

The Effectiveness of Using Short Movies to Improve Vocabulary Mastery in SMP A. Wahid Hasyim

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ABSTRACT (10 PT)

The objective of this research is to find out whether or not the implementation of short movies media effective to improve the students' vocabulary mastery. The researcher conducted a pre-experimental group design. The population of this research is the seventh-grade students of SMP A. Wahid Hasyim Tebuireng Jombang in the academic year 2023/2024. Total of the population was 9 classes. The sample in this study was class VII H SMP A. Wahid Hasyim Tebuireng Jombang, totaling 32 students. Based on the data normality test that has been carried out by the researcher, it shows that sig. 2-tailed is 0.200 meaning that the data is normally distributed, then it will be continued with a simple paired t-test. based on the Testing of Hypothesis Terms, If the score of t is sig. <0.05, Ha is accepted and H0 is rejected. on the simple paired t-test calculation, the data shows sig. (2-tail) 0.000. The data is smaller than 0.05, meaning that H0 is rejected and Ha is accepted. the students' scores of pre-test was in medium level, while in post-test, the students' score was high. it could be concluded that the short movies was effective to improve students' vocabulary mastery in SMP A. Wahid Hasyim Tebuireng Jombang.

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1. INTRODUCTION

In the era of globalization, the mastery of English vocabulary is indispensable to support all four English language skills. The learning process in language education comprises formal and informal education, involving interactions among teachers, students, and learning materials. To ensure effective knowledge transfer, appropriate learning methods with specific learning objectives and outcomes are crucial (Ganyaupfu, 2013).

In order to facilitate an efficient language learning process, it is imperative for teachers to employ effective instructional media that can effectively capture students' interest. The utilization of appropriate and diverse media is crucial in fulfilling the objectives of teaching and learning. The utilization of movies as a teaching medium proves to be an appropriate approach in vocabulary instruction for students. This approach fosters students' interest in learning English and prevents them from succumbing to monotony associated with conventional teaching methods. Additionally, the use of movies as an instructional tool offers a dual benefit of both education and entertainment, as students can simultaneously enjoy the movie while engaging in language learning activities.

According to Fatimah (2019), short movies serve as a valuable alternative medium for teaching vocabulary. They offer the advantage of providing audiovisual examples through acting and scenes, making the learning experience engaging and captivating. The utilization of movies not only enhances students' comprehension of new vocabulary but also facilitates the formation of visual associations with the words, enabling better retention of their meanings and usage in daily life. The utilization of a short movie in the classroom introduces a sense of novelty and uniqueness that deviates from students' typical learning experiences. In this context, the researcher employs a short movie as a medium for vocabulary instruction, leveraging its ability to capture students' attention and foster motivation, thereby encouraging active participation and the acquisition of new vocabulary.

Based on the statements of problems above, the purposes of the study are: [1], The students' vocabulary mastery before being taught using short movies. [2], The students' vocabulary mastery after being taught using short movies. [3], Whether or not there is a significant of effectiveness of using short movies to improve vocabulary for VII H students' of SMP A. Wahid Hasyim Tebuireng Jombang.

Short movies, also known as a short film, refers to a cinematic production that typically ranges from 5 to 40 minutes in duration. It is a self-contained audiovisual work created by filmmakers to tell a concise and focused story or to explore a specific theme, concept, or social issue.

Vocabulary referred to the collection of words that an individual or entity is familiar with, or it can pertain to a specific language. Within the realm of English language learning, vocabulary represents a vital and relatively accessible component of the overall learning process.

The researcher hopes this research would give information about The Effectiveness of Using Movies to Improve Students' Vocabulary Mastery and the research hopes this research will be usefull for teacher, student, and other research.

2. METHOD

The researcher intended to conduct an experimental study including: research design, research setting, population and sample selection, prosedure of the research, data collection technique, data analysis.

- a. Research Design: the researcher employed a quantitative research approach to investigate whether there is an enhancement in students' Vocabulary mastery when utilizing movies as a teaching tool.
- b. Research Setting: The subject of the study was students of A. Wahid Hasyim Junior High School in the 2023-2024 academic year. The school is located at Tebuireng boarding school, Cukir, Diwek, Jombang City, East Java Province.
- c. Population and Sample: The population of this research was the seventh-grade students at A. Wahid Hasyim Junior High School Tebuireng Jombang. There are nine classes of the first grade in this school, The sample of this research was class VII H of A. Wahid Hasyim Junior High School Tebuireng Jombang academic years 2023/2024, because the English teacher said that class VII H was still lacking in the mastery of vocabulary.
- d. Prosedure of This Research:
 1. Observation: Observation was conducted in order to low how the students' vocabulary mastery and their behavior during teaching learning process in class and to know the class managemen
 2. Determining short movie as learning media: The researcher determines short movie after knowing their behavior during a teaching learning process in vocabulary class.
 3. Preparing instruments of research: The researcher prepared the research instruments after determining learning model. The instuments included pretest, posttest, two short movies, RPP, and learning material.
 4. Pre-test: Pretest was to determine the students' vocabulary mastery level before treatment is given, the pre-test included 10 essay questions.

5. Treatment: The treatment gave to the experimental class after the research gave pretest in teaching vocabulary mastery, the researcher treated the students' by using short movie in 2 meeting. Each meeting take time about 2x40 minutes.
 6. Post-test: The post-test served as a means to gauge whether there are observable improvements or variations in the students' scores and their ability to master vocabulary as a result of the treatment.
- e. Data Collaction: Instrument was a tool for the researcher to get the data and as a part of rigorous data collection, for support the success of research (Arikunto, 2013). A test is asset of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned. This score, based on a representative sample of the individual's behavior, is an indicator of the extent to which the subject has the characteristic being measured. The research employed a set of 10 essay questions to assess the participants' vocabulary proficiency. Tests, both pretest and posttest, were administered in order to measure individuals' scores and abilities.
- f. Data Analysis: The score of students' vocabulary was calculated using descriptive statistics to determine the average of pre-test and post-test. Then, the researcher should look for the normality of pre-test and post-test. The last, reseracher conducted an analysis using paired sample t-test to determine if a significance difference in mean score occured. The researcher employed the Statistical Package for the Social Sciences (SPSS) version 25 as the analytical tool for examining the collected data.

3. RESULTS AND DISCUSSION

In the finding, the researcher explains the result of data examination from the information that has been gathered. The objective is to find out the significant difference in students' vocabulary mastery before and after the using of Short Movies as a media. The assessment includes pre-test and post-test. The pre-test was conducted to determine students in vocabulary mastery to receiving a strategy or giving treatment, and the post-test was conducted to measure the improvement in students' vocabulary mastery after receiving the treatment. The improvement of speaking mastery is evident from the findings of the pre-test and post-test. The researcher examined the results of the pre-test and post-test, and if the post-test results higher than the pre-test, it means that there is increase student learning achievements.

The researcher explained the pre-test and post-test, on the first day the researcher gave the task that include 10 questions. Students asked to answer the questions. And the second day the students gaven the first treatment, in this treatment the researcher explain about expression of thanking and expression of apologizing with their responses. In this teaching the researcher employed short movie as a media. The title of the short movies are "expression of thanking and apologizing" and "a moving story about gretitude". Than the students asked to clasify the espressions of thankin and apologizing, and than the researcher gave pictures that include the expressions of thaking and apologizing with responses, the students asked to react the pictures with the correct respond. Last the students divided into 8 groups, each group consist 4 students. They were asked to create dialogue with the topic school life using the expressions of thanking and apologizing with the responses, than they present the result in front of the class. The third day, the researcher conducted the second treatment. The treatment was expressions of thanking and apologizing with the responses. The students was given the short movies under the title of "Singa and The Kindness Cubbies" and "The Saleswomen Flips Off Disabled Client". Than the students asked to clasify the espressions of thanking and apologizing, and than the students divided into several groups that consist 2 students. They were asked to create dialogue with the topic the expressions of thanking and apologizing with the responses, than they present the result in front of the class. The last day the researcher gave the task that include 10 questions. The questions was in the form of dialogue. Students asked to answer the questions.

a. The Students' Vocabulary Mastery Before Being Taught Using Short Movies

Based on the table above, it is explained that from a total of 32 students, it shows that the mean of pre-test is 75,00 and the median is 75, the highest score on the pre-test was 100 and the lowest

score on the pre-test was 35. The total number pre-test scores is 2400. It can be concluded that the students' vocabulary mastery on pre-test was in medium level on the material of expressions of thanking and apologizing with responses.

b. *The Students' Vocabulary Mastery After Being Taught Using Short Movies*

Based on the table above, it is explained that from a total of 32 students, it shows that the mean of post-test is 86,56 and the median is 85, and the highest score on the post-test was 100 and the lowest score on the post-test was 70. The total number of post-test scores is 2770. It can be concluded that the students' vocabulary mastery on post-test was in high level on the material of expressions of thanking and apologizing with responses.

c. *The Significant Difference Between Students' Vocabulary Mastery Before and After Being Taught Using Short Movies*

➤ *Descriptive Statistics*

In analysis the data, the researcher tried to find out analysis the descriptive statistic. Based on the table above, out of 32 students, the minimum score during the Pre-Test is 35, and the maximum is 100. The minimum score for the Post-Test is 70, and the maximum score is 100. Of the total scores during the Pre-Test is 2400, and on the Post-Test is 2770. The average score of the Pre-Test is 75,00 and on the Post-Test 86,56. The standard error score in the Pre-Test is 3,078, and in the Post-Test 1,731. The standard deviation statistic in the pre-test is 17,413 and in the post-test is 9,791. Based on the Descriptive Statistics table, it can be seen that the students' post-test scores are higher than the pre-test scores After calculating the descriptive analysis, followed by the normal test. The result can be shown in the table as follows.

Descriptive Statistics								
	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
pretest	32	65	35	100	2400	75,00	3,078	17,413
posttest	32	30	70	100	2770	86,56	1,731	9,791
Valid N (listwise)	32							

➤ *Normality Test*

The researcher conducted a normality test to find out whether the data was normal or not. If the data shows more than 0,05, it means that the data is normal. Based on the normality test data that has been carried out by the researcher, it shows that sig. 2-tailed is 0,200, after calculating the descriptive analysis, followed by the normal test.

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		32
Normal Parameters ^{a,b}	Mean	,0000000
	Std. Deviation	8,36149725
Most Extreme Differences	Absolute	,120
	Positive	,087
	Negative	-,120
Test Statistic		,120
Asymp. Sig. (2-tailed)		,200 ^{c,d}
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		
d. This is a lower bound of the true significance.		

➤ Paired Samples Test

Based on the table above, the data shows sig. (2-tailed) 0.000. The data is less than 0.05, meaning that H₀ is rejected and H_a is accepted. In conclusion, students' vocabulary mastery has increased.

Paired Samples Test									
		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference				
					Lower	Upper			
P	pret	-	14,889	2,632	-16,930	-	-	31	,000
ai	est -	11,5				6,19	4,39		
r	post	63				5	3		
l	test								

4. CONCLUSION

The vocabulary mastery of class VII H SMP A. Wahid Hasyim Tebuireng Jombang was still considered in medium level when the pre-test was carried out before treatment. It is known that the mean score of the pre-test is 75,00 and the median scores are 75. The highest score in the pre-test is 100 and the lowest score is 35. The vocabulary mastery of class VII H SMP A. Wahid Hasyim Tebuireng Jombang students increased when the post-test was carried out after treatment. It is known that the mean score of the post-test is 86,56 and the median score are 85. The highest score in the post-test is 100 and the lowest score is 70. It could be shown, after the treatment, the students' vocabulary mastery was assessed increase.

To find out the significant differences between students' vocabulary mastery before and after being taught using short movies, the researcher conducted a three-stage test to find out. The first is a descriptive analysis test, based on the table described in chapter 4, the post-test score is higher than the pre-test score. Followed by the normality test (One-Sample Kolmogorov-Smirnov Test) the data will be declared normally distributed if > 0.05 , based on the normality test of the data that has been carried out by the researcher, it shows that sig. 2-tailed is 0.200, meaning that the data is normally distributed. Followed by the Paired Samples Test,

based on the table, the data shows sig. (2-tail) 0.000. The data is smaller than 0.05, meaning that H₀ is rejected and H_a is accepted. Therefore, students' vocabulary mastery has improved.

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