THE USE OF BIG HERO SIX MOVIE WITH SUBTITLES TO TEACH VOCABULARY IN SENIOR HIGH SCHOOL

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Abstract

This research entitled *"The Use of Big Hero Six Movie with Subtitles to Teach Vocabulary in Senior High School"*. The vocabulary learning is important and indispensable part of any language learning process to the learners. However, current teachers' methods of teaching vocabulary seem not to be so effective that the quality is far from being satisfactory. In this case, the application of movies is considered one of the effective ways to teach vocabulary to the learners. Therefore, it is essential to get teachers and students to be familiarized with this relaxing but useful technique. This research intends to examine the use of movies to teach vocabulary form students. The research was carried out in SMA ISLAM AL-MAZIYAH at 10-3 class as a subject in the study. Qualitative method was applied and for triangulation purpose three data collection techniques were chosen such as observation, questionnaire and interview. The observation was conducted two times. To complete the data, the researcher used observation sheet during the learning process in the class. Beside that, the researcher used lesson plan to answer the first research question. Then, the questionnaire was conducted to answer second research question. To support the data, the questionnaire results were analysed after the observation. After the questionnaire the researcher used interview to answer the third research question, to complete the data the interview was conducted to the teacher. The result of study shows that the students is enthusiastic learning vocabulary through movie. Movie is good for facilitating thinking and problem solving, movie can be used in big class, students are naturally exposed to the myriad of authentic speech forms of the target language, it is simple and it helped the students to acquire new vocabularies that they never found in their student books. However, the teacher have a difficulties to teach vocabulary through movie. Such as, poor facility of the school copyright restriction of the movie, movie takes too much time, educational part may only be a small portion of the overall, movie may turn teacher and students become passive and movie requires more preparation.

Key word : *Movies, speech forms, and vocabulary*.

INTRODUCTION

English as foreign language has an important role in people's social life around the world. Many people use English in their daily. Through interaction people get information that they want or need. Vocabulary is one of the important element in English. It is hard to master the four language skills without mastering or understanding a number of vocabulary because it is fundamental in language learning.

Vocabulary is the key when we want to speak English, because without vocabulary we will not be fluent in the English language, a lot of difficulties for students in enriching the vocabulary especially laziness to study English, it is because most students learning the English, most of the student say learning Englishis so difficult for us and hard to understand. That it is difficult for students to enrich their vocabulary, but it will depend on the students and teachers.

There are many media that can be used to enrich our vocabulary, such as through listening the music, games, picture, role play and flash card. In this study we choose the movie for teaching vocabulary. In facing lazy students, teacher should be creative in teaching English and finding out the way to make their students interested in learning English by using media such as movies, because when a teacher is teaching English and using movie, it would be easier for to the students to absorb material, it is because by using the movie, students will be more readily attracted to learn English by watching the movie, as well students will be easier to remember and enrich their vocabulary.

In this case by watching movie it is easy for the student to enrich their vocabulary, because student will be interested to learn vocabulary in comparison to teaching methods that do not use movie. In the same way student will be more easily find a new word that they had not known before, and their vocabulary is automatically enriched than before.

Vocabulary is important for the students to support their four language skills (David, 1991:9) That means vocabulary is very important for us, especially for the

student master in vocabulary, that it will make the students easier to enrich vocabulary in learning English language. Richard and Renandya (2002) state that vocabulary is a core component of speaking, listening, reading, vocabulary impairs personal ability in using language.Thus, it shows how important vocabulary.(cited in Pitriana 2012).

THEORETICAL FRAMEWORKS

This chapter provides some theoretical foundations related to the research conducted. Vocabulary, broadly defined, is knowledge about words and word meaning. Beside that,vocabulary usually develops with age, and serves as a useful and fundamental tool for communication and learning. Acquiring an extensive vocabulary is one of the largest challenges in learning a second language.

A similar statement stated by Hatch and Brown (1995: 1) that the term of vocabulary refers to a list or set of words for a particular language or a list or set of words that individual speakers of language might use. As what Hatch and Brown say, vocabulary is a list of words. It means that there are more than one words used by the speaker of a certain language. Vocabulary also refers to a group of words used by a person as a means of communication.

In addition, word knowledge is not an all-or-nothing phenomenon (Beck & McKeown 1991). You may recognize aspects of a word when you hear or read it but not feel comfortable using it in your own speech or writing. This distinction is typically referred to as the difference between receptive and expressive (or productive) vocabulary. Receptive vocabulary is typically larger than expressive vocabulary.

The Importance of Teaching Vocabulary

Vocabulary is the key when we speak English and vocabulary is the key aspects of language learning which consists of a list or set of words that individual speakers of language might use for listening,speaking, reading, and writing. Beside that, teaching vocabulary is very important. It is very important because without

vocabulary students cannot speak, write, and cannot understand the meaning of sentences or cannot understand what the people said. It is also the first steps of learning a second language and becomes the basic competence to get other competences of language. The importance of vocabulary is explained by Coady and Huckin (1997: 5) who states that vocabulary is central to language and of critical importance to the typical language learner.

It means that vocabulary take an important role in teaching language. With more vocabulary, the learners will easily understand and use language. However, vocabulary teaching has not always been very responsive to such problems, and teachers have not fully recognized the tremendous communicative advantage in developing an extensive vocabulary.

Teachers must not only help the students acquire the necessary competencies to communicate, they also responsible for establishing situations in which the students are stimulated to express themselves. Although students did have the competence to respond the teachers question in English, their lack of confidence, unwillingness to take risks, and a perception that their English was poor resulted in a marked reluctance to respond.

Media

Every media is a means to an end or to a goal. Many teachers use media to teach and it can stimulate students' motivation to learn. This section will explain more about media. "*Definition of Learning Media*", Sariffudin (2013) defines media as a teaching and learning tool. Media includes everything that can be used to stimulate thoughts, feelings, concerns and abilities or skills of learners so as to facilitate the process of learning. This limitation is quite broad and includes in-depth understanding of the source, the environment, human beings and the method used for the purpose of learning / training.

Meanwhile, according to Briggs (1977) is a physical means of learning media

to deliver content / learning materials such as books, movies, videos and so on. Then, according to the National Education Associaton (1969) learning is a means of communication in media print and point of view heard, including technology hardware (Cited in Sarrifudin, 2013).

The Importance of Media in Teaching Vocabulary

In a learning process, there are important elements, the method of teaching and learning media. Both of these aspects are interrelated. Nevertheless, it can be said that one of the main functions of teaching media is as a teaching aid that also affect climate, conditions and learning environment organized and created by teachers.

According to Hamalik (1998:15), the use of instructional media in teaching and learning can generate new desires and interests, raise motivation and stimulation of learning activities, and even bring psychological influences on students. The use of instructional media at the stage of learning orientation will greatly assist the effectiveness of the learning process and delivering messages and lesson at that time. In addition to improve students' motivation and interest, learning media can also help students improve comprehension, provide attractive and reliable data, facilitate interpretation of the data, and condense information.

The Definition of Movie

Movies, also known as films, are a type to tell or inform (help people to learn). People in every part of the world watch movies as a type of, a way to have fun. For some people, fun movies can mean movies that make them laugh, while for others it can mean movies that make them cry, or feel afraid. Most movies are made so that they can be shown on big screen. After movies are shown for a period of time (ranging from a few weeks to several months), movies are shown on pay television, and sold or rented on disks or tapes, so that people can watch the movies at home. You can also download or stream movies. Later movies are shown on television stations. In this case, we choose movie as media of teaching English vocabulary. A movie is one of the visual aids that can be used in a class, it makes lessons more fun (

Baggio, 2011).

Teaching Vocabulary Using Movie

Teaching English using movie will give a fun atmosphere to the students. They can learn unconsciously while they are watching the movie, so that they enjoy language learning. Beside that, Video can be a valuable and possibly underused classroom tool. Although, there is always the temptation to simply put a movi on at the end of term and let the students watch a film without even challenging them to be actively involved.

According to Champoux(2007), movie can serve many functions in one's teaching program. The functions that will work for you depend on your teaching style, teaching goals and course content. The following describes ways of using film as case, experiential exercise, metaphor, satire, symbolism, meaning, experience and time.

Difficulties in teaching vocabulary using movie

Even though using movies can diversify the curriculum and motivate the learners to students, using movies is not always straight forward and trouble-free. According to Stoller (1988) using movies requires for instance extensive preparation and thus some teachers may feel that using movies is too demanding. Since teachers usually are rather busy, preparation movie lessons is considered too time consuming and it is perhaps easier to follow a text book instead of preparing the movie and the related assignments (as cited in Ruusunen, 2011).Moreover, Champoux (1999: 240-251) points out that using movie is not only time- consuming for the teacher, but it can also take time away from other classroom activities. Champoux (1999.) points out that an important factor which may hinder the use of movie is the copyright law. Copyright restrictions have to be taken into account when planning the movie lessons.

There are several related studies in teaching vocabulary through movie. Some of them are as follows: The firts is from Al-Sarhan (2013). He finds out whether or not using movies in teaching vocabulary have significant effects in the learning test,

whether or not this research has significant effects in the retention test, and whether or not using movies have the effect of attracting students' attention.

The sample of the study was first-year-students (level 1) in the College of Al-Sharea and Islamic Study. Students were divided into two groups, one control and the other experimental each contains six students. Each group was taught separately for one lecture. The control was taught by the traditional strategy where student are provided with definitions of words, examples, and if available pictures while the experimental group was taught by using movies.

The findings of the study showed in the learning test significant differences between the two groups. But the retention test showed no significant between the two groups. The second is from Widiyawati (2010) Teaching English in elementary school is introducing English as the first foreign language to elementary school students in order to be able to communicate simple English, So the teacher of elementary school should have appropriate method in teaching English . This study is focused on the method of teaching vocabulary by using of Dora the Explorer Cartoon Movie to improve student's vocabulary mastery. The method of research used in this study is action research. From this study, Researcher could take the conclusion that there was a significant difference between pre test and post.

METHOD

This chapter elaborates research methodology to hold research in the classroom. The chapter includes research design, research site, participants, data collection, research instrument, and data analysis. This study employed a classroom qualitative research as a means for exploring and understanding the meaning individuals or group's describ to a social or human problem. The process of research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data. The final written report has a flexible structure. Those who engage in this form of inquiry support a way of looking at research that honors an inductive style, a focus on individual meaning, and the importance of rendering the complexity of a situation

(adapted from Creswell, 2007).

There were several reasons in choosing qualitative research especially a case study for this study. First, this study focused on the study of a case. It investigated the implementation of Teaching Vocabulary Using Movie. Second, this study also focuses on the issue of particular phenomena which has internal validity and contextual understanding, rather than comparability.

This study was conducted at one of the senior high school in Cianjur, namely SMA Islam Al Maziyyah Cianjur. The reseach choose purposively as the participants of this study. The participant of this research was conductes of X-3 grade. The purposive sampling in this study means that the readiness of the students to be the subjects of this study.

It is supported by patton (1990). Purposive sampling, also referred to as judgment, selective or subjective sampling is a non-probability sampling method that is characterised by a deliberate effort to gain representative samples by including groups or typical areas in a sample. The researcher relies on his/her own judgement to select sample group members. Purposive sampling is mainly popular in qualitative studies.There were there several reason of choosing X-3 grade as a sample of the reseach.

To obtain the data, the researcher used three instruments namely classroom observation, questionare and interview. The data use the teori of triangulation in qualitative research. The data from Observation will be analyzed to answer all of the research questions. Researcher uses field notes in doing observation in teaching vocabulary using movie in the classroom. Field notes refers to notes created by the observer during the act of qualitative fieldwork to remember and record the behaviors, activities, events, and other features of an observation setting. The data from questionare will be analyzed to the answer all of the research question. the rseearcher make 7 quetions to answer the data. After the student finish the lesson. The researcher share of the paper to each students. Then, the student answer the question the students submit a questionare to the reseacher. After that, the researcher will be anlyzed to questionnare to find the data. Furthermore, Interview was analyzed and interpreted to find out the entire research question. The data from interview was

conducted by using recorder and the result of interview was transcribed and categorized. Then, researcher analyzed the data based on the result.

FINDINGS AND DISCUSSIONS

In answering the first research question about the implementation of teaching vocabulary through movie with, there were used classroom observations. The classroom observation is conducted to find out the real phenomenon in its natural classroom setting. To complete the data of this study the classroom observation was conducted two times. The first and the second classroom observation were done on April 25 and May 2 2016, in the tenth grade of a senior high school in Cianjur. Based on the classroom observation the learning process run well as it is planned on the lesson plan. In detail, the data from the observation conducted to the students showed that the technique was facilitate them in learning English especially in learning new vocabularies in English. This technique not only facilitated the students but also the technique facilitated the teacher in teaching vocabulary in its class.

Furthermore, the result of the students tasks show how the implementation of teaching vocabulary through movie facilitates the students to understand the material presented. Although, when the teacher asked the students to do some tasks, they did the task well and easy. In the first observation, the learning activity was divided into three sections, namely; introduction or pre- activities, main activities or while-activities, and conclusion or post-activities. In the introduction or **pre-activities**, the teacher greeted the students by saying "Assalamu'alaikum wr wb. Good morning, students" and then the students respond the teacher's greeting by saying "Wa'alaikumsalam wr wb, Good Morning, Mr. …" The observer thinks that it is a usual activities for them to open the teaching learning process. Then, the teacher checked the students' attendance. **while-activities**, the teacher started to play Big Hero 6 movie with subtitle on his laptop which has been connected to the LCD projector. Then, the teacher asked the students to remain silent when the movie was being played . **post-activities**, the students and the teacher conclude the material that day. To add students' understanding, the teacher reviews all of the material. Then, she asked the students like "Any questions?" but no students asked him. The teacher

and the students end the lesson.

In the second meeting observation **pre-activities**, the teacher greeted the students by saying "Assalamualaikum wr wb. Good morning, students" and then the students respond the teacher's greeting by saying "Waalaikumsalam wr wb, Good Morning, Mr. …" For that day, the teacher directly asked the students about some information related to the movie they just watched in the previous meeting, such as; "*Do you remember about the Bay Max?*", "*Who is he?*", "*What is your favorite part of the movie?*", etc. The students answered all of the questions positively and they seemed happy to answer those questions.

While-activities, the teacher asked the students whether they want to continue watching the movie or not. Almost all of the students answered; "*yes*!" and "*of course, sir!*" after that, the teacher said to the students: "*Okay, today we're going to watch the movie again. But in one condition, you should focus on the movie and don't make any noise during the movie! Can you do that?*" and then the students answered together at the same time "*Yes, sir!*" after they have agreement, the teacher started to turn on his laptop and connected it to the LCD projector. Then, the teacher asked the students to write down some vocabularies that they still didn't recognize. This time, the teacher said that the students should write down at least ten vocabularies that they heard during the movie and make some sentences using those vocabularies. So, besides watching movie some students were also busy doing the task. The situation of the class is better than the first observation since in this meeting, the students were busy writing down some vocabularies.

Post-activities, the students submitted their summary of Big Hero 6 movie. For this meeting, the teacher did not review the material that day. The students should convey the impression, benefits and difficulties of learning that day and they received the information about the learning materials for the next meeting. The teacher and the students end the lesson.

This part discusses the data findings related to the theory in previous chapter II. Pinter (2006) has drawn attention to the fact that vocabulary is an important lesson and it should be taught in school as foreign language (cited in Alqahtani, 2015). The observation data shows that watching movie facilitated the students in understanding

and interpreting the vocabularies, the students could mention and show the things around class when the teacher pointed them. It also helps the students to memorize and pronounce the vocabularies well, as shown on the students' observation result. In line with the study by Rogers (2006) that active listening can aid the memory and pronunciation of new words for the students. Active listening also helps the teacher to give more comprehensible input for the students in teaching by giving some tasks to them.

The second section is answering the second research question about the advantages of learning vocabulary through movie for the students wil be answer by questionnaire. The questionnaires were conducted twice to the students after the class. Based on the questionnaires, it can be seen that the students' responses were generally positive. The positive responses of the students were shown from the answer of the first question on the questionnaire. They were excited to the learning activities, and they said that it was a fun learning activity. The answer of some respondents on the first question showed that the students were happy to learn vocabulary through movie. The question is "What is your opinion about the movie you just watched?"

Most of the respondents answered that it was fun and none of them showed negative response toward the use of movie. The answer from some of the respondents can be seen as following:

Respondent 1:

"*Asyik, menyenangkan, ngga membosankan*." (Interesting, fun, not boring) Based on the answers from the respondents, the researcher concluded that the first benefit the students got from learning vocabulary through watching movie is that the movie made the students happy, so it will increase their motivation in learning English.

When the students are confirm whether they have watch this movie before. Some students say that they have no watch it error. The evidence can be seen accepted bellow.

Respondent 1:

> *"Belum."* (No, I haven't) Respondent 2: *"Ngga, belum pernah."* (No, not yet). As we can see, the answers from the respondents proved that the reason why the students were enthusiastic in learning vocabulary through movie is because their teacher rarely or probably never used movie as the teaching media in his class before. Besides that, that movie is good for facilitating students in memorizing new vocabularies. It means when the students are ask whether the movie help them in memorizing in vocabulary, they admit that the movie help them to memorize new vocabulary. The excerpt can be seen in the result of the questionnaire below:

Respondent 1:

> "Yes, it helps me memorize new vocabularies because I love watching the animation movie"

Respondent 2:

> "Of course, the animation helps me a lot because they are cute." The first benefit the students got from learning vocabulary through watching movie is that the movie made the students happy, so it will increase their This section discusses about the students' responses to the learning activities and materials related to the previous chapter II. Based on the questionnaire result, there some advantages of teaching vocabulary through the movie that found by the researcher. As suggested by Nasution (2005:104), he states that the advantages of using movie in teaching and learning process are:
>
> 1. Movie is very good to describing a process, if necessary by using a "slow motion".
>
> 2. Each student can learn something from the movie, from the clever one or less intelligent.

motivation in learning English. The second benefit is that movie is good for facilitating students in memorizing new vocabularies. The third benefit is using

Movie in a group work is useful to make effective learning, so every meeting the teacher divided students in several group. The fourth benefit is movie helped the students to acquire new vocabularies that they never found in their student books.

The third section is answering the third research question about the difficulties of teaching vocabulary through movie faced by the   teacher. There is only one instrument used for that purpose, which is an interview conducted to the teacher.

Based on the findings there were several found di fiffilcuties to teacher when he teach vocabulary through movie. He said that movie can turn students and teacher become passive. Thus, he had difficulties to manage the class while the movie was being played. The excerpt of the interview can be seen as followings:

Interviewer: Do you have any difficulties to teach vocabulary through movie? If so, please explain it in detail.

Interviewee: Yes, I do. When I teach vocabulary using movie, it seems that the movie makes me and the students become passive. That's why while the movie was being played, usually most of the students talked to their friends and it's hard for me to manage them so, I decided to give them a task to reduce their noise. Actually the teacher usually applies written assignment method in teaching English, especially in teaching vocabulary. This statement supported by the interview.

Interviewer: What is the technique that you usually apply for teaching English, especially in teaching vocabulary?

Interviewee: I usually apply a written assignment using vocabulary presented in the book. In teaching vocabulary, I usually apply that method because it is quite simple and efficient.

There are some difficulties that are faced by the teacher in teaching vocabulary through movie. Those difficulties are; movie can cause students to lose focus, movie takes too much time, educational part may only be a small portion of

the overall, movie may turn teacher and students become passive, movie requires more preparation, poor facility of the school, and copyright restriction of the movie.

In the end, movies can be an effective tool as teachers are creating their lesson plans. The key to success is to choose wisely and create lesson plans that involve the information learned in the movie. Even though using movies can diversify the curriculum and motivate the learners to study a foreign language, using movies is not always straightforward and trouble-free. According to Stoller (1988) using movies requires for instance extensive preparation and thus some teachers may feel that using movies is too demanding. Since teachers usually is rather busy, prepareting film lessons is considered too time consuming and it is perhaps easier to follow a text book instead of preparing the film and the related assignments (as cited in Ruusunen, 2011).

CONCLUSION

Based on the result the implementation of teaching vocabulary through movie can help the students to find their new vocabulary based on observation. BesideS that, the students can improve their pronounciation. Then, the advantages of movie to teach vocabulary make the students interested to focus finding some new vocabulary, that is it make their vocabulary can inscrease. Based on the questionnaire, most of the students responsed that learning vocabulary through movie can improve some vocabularies that they never heard before and knowing how to pronounce them and it helps them to memorize new vocabularies better than the books because the book is boring. So, the students looked fun and enjoy the lesson.

Futhermore difficulties faced by the teacheer in teaching vocabulary through movie with subtittle based on the result interview the teacher say that is movie take to much time, movie requires more preparation and learning with movie also poor facility of the school. Beside that, the movie can make students lose their focus, educational part may only be a small portion of the overall, movie may turn teacher and students become passive and copyright restriction of the movie.

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