THE IMPLEMENTATION OF SHORT ENGLISH MOVIE TO IMPROVE STUDENTS' VOCABULARY MASTERY IN INTERPRETIVE LISTENING CLASS

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Abstract

This paper aims to investigate the effectiveness of short English movies to improve students' vocabulary mastery in Interpretive Listening class. The participants of this Classroom Action Research were 15 students taking an Interpretive Listening class at STKIP SoE. The instruments of data collection were pre-test, post-test, and observations. The findings indicated that short English movies were effective teaching media to improve students' vocabulary mastery.

Keywords: Listening, short English movies, vocabulary

INTRODUCTION

Mofareh (2015) said that vocabulary learning is an important aspect of learning a foreign language. Supporting Mofareh's statement, Sabuna, Ndun and Billik (2021:113) stated that "English vocabulary is important for English education department students because, in teaching and learning process, students need to have broad vocabulary repertoire to understand the lessons". In addition, Richards (2011) posited that vocabulary is one of the competencies of language and one of the first things applied linguistics turned their attention. Furthermore, Hornby (2010) defines vocabulary as a total number of words that make up a language with definition or translation. Based on the definition proposed by experts above, vocabulary can be defined as a set or a total number of meaningful words that are used by students as a basic element in learning English. Vocabulary is an important aspect of English to be concerned to master the four skills of the English language.

Despite its importance, mastering vocabulary is not easy. This became obvious when the researchers observed the teaching-learning process in Interpretive Listening Class. She found out that lack of vocabulary was one of the factors that caused the students to struggle in understanding native speakers in news or songs.

To overcome this problem, the researcher tried to use short English movies as teaching media to improve students' vocabulary mastery. According to Wiranata (2015), teachers should try to use teaching media such as short English movies to improve the students' vocabulary in learning English. This is because short English movies may make students interested in learning English. Meanwhile, Azhar (2011:49) stated that "short movie as the picture in a frame where frame by frame is projected trough the projector lens mechanically so that the picture in the screen looks alive". It means that short movie is a good way because through movie students can enjoy and easy to get new vocabulary. Furthermore, Merry (2011) stated that short English movie can teach people about history, science, human behavior, and other subjects. Some movies combine entertainment with education, making the learning process more enjoyable. It means that through short English movies students are able to learn many ways in every context to improve their vocabulary mastery.

The researcher chose to conduct a study in listening class because listening acts as a complement to other skills especially speaking skills. According to Anderson and Lynch (2013) many people cannot communicate face to face unless the two types of skill are developed side by side. It means that without good listening skills usually, people cannot speak fluently with others, they need listening skills to help them understand what other says.

Many studies concerning the use of short English movies have been conducted. For example, Amalia, Suparman, and Mahpul (2011) conducted a study which investigated whether the use of short English movies can increase students' vocabulary in learning English. Vocabulary tests and interview were used to collect data. The subjects of this study were 24 students from first-grade students of SMPN 26 Bandar Lampung. The result of this study showed that the students found it difficult to understand the difficult words or phrases, the native speakers' pronunciation, and the native speakers' speed rate. However, after being taught using short English movies the students were able to improve their vocabulary mastery.

Another study was carried out by Juventini (2013), the researcher used short English movie as the media to teach students to improve their vocabulary. This study was conducted by using Classroom Action Research (CAR), and the participants were the first-year students of MTS Al-Intishor Tanjung Karang in the academic year 2012-2013. The instruments used in this research were questionnaires and tests. The aim of using the questionnaire in this research was to know how the students responded about the teaching media applied and Classroom Action Research (CAR) method was used to know whether students were successful or not in learning vocabulary using short English Movie.

Lastly, a study concerning the use of short English movie in improving listening comprehension was done by Putriani, Sukirlan, and Supriyadi (2013). The objective of this research was to find out whether there was any significant increase in students listening comprehension achievement after being taught using movie in the classroom. This research was conducted at the first-grade students of SMAN 1 Natar Lampung Selatan. This quantitative research applied one group pre-test and post-test design.

Using the above-mentioned studies as references, this study was conducted in the 2nd-semester students of STKIP SoE, especially in interpretive listening class. The instruments to collect

the data of this study were an observation checklist, pre-test, and post-test. In this study, the researcher focused on vocabulary mastery improvement after the students were taught using short English movies. The study aims to answer the research question: "How is the students' vocabulary improved after the implementation of short English movies in Interpretive Listening Class? "

METHODS
Research design
Since the researcher is not an English teacher, she needed help from an English teacher in conducting this research. That is why the design of the research was collaborative Classroom Action Research. Burns (2010) stated that CAR can be a valuable way to improve our teaching skills and get more understanding of ourselves as teachers, our classroom, and our students.

In collecting the data researcher did 2 cycles. The data collection procedure was done by doing the activities in Figure 1.
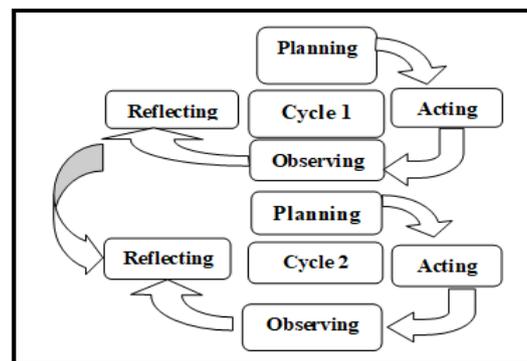

Figure 1. Two Cycles of CAR (Steadman, 1996)

The first stage was planning, the researcher discussed with the lecturer who taught the Interpretive Listening class. The researcher cooperated with the lecturer to prepare everything related to this research such as lesson plans, materials, the questions for pre-test and post-test, observation checklist, and the media to be used in this research. The second stage was acting, the researcher taught the students using short movies as mentioned in the lesson plans. After that, the researcher gave a test related to vocabulary in the movie. The next stage was observing. This stage was about the process of gathering all relevant data concerning aspects during the implementation of the action. The last stage was reflecting. At the end of the teaching and learning process in the first cycle, the researcher evaluated the result of the students' ability after the test and if it was not improved then the researcher came to re-planning everything to come to cycle II.

Participants
The participants of this research were15 2nd-semester students of English Education program in STKIP SoE who took Interpretive Listening class. The researcher intended to see the improvement of students' vocabulary mastery after short English movies were used as parts of classroom activities. The researcher chose the context because it was important to establish the students to learn English vocabulary mastery by using a new teaching media as a short English movie.

FINDINGS AND DISCUSSION
This section covers the findings and discussion of this research. First, the researcher discussed the findings of the first cycle: the result of pre-test and post-test 1. Then, she described the findings of the second cycle namely the result of post-test 2.

First cycle
First, in the planning stage, the researcher and the lecturer designed the lesson plans and prepared short English movies as teaching media. Next, the researcher determined the criteria of learning success. Finally, the researcher evaluated the students' vocabulary mastery. The scores of the students' pre-test were shown on Table 1.

Table 1. The result of students' vocabulary Mastery pre-test

No	Name	Indicators				Total Students Score
		Fluency	Vocabulary	Pronunciation	Stress	(100%)
		(20)	(35)	(25)	(20)	
1	AS	20	20	20	20	80
2	AB	15	15	15	15	60
3	DT	15	20	15	15	65
4	FM	10	15	15	15	55
5	FB	20	25	20	20	85
6	HM	20	20	15	15	70
7	HN	20	25	20	15	80
8	ML	20	25	20	15	80
9	PB	20	20	15	10	65
10	VJ	20	20	20	10	70
11	WB	20	20	10	10	60
12	YS	20	20	15	15	70
13	YN	15	20	15	15	65
14	YT	15	20	15	15	65
15	YB	10	15	10	10	45
	TOTAL					**1.012**

As shown in the table, the mean score of the pretest was 67, 46 which means that the students' vocabulary mastery was still low. The researcher also found out that only 26% of the students passed the Minimum Mastery Criteria (KKM) and 76% of them still had low vocabulary mastery.

Based on the result of the pre-test, the researcher planned to apply the short English movie as the media to solve the problem. By designing the lesson plans, preparing material, and also short English movies. It is hoped that it can be used in improving students' vocabulary mastery. Students' first post-test scores were shown in Table 2.

Table 2. Result of the first students' vocabulary mastery post-test

No	Name	Indicators				Total Students Score
		Fluency	Vocabulary	Pronunciation	Stress	(100%)
		(20)	(35)	(25)	(20)	
1	AS	20	25	20	20	85
2	AB	20	25	20	20	85
3	DT	20	20	15	10	65

No	Name	Indicators				Total Students Score
		Fluency (20)	Vocabulary (35)	Pronunciation (25)	Stress (20)	(100%)
4	F M	15	15	15	15	60
5	FB	25	25	20	20	90
6	HM	20	20	15	15	70
7	HN	25	25	20	15	85
8	M L	25	25	20	15	85
9	PB	20	25	20	15	80
10	V J	20	20	20	20	80
11	W B	15	20	15	15	65
12	Y S	20	25	20	15	80
13	Y N	20	20	15	10	65
14	YT	15	20	15	15	65
15	YB	10	15	15	10	50
	TOTAL					1.110

It can be seen in the table, the students' vocabularies score after implementing the short English movie as a media is 74, 00. Although the students' mean score advanced from 67, 46 to 74, 00, after the treatment in cycle 1 but, just 53, 33% who passed the KKM then 46, 6% still had low of vocabulary mastery. So, the researcher decided to do the second cycle and expected to improve all of the students' vocabulary mastery in the next cycle.

Second cycle

In the second cycle, the researcher conducted the teaching and learning process and engaged the students more to get a better result that was significant in the implementation of short English movies to improve students' vocabulary mastery. The researcher gave the short English movie as the teaching media or treatments. After that, the researcher gave the exercises for students as the post-test two and the students did their exercises well. The assessment of the students' vocabulary after being taught by teaching media by post-test (cycle II) is in the table below. The researcher coded the indicators in vocabulary mastery as Fluency when the students convey the material, Vocabulary when the students got the new vocabulary from the English movie, Pronunciation when the students presented their assignment, and stress when students put emphasis on the English words.

Table 3. The Rubric score of students' vocabulary mastery on cycle II

No	Name	Indicators				Total Students Score
		Fluency (20)	Vocabulary (35)	Pronunciation (25)	Stress (20)	(100%)
1	AS	25	25	20	20	90
2	AB	20	25	25	20	90
3	DT	20	25	20	20	85
4	FM	20	25	20	20	85
5	FB	25	25	25	20	95
6	HM	20	25	20	15	80
7	HN	25	25	20	20	90
8	ML	20	25	25	20	90
9	PB	20	25	20	20	85

No	Name	Indicators				Total Students Score
		Fluency	Vocabulary	Pronunciation	Stress	(100%)
		(20)	(35)	(25)	(20)	
10	VJ	25	25	20	20	90
11	WB	20	25	20	20	85
12	YS	25	25	20	20	90
13	YN	20	25	20	20	85
14	YT	20	25	20	20	85
15	YB	20	25	15	15	75
	TOTAL					**1,300**

Based on the result from the post-test in this cycle the data showed that the mean score was higher than the previous cycle. The point of 15 students was 86, 66, or 93, 33 % exceeded the KKM. It means that the student's vocabulary mastery has increased.

Based on the result of cycle II, it can be interpreted that most students have good vocabulary mastery. They were more active in the process of teaching and learning, they also pronounced words clearly with few errors, they could construct a simple sentence fluently, and made significant improvements in other aspects of vocabulary reflected in the topic.

Results of the post-test was satisfying. The target of students' improvement in vocabulary mastery was a success. Finally, the use of short English movies as the media in the learning process through interpretive listening was a success and the next cycle of CAR was not required.

CONCLUSION

The result of this research indicated that the use of short English movies is effective to improve student's vocabulary mastery in the Interpretive Listening Class of STKIP SoE. In conducting the research, the researcher found a lack of vocabulary as one of the problems that the students face. Therefore, the researcher decided to use short English movies to overcome the problem. But, in the first cycle, some students did not pass the KKM because of their mean scores were under the KKM. Probably, because in the first cycle, the students were still passive in the teaching-learning process. Therefore, the researcher prepared again the lesson plan, the media as a short English movie, and the material for the next cycle. So, the result in the second cycle showed that the media as short English movies can improve students' vocabulary mastery in Interpretive Listening class. The researcher implemented classroom action research (CAR) by using short English movie as the media to improve students' vocabulary mastery. The CAR consisted of 2 cycles. Each cycle included planning, acting, observing, and reflecting.

Based on the result of this research, the researcher would like to propose some suggestions for lecturers, students, and other researchers. The suggestions are: The suggestion for the lecturers is: applying a short English Movie as the media is recommended since it can stimulate students to be more active in learning, and also can improve students' vocabulary mastery through listening skills. The suggestion for students is using short English movies as the media is recommended to reduce the students' problems like lack of vocabulary, fluency, pronunciation, and stress. Besides that, it gives the experience to expand their knowledge in learning English, especially in vocabulary learning. The suggestion for other researchers is: this research mainly focused on improving students' vocabulary mastery in English by using short English movies

as teaching media. Further research may focus on other teaching media such as English songs and stories.

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APPENDICES

I. Teachers' Observation Checklist

Subject: _____ Material/Media : _____
Date : _____ Grade : _____

Aspects Observation	Excellent	Good	Needs Improvement	Observation Notes
Teachers' time management	Teacher comes before the class start	Teacher comes when the class start	Teacher comes late to the class	
Teachers' Material & Media evaluation	Teacher prepares the teaching media & material appropriate with the lesson plan well	Teacher prepares the teaching material and media well related to the topic	Teacher does not prepare the teaching material & media properly	

Aspects Observation	Excellent	Good	Needs Improvement	Observation Notes
Teachers' Teaching Process (Steps)	Teacher masters all the steps of teaching media & material well	Teacher can teach one by one of the teaching media & material	Teacher does not follows the steps of the teaching media & material	
Teachers' Language use	Teacher uses English well in the classroom when she/he teaches the students	Teacher mixes the language such as English & Indonesia when she/he wants to teach	Teacher just uses Indonesia when she/he teaches the students	
Teachers' Evaluation	Teacher has a good ability to check the vocabulary aspect of students	Teacher masters all of vocabulary aspects that he/she wants to check	Teacher does not have good ability to check vocabulary aspect of students	
Teachers' interaction with students	Teacher gives the students time to speak up	Teacher gives time to students to give question	Teacher does not give time to student to speak up	

Adapted and modified from Genesis Christian school teacher class observation (2016)

II. Students' Observation Checklist

Aspects	Excellent (8-10)	Good (5-7)	Need Improvement (0-4)
Students' time management	Student comes before the class start	Student comes when class the start	Student comes late to the class
Students' attention in learning process	Student understands the story of the movie well	Student gets a little vocabulary from the movie	Student focuses on the scene
Students' understanding about teaching media (short English movie)	Student understands all of the teaching media	Student understands a little about the teaching media	Student does not understand the teaching medium
Students' understanding about teaching vocabulary based on "media"	Student understands the teaching vocabulary related to short English movie well	Student understands a little about teaching vocabulary	Student does not understand the teaching vocabulary
Students' performance after they watch the short English movie	Student performs in a professional way (behavior, attitude, character, based on the teaching medium)	Student performs in a slightly professional way	Student does not perform in a profes-sional way
Students' assignment performance **Students' evaluate their friends' performance**	Student can do all of the exercise correctly Student pays attention & understands all of their friends performance	Student can do the exercise but still confused Student pays attention but she/he is still confused	Student cannot do the exercise Student does not pay attention to their friend perfor-mance
Students' feedback to their friends' performance	Student participates actively in classroom by giving opinions about their friends performance	Student gives inappropriate opinions about their friends performance	Student does not give opinions about their friends perfor-mance

Adapted and modified from Norbeck (2010).

III. Rubric Score for Students' Vocabulary Performance

Aspects	Students' action	Score
Fluency	Student speaks clearly and articulately with no hesitation	80-100
	Student is able to respond to prompt with few errors and relative ease	60-79
	Student demonstrates some fluency and is able to construct a simple sentence	50-69
	Student has great difficulty fitting words together in a sentence	0-49
Vocabulary	Student's vocabulary reflects a sophistication in speaking, similar to a native speaker.	80-100
	Student's vocabulary enhances his/her response to the topic/prompt	60-79
	Student's vocabulary relates to the topic, is very basic, with a few errors.	50-69
	Student's vocabulary is limited to high frequency words, and a few basic words related to the topic	0-49
Pronunciation	Student's pronunciation is exceptional, like a native speaker	80-100
	Student's pronunciation is clear, with few errors	60-79
	Student is inconsistent in their pronunciation. Only some words are pronounced correctly.	50-69
	Student struggles to pronounce the words	0-49
Stress	Student does not show any sign of stress when he/she presents the material	80-100
	Student can control their stress when the teacher asks, and he/she tries to answer the questions.	60-79
	Student tries to control their stress when talked to the teacher	50-69
	Student has to restrain his/her stress	0-49

Mean score	Score in Latter	Class Performance	Criteria
80-100	A	Good to Excellent	Students are good to excellent in mastering the teaching material and media
60-75	B	Average to Good	Students' average to good when they clear to speak up in the classroom
50-69	C	Poor to Average	Students mixed the languages when speak up in the classroom
0-49	D	Poor	Students cannot understand the teaching material and media

Adapted from: Lisa Howells. ESL Speaking Rubrics