teaching vocabulary in the form comprehension of descriptive text at the eighth year students of SMPN 1 Selong Lombok Timur in the academic year of 2018/2019. Learning outcomes in this research included learning achievement in the form of cognitive skill and vocabulary mastery. This research was a quasi-experimental research. The population is the whole class VIII SMPN 1 Selong. Sampling was done by random sampling technique for the population in the unit class. Samples of study were class VIIIA as a control class that uses conventional teaching (lectures) and VIIIB as an experimental class that uses media movie with subtitles. The data were obtained through pre test to know the students' ability. Statistical test used to test the hypothesis was Mann Whitney U test with a normal curve approach Z performed on the data post-test. Data post-test showed at the 0.05 significance level, the value of Z table = 1.99, and Z count (3.25) > Z table (1.99). Because Z count is greater than Z table, then H_0 is accepted and H_a is rejected. It was found that the result of this research was the using of media movie with English subtitles was effective in increasing knowledge of vocabulary in class VIII SMPN 1 Selong Lombok Timur in the academic year of 2018/2019.

Key words: Effectiveness, Media (English movie with English subtitles), Vocabulary Mastery

Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan media film dengan teks Inggris terhadap pengajaran kosakata dalam bentuk pemahaman teks recount dan deskriptif di kelas VIII SMPN 1 Selong Lombok Timur tahun ajaran 2018/2019. Hasil penelitian meliputi prestasi dalam bentuk kemampuan kognitif dan penguasaan kosakata. Jenis penelitian ini adalah penelitian quasi-eksperimen dengan populasi seluruh kelas VIII SMPN 1 Selong Lombok Timur tahun ajaran 2018/2019. Pengambilan sampel dilakukan dengan teknik random sampling untuk populasi dalam satu unit kelas. Adapun sampel penelitian adalah kelas VIIIA sebagai kelas kontrol yang menggunakan pembelajaran konvensional (ceramah), dan VIIIB sebagai kelas eksperimen yang menggunakan media film dengan teks bahasa Inggris. Data diperoleh dengan menggunakan pre-test yang dilakukan pada awal pembelajaran dan post-test yang dilakukan pada akhir pertemuan untuk mengukur tingkat pemahaman siswa. Uji statistik yang digunakan untuk menguji hipotesis adalah uji Mann Whitney dengan pendekatan kurva Z normal yang digunakan pada perhitungan data post-test. Perhitungan Data post-test dapat dilihat pada signifikansi 0,05 tingkat Z tabel = 1,99. Maka jumlah Z hitung (3,25) > Z tabel (1,99). Karena Z hitung lebih besar dari Z tabel, maka H_0 diterima dan H_a ditolak. Hasil penelitian ini diemukan bahwa penggunaan media film dengan teks Inggris berpengaruh/efektif dalam meningkatkan penguasaan kosakata di kelas VIII SMPN 1 Selong Lombok Timur tahun akademik 2018/2019.

Kata kunci: Efektivitas, Media (film dengan teks bahasa Inggris), penguasaan kosakata

INTRODUCTION

Nowadays, Indonesia has been aware of the importance of English as an international medium of communication. This can be seen through the efforts performed by the government that has included English in the educational curriculum as a Compulsory subject taught at Junior and Senior High School. This is the basis of why English is made as the first and major foreign language, that is for the sake of transferring and developing science, technology and culture in Indonesia (Decree of Minister of Education and Culture of Republic of Indonesia No. 061/U/1995).

Such reality looks like something exaggerated but we realize that a large number of books, either scientific or nonscientific, are written in English; and the language becomes more and more essential. Larson (1984) points out that English is the key of transferring information, which can be useful, along with the skill based on that sort of information, for triggering the development processes in every part of life.

English has been introduced and become compulsory subject studied from junior high school to university. It is a subject that students have to pass at primary, secondary and tertiary level of education. Recently, English has been introduced to elementary school students; it is taught from grade one up to six depending on the availability of the English teachers at the school. For the development of English education, English also has been introduced to kindergarten.

In the process of learning English, students must be able to increase their vocabulary in order to communicate effectively. Vocabulary is a very basic aspect of communication. According to English curriculum, learning English language consists of four skills those are: reading, listening, speaking and writing. In addition,

structures, vocabulary, pronunciation and spelling are as the component of English. Therefore, vocabulary is one of the important language elements that the students should master. Krashen and Terrell (1985) said that vocabulary is the basic of communication. It means that vocabulary has an important role in communication because without adequate vocabulary, we may not be able to communicate well. Thus learning vocabulary is very important in communication or learning a foreign language. Unless students have difficulties to express their idea when they do not have enough vocabulary in their memory.

Basically, the use of media can attract students in learning process. It also provides information about an object and makes the situation of classroom evident. Teacher should use media because it is very useful for students to describe an object clearly. Paul and David (1999), state that the use of instructional media during instruction can facilitate learning. Thus attention should be given to planning and using this media. Thus, teaching media is very important in learning process. By using media, the students will have active learning response and they will understand many words when learning English language.

Furthermore, the students' problems in learning English process are they have little understanding in word meaning and word pronunciations. These lead to the effectiveness in increasing their vocabulary. In this case, students need media when learn vocabulary mastery and media is one of facilities that might help students easy to increase their vocabulary mastery.

Related to the problem explained above, English teachers should have alternative ways to motivate the students in improving their vocabulary skill such as certain media, teaching methods, or something helpful to build their mood in learning English.

The researcher tried to use English movie with subtitles as the media in increasing student's vocabulary skill. By applying movie, I expect students will be enthusiastic, fun and interactive in learning English and it could make the learning process eventually easier.

The purpose of this research was to find the effectiveness of using movie with English subtitles to improve student's vocabulary mastery for eighth year students of SMPN 1 Selong Lombok Timur in the academic year of 2018/2019.

RESEARCH METHODOLOGY

This is an experimental research conducted in SMPN 1 Selong Lombok Timur in the academic year of 2018/2019. The population in this study were all students of class SMPN 1 Selong Lombok Timur in the academic year of 2018/2019. Research method that was used to express the relationship between two or more variables or seek to influence a variable with other variables (Sudjana, 2012) while the research design used is apparent design (quasi-experimental design), which is control variable cannot be carried out strictly, or in full (Sudjana, 2012). This is due to the study sample cannot fully controlled from others variables. The research was conducted in two classes, where first class as an experiment class, and the second class as a control class. In this study, the treatment given to the experimental class using media movie with English subtitles/audio-visual method in learning process, while the control class using conventional methods (lecture and Q & A). At the beginning, the researcher carried out a pre-test to the two classes with the aim to measure the students' initial ability. Then at the end, the study was post-test on both classes to obtain the data and determine the extent of improvement of the students' vocabulary mastery by

using media movie with English subtitles/audio-visual method. The independent variable in this study is a learning method that is applied to the sample such as audio-visual method (movie with English subtitles) for the experimental class and conventional method for control class, while the dependent variable is the understanding of student learning in the cognitive/vocabulary mastery (learning outcomes).

Probability sampling was used in this study, this is due to the subjects in this study were students who had been formed in a single class. The selection of experimental class and control class was determined based on the average score of the pre-test. The experimental class (VIII A) is a class with the average score is low at 44.07, while the control class (VIII B) is a class with an average value lower at 59.02. The improvement of experimental group after given three treatments show from average score of post test is 68.84.

Phase of this study consisted of three phases, namely the research planning stage, the stage of implementation, and evaluation stages. First is planning phase. Second is implementation and third is evaluation.

Data analysis techniques of the research included some steps of the data calculation such as (1) **Homogeneity test (F-test)**. The data were tested homogeneity was the pre-test of the two class of samples, the objective of the test was to determine the homogeneity of variance between the two samples, whether it was homogeneous or not. Test of homogeneity of variance could be found using the formula F-test (Sugiyono, 2003). Data could be said to be homogeneous if $C_{count} \leq F_{table}$ at a significant level 5 %, with $F_{table} = F_{0, 05}$. Numerator degrees of freedom represented by V1 and V2 degrees of freedom denominator states, where $V = n - 1$

(Sugiyono, 2013) (2) **Test of Normality**, Data to be tested normality is data post-test result of students. The objective of the normality test is to determine if the data were normally distributed or not, so that we can determine the type of statistics that will be used in analyzing the next step (Subana et al, 2000). If the data are normally distributed then the next test using parametric statistics, whereas if the data were not normally distributed, then to be used non-parametric tests. Parametric statistics requires that the data be analyzed each variable must be normally distributed (Sugiyono, 2012). The data will normally distribute if $X^2_{count} \leq X^2_{table}$ at the significant level of 5%. (3) **Hypothesis testing (U-test)**, Hypothesis testing is done to the data post-test in order to determine whether there are differences between the two samples after a given treatment. If the normality test result showed the data were normally distributed, it can be used t-test. Whereas, if turns out the data obtained are not normally distributed, it will be used Mann-Whitney U test. The formula for the Mann-Whitney U test was Sugiyono, (2013). H_0 hypothesis is rejected if U_{count} smaller than $< U_{table}$ at the 5% significance level. If the total sample more than 20, then used approach the normal curve formula (Sugiyono, 2013). Where, after knowing U_{count} smallest, we seek first the mean and standard deviation of the data to be tested by used the formula (Nachar, 2008). After that, just use the normal curve approach to the formula Z (Nachar, 2008) H_0 hypothesis is rejected if $Z_{count} > Z_{table}$ at the significance level 5% or Z_{count} smaller than $-Z_{table}$ the significant level of 5% (Nachar, 2008).

RESEARCH FINDINGS AND DISCUSSION

The study lasted approximately one month with a frequency of 5 times at each

meeting of the experimental class and the control class. At the first meeting, the researchers hold a pre-test in both classes to determine students' initial knowledge of the material in the form of descriptive text and text recount.

After receiving the results of pre-test of the experimental class and control class, the researchers conducted a test of homogeneity (F-test) to determine the ability of the average in the both classes. From the calculation of homogeneity shows that the average numbers of students score in the experimental class lower at 44.07 compared to number of the average of students score in the control class is 59.02. Thus the selection of experimental classes and control classes are correct.

The researcher also calculated the variance of the both classes whether they had the same level of understanding the material. To determine the homogeneity of the data, then F_{count} must be compared with F_{table} . Because the number of students in control class amounted to 43 people, then the $dk_{numerator} = 43 - 1$ and $dk_{denominator} = 41 - 1$. Based on the numerator = 42 and the denominator = 40, with 5% error level, so, the value of F_{table} 1,69. The value of $F_{count} \leq F_{table}$ so, H_0 is accepted and H_a is rejected. Because H_0 is acceptable that means it can be inferred variance of each class was homogeneity (Sugiyono, 2014).

The next step was determining the normality (CHI-SQUARE) from the post-test in each class, the aim of this calculation is to determine whether the data were normally distributed or not. Based on Calculation of normality (chi-squared) score of the post-test in the experimental class and control class show that number of the average value of the post-test results of the experimental class is 68.84 while the average number of score in control class is 57.80. The result of determining normality for the post-test of the

experimental class show that the score of chi-squared χ^2_{count} from the calculation of which is equal to 20.99 compared to the chi-squared table with $df=6$ -1 significance level 5 % that is equal to 11.070. From the data it is known that the value of the chi-squared count is greater than the chi-squared table, then the data post test for the experimental class were not normally distributed. This case also happened in control class that shows the value of chi-squared χ^2_{count} from the calculation of which is equal to 11.2749 compared to the chi-squared table with $df=6$ -1 significance level 5 % that is equal to 11.070. From the data it is known that the value of the chi-squared count is greater than the chi-squared table, then the data post test for control class were not normally distributed.

In the end of calculating data, the researcher determined test of hypothesis that aimed to determine whether there were differences between the two classes after being given treatments. Because the normality test results of the post-test results of the experimental class and grade control is not normally distributed then cannot use the t-test, but the test U-Mann-Whitney (Sugiyono, 2013). The data calculation shows at the 0.05 significance level $Z_{table}=1.99$, then the $Z_{count}(3.25) > Z_{table}(1.99)$. Because Z_{count} is greater than Z_{table} , then H_a is accepted and H_o rejected.

Based on the finding of the data, researcher interpreted that the usage of media movie with subtitles is effective in improving student's vocabulary mastery in SMPN 1 Selong Lombok Timur. It was also assumed that the students' ability in learning descriptive and recount text through applying media movie with subtitles became improved.

There was a different achievement between the experimental and control groups after being treated through applying

the media. The mean difference of two groups was $68.84 - 57.80 = 11.04$. The result of the calculation of the U-test formula was 3.25, and it is higher than the Z table value (1.99) at the confidence level 5 %. Hence, the treatments that were given to the students' in the experimental group could influence their ability in vocabulary mastery.

Therefore, the null hypothesis (H_o) states that the use of English movie with English subtitles is not effective in teaching English vocabulary to the students "was rejected" and the alternative hypothesis or (H_a) which stated that "the use of English movie with English subtitles is effective in teaching English vocabulary to students failed to be rejected/ accepted".

In addition, the result from the classroom investigation was suggested that the students' who got the lowest scores have difficulties in understanding material given through movie and 1 learner of the group understood the material. Moreover, all of the learners had a chance to practice finding main ideas and specific details from teacher explanation. Interestingly, the problem that the students' in the groups had in common was unknown vocabulary. However, about 18% of learners who received different posttest score, their behavior differed from pre to post-test because in post-test they had to give more attention to movie before answering the questions. Finally, the students' who received a higher score, the same score and the lower were not affected by physical and mental factors. Thus, this result proved that movie with subtitles was useful and has a significant effect in improving vocabulary mastery at the eighth students of SMPN 1 Selong Lombok Timur in the academic year of 2018/2019.

CONCLUSIONS AND SUGGESTIONS

Based on the analysis of the data gathered during this study, it can be inferred

that there was a significant difference between the students' progress in the experimental group and the control group. The differences of scores in the experimental and control groups were verified through the result of post-test. The significant difference between the two groups can be seen from the average score of post-test. From the data analysis, the result of the calculation of the U-test formula was 3.25, and it was obvious that Z count (3.13) was greater than the Z table (1.99). It means that the writer can conclude that the alternative hypothesis (H_a) with 5 % of significance level failed to be rejected and consequently null hypothesis (H_o) was rejected.

Further, the problem of unknown vocabularies is one of the most significant problems for the learners because the results. From the classroom investigation show that teaching a vocabulary in pre-watching stage was necessary and helped them during watching activity. However, the learners still had problems about unknown vocabularies because of insufficiency of content schema. To solve this problem, in pre-watching stage the teacher should not allow the learners to construct their concept by themselves but guide them with necessary vocabularies.

Considering the results obtained in this research and interpretation in the previous chapter, these are suggested to: (1) for the teacher, a teacher has an important role to help the students to improve their vocabularies. Therefore, it is expected that the teachers can use movie with English subtitles as a media in teaching descriptive and recount text. (2) For learners, from the justification of movie as media in teaching vocabulary, it is expected that the learners may use movie with English subtitles in teaching descriptive and recount text. (3) For future researchers, this research can be used

as a reference in conducting further resources on teaching descriptive text.

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