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Improving Students' Vocabulary Mastery by Using Subtitle Movie

(Meningkatkan Penguasaan Kosakata Mahasiswa dengan Menggunakan Subtitle Film)

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Abstract

The objective of this research is to find out the students' vocabulary mastery before and after being taught using Indonesian subtitle movies. This research used a quantitative method. Experimental research was applied in this study. The researcher used pre-experimental research to obtain the data. The samples of this research are class C of the English department, class of 2021, consisting of 20 students. The data is obtained by using pre-test, post-test, and treatment. Students are asked to watch the movie in 8 meetings, including pre-test and post-test. To analyze the data, the researcher used a validity test, reliability, paired T-test, and hypothesis verification. The result of this research shows that there are differences between the pre-test and post-test, which means that there was an influence of the use of movies with subtitles on students' vocabulary mastery. In the pre-test, students achieved a score of 65%, while in the post-test, 94%.

Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui penguasaan kosakata mahasiswa sebelum dan sesudah diajar dengan menggunakan film subtitle. Penelitian ini menggunakan metode kuantitatif. Penelitian eksperimen diterapkan dalam penelitian ini. Peneliti menggunakan penelitian pra-eksperimental untuk memperoleh data. Sampel dari penelitian ini adalah kelas C jurusan Pendidikan Bahasa Inggris angkatan 2021 yang terdiri dari 20 siswa. Data diperoleh dengan menggunakan pre-test, post-test, dan treatment. Mahasiswa diminta untuk menonton film dalam 8 kali pertemuan termasuk pre-test dan post-test. Untuk menganalisis data peneliti menggunakan uji validitas, reliabilitas, paired T-test, dan pembuktian hipotesis. Hasil dari penelitian ini menunjukkan bahwa terdapat perbedaan antara pre-test dan post-test, yang berarti terdapat pengaruh penggunaan film dengan subtitle terhadap penguasaan kosakata siswa. Pada pre-test siswa mencapai nilai 65% sedangkan pada post-test 94%.

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1. INTRODUCTION

Learning by using media is something we really need. Especially since the impact of Coronavirus in 2019 which has made almost all activities have to be done online. In today's learning media is a tool that is often used in the learning process which aims to be able to convey the material easily. Therefore one of the media that can be used in the teaching and learning process is a movie.

Movie is a visual aid that shows moving picture with sound coming out through sound speakers. As Harmer (2001: 282) state that movies can be used as a media in the learning and teaching process. So, it can be said that film can be one of the ways to improving vocabulary. It has audio and visual elements that could attract students' interest in learning a language through movies. However, most of the students still lazy to learn language especially learning English language. According to Brown (2001:80), "state that the most important thing to learn English is the learner itself ". It means we have to be able to make the students interested and motivated to learn English language. Using interesting media can improve students' motivation.

In this study, the researcher is interested to teach vocabulary by using English movies with subtitles to increase the vocabulary of students. Movie is one of the audio-visual aids it is produced by recording photographic images with cameras, or creating images using visual effect or animation techniques. Media such as movies can motivate students to learn vocabulary and make the learning and teaching process more interesting. They will feel something new and different from what they usually get in the class. One of the purposes of media, according to Munadi (2013) "is motivation function". Furthermore Mirvan (2013) states that using English movie to improve vocabulary mastery was new and very pleasant experience for the students. The researcher expects that this media will become a good way to improve students' vocabulary. So the objectives of teaching English in the English department can be achieved.

2. METHODOLOGY OF RESEARCH

The researcher used pre-experimental research in this study. The reason is that the researcher only used one class without any comparison class or control class. External variables influence the creation of the dependent variable in pre-experimental research. The one group pre- test and post-test design uses a single group for pre-test (O1), treatment (X), and post-test (O2). The effectiveness of the treatment was determined by comparing the pre and post-test result. (Airasian,2000, p. 103). For example look at the table below:

Table 3.1 Research design

Group	Pre-Test	Treatment	Post-Test
Experiment	**O1**	**X**	**O2**

Population

Population is a group of individuals who have the same characteristics. According to (Arikunto, 2010:173) Population is total member of research subject. While Brown and Dowling (1998:33) define population as the national class of possible subjects and it may be defined at any level of analysis. Therefore the population of this study is the whole semester 2 of English department in state university of Gorontalo, Consisting of 5 classes.

Samples

After determining the population next, the researcher will choose the sample which is an important step in conducting research. A sample is a small group of people who are assumed to be representative of a larger population. Purposive sampling, according to Sugiyono (2015), is a sample technique that takes specific things into consideration. The researcher determined the sample using purposive sampling, in order to get the data from semester 2 Class C. Based on the data from interviewing the lecturer, class c has students who are smart, moderate, and below that makes the researcher interested to teach vocabulary.

Technique of collecting the data Validity test

A validity test is a tool that can measure everything that should be measure. Validity is used to know the test whether is valid or not, Sugyono (2011, p .293). Validity is a means of determining if an instrument is valid or not. With the help of SPSS program, the validity of the questions was verified using the product moment correlation calculation. The calculated value of r recount was compared with r in the Product Moment critical price table with a significance level of α = 5% and the df = N - 2. If r recount≥ r table the item is valid. Meanwhile, if r recount<r table, the item was said to be invalid.

Reliability

According to Furchan (2011,p.310), reliability is the instrument to measure how far an instrument consistently measures everything that is measured. This test using the Cronbach's Alpha method. With a statistical test decision that is if the Alpha > 0.60, the item is declared reliable or consistent.

Technique of analyzing the data

To prove whether movie with subtitle can improve student vocabulary mastery, the researcher used paired T-test. The aim of T-test is to know the difference students vocabulary mastery between pre-test and post-test. With the help of SPSS program version 22.

3. RESULT AND DISCUSSION

Pre-test and Post-test Result

The table below is the results of pre-test and post-test scores from class C in English department.

Table 4.1 Pre-test and post-test scores

No	Name	Pre-test Score	Post-test score
1	Anggy	72	92
2	Audy	52	92
3	Dhea	72	100
4	Frindi	52	76
5	Hilmiah	84	100
6	Ikafira	64	92
7	Ira	60	88
8	Ivana	80	100
9	Moh.	84	100
10	Moh.	76	92
11	Mutiara	56	84
12	Nadia	68	92
13	Nazwa	68	96

14	Oliviana	64	84
15	Putriani	76	96
16	Suci	28	76
17	Vanesa	72	96
18	Viona	60	84
19	Vira	64	92
20	Widya	52	96

From table 4.5 it can be seen that student scores on Pre-test were still relatively low even though some students get quite high scores, but almost all students get low scores and there is even 1 student who gets very low scores. This score is before the researcher applies the treatment by watching a movie with subtitles. While student scores on Post-test were increased far from the Pre-test. Especially when the researcher gave treatment the students are happy and enjoyed the learning process, this proves that watching a movie with subtitles has a very good impact on students. Besides increasing their vocabulary watching movie also has other benefits For example: it can improve students listening skills, speaking skills, and pronunciation.

Paired T-test

The research aims to determine whether the use of movies with subtitles can improve student vocabulary mastery or not. The research used paired sample t-test with the help of SPSS program version 22.

Table 4.3 Paired samples T-test

Paired Samples Test

		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PRE-TEST - POST-TEST	-26.20000	8.84724	1.97830	-30.34064	-22.05936	-13.244	19	.000

The hypothesis verification of this research was used the sig level α = 0.05
Accepted: *If the value of Sig. (2-tailed) lower than <0.05 it means H_0 was rejected and H_a is accepted*
Rejected: *If the value of Sig. (2-tailed) bigger than > 0.05 it means H0 was accepted and Ha is rejected*
Ha= There was an average difference between the value of pre-test and post-test, it means that there was a difference of using movie with subtitles.
H0= There was no average difference between the value of pre-test and post-test, it means that there was no influence of students vocabulary mastery after the treatment.

Based on the Paired samples T-test in the table (table 4.8), the value of Sig. (2-tailed) was 0.000 lower than < 0.05, it means H0 was rejected and Ha was accepted. It means that there was an influence of the use of movie with subtitles to improve student vocabulary mastery.

Discussion

Before giving a pre-test to class C, the researchers first tested the instrument that would be used as a pre and post-test. The test was 40 questions in total. The test was conducted on students from class A of English department with a total of 13 students. After that, when the test is declared valid and consistent, the researcher started the experimental in class C consisting of 20 students. Before giving the treatment, the researcher gave a pre-test to the students so that researcher could determine students' vocabulary skills. After that, the researcher gave treatment 6 times to the students. Finally, the researcher gave a post-test so that the researcher can find out whether the treatment which is watching movie with subtitles can improve students vocabulary mastery or not.

Based on the result, the researcher found that student vocabulary increases by watching movies with subtitles. The researcher found that in the pre-test the students' scores in adjectives are 75% and post-test at 85% the different range score of pre-test and post-test in adjectives was 10%. It indicates that students understood adjectives well in the learning. Adjective according to Hornby is a word that indicates a quality of a person or a thing. Unlike nouns and verbs, adjectives are not divided into several types or categories.

The second indicator is verbs, the researcher found that in the pre-test the students' score in verbs are 20% while in post-test there is a very high increase of 87% the different range score of pre-test and post-test in verbs was 67%. It indicates that students' understanding of the verb before the treatment is applied is very low. But, after going through the treatment their score in the post-test increased up to 67%.

The third indicators is noun, the researcher found that in pre-test the students score in nouns are 53% while in post-test 91% the different range score of pre-test and post-test in nouns was 38%. It indicates that students understanding of the noun before the treatment quite low but, after going through the treatment their score in post-test increase up to 38%.

Limitation of research

The researcher found that there are several limitation that became the weaknesses of the research meanwhile conducting a research as follows:

The time limited because, reading course is only 2 sks which the time is short, not to mention if the students can't come on time so the researcher can't start the learning on time. Meanwhile, the researcher requires additional time to complete the learning process. Furthermore, the students schedule is only once a week where the researcher takes 2 months to collect the data.

4. CONCLUSION AND SUGGESTION

4.1 Conclusion

In this study, the researcher would like to make a conclusion of this research. The researcher found that there was a difference in the students' vocabulary mastery in the pre-test and post-test. Based on the criteria of hypothesis testing that: If the value of Sig. (2-tailed) lower than <0.05 it means H0 was rejected and Ha is accepted meanwhile If the value of Sig.(2-tailed bigger than)>0.05 it means H0 was accepted and Ha is rejected. Based from the paired samples T-test in the table (table 4.8), the value of Sig. (2-tailed) was 0.000 lower than < 0.05, it means H0was rejected and Ha was accepted. As a result, there was a difference between the pre-test and post-test, implying that the use of movie with subtitles had an impact on improving students' vocabulary mastery.

4.2 Suggestion

In improving student vocabulary mastery by using movie with subtitles, the lecturer must pay attention to the duration of the movie because if it is too long the students will get bored and if it is too fast the possibility of increasing students' vocabulary will not increase.

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