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

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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 of2018/2019. Learning out comes 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 VIIISMPN1Selong. 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 use 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 0.05significance 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 Ha accepted and Ho 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 SMAN 1Selong 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 1Selong 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 0,05tingkat Z tabel =1, 99. Maka jumlah Z hitung(3,25) > Z tabel (1,99). Karena Z hitung lebih besar dari Z tabel, maka Ha diterima dan Ho 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(filmdengan teks bahasa Inggris), penguasaankosakata

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 six depending on the availability of the English teachers at the school. For the development of English education, English also has been introduced to kindergartens.

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 acaemic year of 2018/2019.

RESEARCH METHODOLOGY

This is an experimental research conducted in SMPN 1 Selong Lombok Timur in the acaemic year of 2018/2019. The population in this study wereallstudents of classSMPN 1 Selong Lombok Timur in the acaemic 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. Theresearch was conductedintwoclasses, wherefirstclassas an experiment class, andthe secondclassas acontrol class. In this study, the treatment givento theexperimental classusingmediamoviewithEnglish subtitles/audio-visual method in learning process, whilethecontrol classusingconventional methods(lecture andQ & A). At thebeginning, the researcher carried outa pre-test to the twoclasseswith the aimto measure thestudents' initialability. Thenat theend, the studywas post-test on both classestoobtainthe dataanddeterminethe extent ofimprovement ofthestudents' vocabulary mastery by usingmediamoviewithEnglish subtitles/audio-visual method.The independent variablein this studyis alearning methodthat isapplied tothesample such as audio-visual method(moviewithEnglish subtitles) for theexperimentalclassandconventional method forcontrol class, while the dependent variableisthe understandingof student learninginthe cognitive/vocabularymastery (learning outcomes).

Probability sampling was used in this study,this is due tothe subjects inthis study were studentswhohad beenformedin a singleclass. The selection ofexperimental classandcontrol classwas determinedbased on theaverage score ofthepre-test.Theexperimentalclass(VIII A) isclasswiththe average scoreislow at44.07, while thecontrolclass(VIIIB) isclasswithan averagevaluelower at59.02.The improvement of experimental group after given three treatments show from average score of post test is 68.84.

Phase ofthis studyconsisted ofthreephases, namely theresearchplanning stage, the stage ofimplementation, andevaluationstages. First is planning phase. Second is implementation and third is evaluation.

Data analysis techniques of the research included some steps ofthe 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). Datacoul bebesaid to behomogeneousif $C_{ount} \leq F_{table}$ ata significant level 5 %, with $F_{table} = F_{0, 05}$. Numeratordegrees offreedomrepresented byV1andV2degrees of freedomdenominatorstates, whereV=n-1

(Sugiyono, 2013) (2)**Test ofNormality**, Data to betestednormalityis datapost-testresultsofstudents. Theobjective ofthe normality testisto determine if the data were normally distributedornot,so thatwecandeterminethe type ofstatisticsthatwillbe usedin analyzingthe next step(Subanaet al, 2000). If the data arenormally distributedthen thenexttestusingparametricstatistics, whereasif the datawere not normally distributed, thento beusednon-parametric tests. Parametricstatisticsrequires thatthe databe analyzedeachvariablemustbe normally distributed(Sugiyono, 2012).Thedata willnormally distribute if $X^2_{count} \leq X^2_{table}$ at thesignificant levelof 5%. (3)**Hypothesis testing (U-test)**, Hypothesis testing is donetothe datapost-testin order to determinewhether there are differencesbetweenthe twosamplesafter agiventreatment. If thenormality test resultsshowedthe datawere normally distributed, itcanbe usedt-test. Whereas, if turns outthe data obtainedare notnormally distributed, it willbe usedMann-Whitney U test. Theformulafor theMannWhitneyU testwasSugiyono, 2013). Ho hypothesisis rejectedif U $_{count}$ smaller than< U $_{table}$ at the5% significance level. Ifthe totalsamplemorethan20, thenusedapproachesthe normalcurveformulaz(Sugiyono, 2013). Where, afterknowing U $_{count}$ smallest, weseek firstthe meanandstandarddeviation ofthe datato be testedby used the formula(Nachar, 2008). Afterthat, justusethe normalcurveapproachto theformulaZ(Nachar, 2008)Ho hypothesisis rejectedif Z $_{count}$> Z $_{table}$at the significance level 5% or Z $_{count}$ smallerthan –Z $_{table}$ thesignificant 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 receivingthe results of pre-test ofthe experimental classandcontrol class, the researchers conducteda testof homogeneity(F-test) todetermine the ability ofthe averagein theboth classes.From the calculation of homogeneity shows that the averagenumbers of students scoreinthe experimentalclasslower at44.07compared to number ofthe averageof students scoreinthe control classis59.02. Thusthe selection ofexperimentalclassesandcontrolclassesare correct.

The researcher also calculatedthe varianceofthe bothclasses whether they hadthe same level of understanding the material.Todeterminethe homogeneity ofthe data, thenF countmustbe comparedwithFtable. Because thenumber ofstudents in control class amounted to43 people, then thedknumerator= 43-1 and dkdenominator = 41-1. Based on thenumerator = 42 andthe denominator = 40, with 5% error level, so, the value of F table 1, 69. The value of F count ≤ F table so,Ho is acceptedand Ha is rejected. BecauseHo is acceptable thatmeans it can beinferredvarianceofeachclass was homogeny(Sugiyono, 2014).

The nextstep wasdetermining thenormality(CHI-SQUARE) from thepost-testineachclass, the aim of thiscalculation istodetermine whetherthe datawere normally distributedornot. Based on Calculationof normality(chi-squared) score ofthe post-testin theexperimentalclassandcontrolclass showthat number ofthe average value ofthe post-testresults ofthe experimental classis68.84whilesthe averagenumber of score in controlclassis 57.80. The result of determiningnormalityforthe post-testofthe

experimental classshow that the score of chi-squared X^2_{count} fromthe calculation ofwhich is equal to20.99 compared to thechi-squared table withdf=6-1significance level 5 %that is equal to11.070. Fromthe datait is known thatthe value ofthe chi-squared count is greaterthanthe chi-squared table, then the datapost testforthe experimentalclasswere not normally distributed. This case also happened in control class that shows the value of chi-squared X^2_{count} fromthe calculation ofwhich is equal to11.2749 comparedto thechi-squared table withdf=6-1significance level 5 %that is equal to11.070. Fromthe datait is known thatthe value ofthe chi-squared count is greaterthanthe chi-squared table, then the datapost testfor controlclasswere not normally distributed.

In the end of calculating data, the researcher determined testof hypothesisthataimed to determinewhether there were differencesbetweenthe twoclassesafter being giventreatments. Because thenormality test resultsofthe post-testresultsofthe experimental classandgradecontrol is notnormally distributedthencannot use thet-test, but the testU-Mann-Whitney (Sugiyono, 2013). The data calculation shows at the0.05significance levelZtable=1.99, then theZ count(3.25)>Table(1.99). BecauseZcount is greaterthanZtable, thenHa isaccepted and Ho rejected.

Based on the finding of the data, researcher interpretedthat the usageof media movie with subtitles is effective in improving student' vocabulary mastery in SMPN 1Selong 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 (Ho) states thatthe use of English movie with English subtitles is not effective in teaching English vocabulary to the students **" was rejected**" and the alternative hypothesis or (Ha) 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 understoodthe 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 theeighth students of SMPN 1Selong Lombok Timurinthe academic year of 2018/2019.

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

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 (Ha) with 5 % of significance level failed to be rejected and consequently null hypothesis (Ho) 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 constructtheir 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 furtherresourceson teaching descriptive text.

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