ENRICHING ENGLISH VOCABULARIES USING MOVIE SCRIPT IN READING CLASS

Nurul Lailatul Khusniyah
Universitas Islam Negeri Mataram, Indonesia

Lukman Hakim
Universitas Islam Negeri Mataram, Indonesia

ABSTRACT

The purpose of this study was to get more in-depth implementation of movie scripts to increase vocabulary in reading classes. Vocabulary has a important role in understanding the contents of the reading text. The research method used action research. So that, data analysis techniques used qualitative and quantitative data analysis techniques. The sample was taken as many as 25 students. The process of collecting data used tests, observations, and interviews. The results showed that the vocabulary of students before and after using movie scripts was different. The average score of the student vocabulary test in the reading class showed a significant difference. The average of pre-test result is 56.2 and the post-test is 81.87. This research implied in using of media of learning that used technology or multimedia in the class.

Keywords: *Vocabulary, Movie, Script*

Sari

Tujuan dari penelitian ini adalah untuk mendapatkan lebih mendalam implementasi skrip movie untuk meningkatkan kosakata di kelas membaca. Kosakata memiliki peran yang sangat penting dalam memahami isi teks bacaan. Metode penelitian menggunakan penelitian tindakan. Sehingga teknik analisis data menggunakan teknik analisis data kualitatif dan kuantitatif. Sampel diambil sebanyak 25 mahasiswa. Proses pengumpulan data menggunakan tes, observasi, dan wawancara. Hasil penelitian menunjukkan bahwa kosakata yang dimiliki mahasiswa sebelum dan sesudah menggunakan skrip movie berbeda. Nilai rata-rata tes kosakata mahasiswa dalam kelas membaca menunjukkan perbedaan yang cukup signifikan. Hasil rata-rata pre-test sebesar 56,2 dan nilai rata-rata post-test sebesar 81.87

Kata Kunci***:*** *Kosakata, Movie, Skrip*

Introduction

Some students think that English vocabulary learning is difficult part. Sometimes, they are confused with the meaning. It is because, the word has different meaning between literal and context. It has essential role in English learning both of passive skills and active skills. Like as reading class, it needs knowledge about vocabulary. According to Read (2000:1) "Vocabulary is necessary in the sense that words are the basic building blocks of language, the unit of meaning from which larger structures such as sentences, paragraphs, and whole text are farmed." Richard and Willis (2008:82) "Vocabulary building is microcosm of the large process of literary building ". It means that vocabulary is essential part of language and serves as a basic for learners to speak, listen, read, and write. It is the main element for language. It used in four language skill learning. Everyone will know the meaning of the text from the basic concept of vocabulary comprehension.

The result of observation and interview, the researcher found some problems in the reading class that related with the vocabulary knowledge. They are; 1) the students cannot comprehend the literal and context meaning in the text, 2) the students still are lack meaning when they explain the content of reading, 3) the result of vocabulary test is still low, and 4) the students bored in learning process. It is because the teacher less used the learning media. As we know that learning media has an essential in learning process. From these problems, vocabulary has important role for language skill learning. It can give negative impact in English learning.

Some research has given evidence that vocabulary has an important role in English language skill learning. Teaching critical reading strategies to EFL learners can have a significant positive effect on the retention of new vocabulary by such learners (Khabiri & Pakzad, 2012). This study shown that vocabulary always need to comprehend the reading meaning. Like as Nation (2001), extensive reading is useful for vocabulary growth and is called incidental learning. It means that the process learning has done as strategies, planning, instruction, or time. They learn new vocabulary in context. But it cannot be success if the teacher never used the appropriate learning method or learning

media. Other research shown that the findings of the present research could be employed as a trigger for language teachers to integrate strategy training into classroom instruction to facilitate learning and retention of new vocabulary items (Nemati, 2010).

As we know that learning method or strategy has significant influence on vocabulary learning. But it will fail if the implementation of learning method is completed by learning media. The result of observation and interview from some students and teacher concluded that they like the music, learning fun using technology, watching movie, etc. The research result shown that watching flash story with or without subtitles seems to have a significant impact on incidental vocabulary acquisition of learners. The gains of learners were thought to be the result of contextual aids of flash stories. Flash stories with special characteristics such as providing a concrete picture of words and articulating of words clearly provides a very rich context of acquisition and facilitate the understanding of the target words whether it is accompanied with subtitle or without subtitle. The findings of this study also indicated that vocabulary development is a long lasting process that needs to be supported by contextual clues (Mousavi & Gholami, 2014). Recent research has shown that learners can learn new words while watching TV programs. However, the number of words learned tends to be low. Several studies have demonstrated that first language (L1) subtitles as well as captions (= subtitles in the foreign language) have the potential to increase learning gains compared to when no on-screen text aids are provided (Peters, Heynen, & Puimège, 2016). There is the different result of research that have found. The use of subtitled audiovisual aids in foreign language classroom teaching help the students in learning process (Frumuselu, De Maeyer, Donche, & Colon Plana, 2015). Watching video clips and studying the language used in them improves their command of currently used English for tourism (Kacetl & Frydrychova-Klimova, 2015). Then, it can be concluded that film or movie gave the positive impact on vocabulary learning.

Thus, the main problem of this study is the impact od movie script on vocabulary knowledge in reading class. The problem research; how is the impact of movie script on students' vocabulary knowledge? So, the research can give the different ways in vocabulary learning especially it is to comprehend the reading text.

Research Method

The research method was action research. The procedure of action used Kemmis and McTaggart (Burns, 2010). This research measured the process learning and the result of learning. Process of action research has been success when the average score in the post test got 80. The participant of research is 25 students from UIN Mataram in 2017-2018 academic years. The process of collecting data used observation, interview and test. Qualitative data used observation and interview to analyze the process of learning or action and quantitative data used test to know the result of learning. The validity of the study used credibility, transferability, dependability, and conformability. Technique of analysis data used qualitative and quantitative data analysis.

Findings and Discussions

Process of vocabulary learning in reading class has given different students' vocabulary test. Here is the different of result of pretest and posttest from the test.
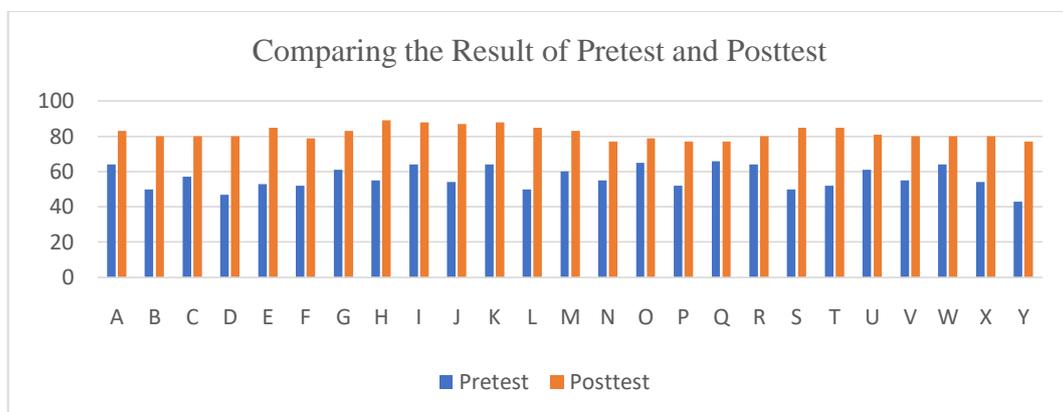
Graph. 1 The Different of Pretest and Posttest Score

Graph 1 shown that students has increased the vocabulary test score from pretest to posttest. In the pretest, the lowest score is 43 and the highest score is 66. There are many students that fail this learning. While in the posttest result, the lowest score is 77 and the highest score is 89. It means that the posttest result gave a good changing. Each student had the developing score. Here is the result of statistic descriptive from the vocabulary test.

Table 1. Statistic Descriptive of Vocabulary Test

Statistic Descriptive	Pretest	Posttest
Mean	56.2	81.87
Median	55	80
Mode	64	80
Standard Deviation	6.35	3,79
Sample Variance	40.4	14.37
Range	23	12
Minimum	43	77
Maximum	66	89
Confidence Level (95.0%)	2.68	1.60

Table 1 shown that the average score in the pretest is 56.2 which has increased in the posttest is 81.87. There is increasing score 25,57 point. It can be concluded that the implementation of movie script in vocabulary learning for reading class gave a positive impact. The result of vocabulary test has comparing to know the influence of movie script. It used the t-test: paired two sample for means.

Table 2. t-Test: Paired Two Sample for Means

	Pretest
Pearson Correlation	0.11
Hypothesized Mean Difference	0
df	24
t Stat	-18.02
P(T<=t) one-tail	9.43
t Critical one-tail	1.710
P(T<=t) two-tail	1.886
t Critical two-tail	2.063

Table 2 described the result of t-test analysis. It is to know students' knowledge of vocabulary in reading learning process. t-Stat (-18.02) < t-table (9.43), it means Ho is rejected and H_1 is accepted. So, it can be understood that vocabulary learning in reading class has improve when the teacher used the movie script. In this study, students watch the movie in the first without script and the second time, they watch the movie with the script. They have to give attention the vocabulary learning process in the reading class has been directed towards understanding the movie script in the reading class. Every learning in the first to third cycle, students are directed to the process of writing and exploiting the meaning of script from the vocabulary presented. After reading, students are directed to identify difficult vocabulary words, idioms, or terms in the movie script.

Next, students learn the meaning as literally and context. Thus, students can easily understand that every word in English will have different meanings when it is in a different context study. So, the process learning is interest and fun. Because, movie is one of the multimedia that is appropriate with the condition today.

Digital era is not only influenced on the economic system, but the education process has to utilize the technology, for example using the film is taken from you tube, DVD, or others website. As essential, students loved movie. It has a good story to learn many values, beside that the student can learn more new vocabulary. It gives students the real example in using interactive language. The visuality of film makes it an invaluable language teaching tool, enabling learners to understand more by interpreting the language in a full visual context. Film assists the learners' comprehension by enabling them to listen to language exchanges and see such visual supports as facial expressions and gestures simultaneously. Film can bring variety and flexibility to the language classroom by extending the range of teaching techniques and resources, helping students to develop all four communicative skills (Donaghy, 2014).

In the research shown that teaching English through movies is one of the better methods for cultural transference, short of learners going abroad. It would seem though that in order to ensure students are learning the material and retaining it, a certain amount of time and thought need to be invested into lessons (Brown, 2010). Movie can use in language skill. Other research has proved in the writing skills. The first time using film and streaming media in academic writing teaching and learning process, the students have a good appreciate. They enjoy watching film and is an enjoyable way to learn. Because it shows a nice condition and fun. It is audio visual media as a good complement to written texts. During this time, the students just learn theory after that doing assignment. Of course it gives bored feeling. But using film and streaming media, they can get more idea and develop supporting in their writing (Meinawati, 2014.). Moreover, several empirical studies focused on the effects of watching subtitled films/animations on comprehension in reading and listening, and vocabulary acquisition. Neuman and Koskinen's experiment showed that the group that watched a scientific television program with subtitle incidentally acquired more words than either

of the two other treatment groups and the control group. Neuman and Koskinen is taken from (Mousavi & Gholami, 2014) claimed that "providing different modes of information appeared to enhance incidental acquisition from context rather than overwhelming the student's intentional capacity. Visual and printed context that provided explicit, and thus redundant, information supported incidental vocabulary acquisition".

Wu (2014) has used the smartphone in vocabulary learning. The results of the study revealed that the use of smartphones is a very effective technique in building vocabulary for Chinese university EFL students. It also exhibited that the use of smartphones achieved successful growth in these students' vocabulary acquisition over time. The same research is about the implementation of using film in learning. This experimental study seeks to explore informal and conversational speech, such as slang, phrasal verbs and colloquial expressions through the use of subtitled TV series (interlingual and intralingual) amongst learners in higher education. Thus, 40 Spanish/Catalan, Dutch, German, Russian, Romanian and Moldavian second year university undergraduates, studying a BA in English in the province of Catalonia (Spain) with an A2 to C1 proficiency level of CEFR, were randomly assigned either to interlingual mode (English sound+Spanish subtitles) or to intralingual mode (English sound+English subtitles). They were exposed to a total of 13 subtitled episodes from the American series 'Friends' over a period of 7 weeks. A multiple choice and open questions pre-test and a post-test were administered in order to analyse the effect of the two types of subtitles upon informal vocabulary learning and film comprehension. Results indicated that learners performed better under the EE (intralingual) than under the ES (interlingual) mode. No significant interaction has been found between the intervention and the post-test scores, therefore, the difference in scores between the two conditions of subtitles is not dependent on students' prior proficiency level. The obtained results support the use of subtitled audiovisual aids in foreign language classroom teaching, being in line with the principles outlined by the Cognitive Theory of Multimedia Learning and Theory of Cognitive Load (Frumuselu et al., 2015). From this research can be concluded that smartphone is multimedia like as movie. It can help the students to catch more information in vocabulary learning. Text in the movie sometime has different

grammatical. it combines the culture and social context. It is a real story that informed the different meaning. Thus, the student gets many new vocabulary is related with the social life.

Conclusion and Implications

This research found that script movie gave different ways to learn new vocabulary. The students feel fun with the material and they can improve their understanding on vocabulary. Besides that, the students found new meaning and different meaning like as context. Therefore, the teacher has to choose appropriate movie that has a good value to increase their interesting in English learning. For the next research, the teacher may be developing this study using big size and time, combining the script movie with strategy learning, and it related with the student's personality. Because this study found some problem when the vocabulary learning has done, some students have difficulties to identify new vocabulary and cannot share information in the group. Therefore, the teacher can develop students' personality to implement the strategy and media of learning. The result of study has given the positive impact in implementation of vocabulary learning.

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Biography

Nurul Lailatul Khusniyah is a lecturer of Universitas Islam Negeri Mataram, Indonesia. Her research interests are about TEFL methodoly. She is reachable at nurullaila@uinmataram.ac.id

Lukman Hakim is a lecturer of Universitas Islam Negeri Mataram, Indonesia. He is working at the research areas of language teaching.