

STUDENTS' PERCEPTION ON THE USE OF MOVIE FOR VOCABULARY MASTERY

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Received: 14 September 2022

Accepted: 29 September 2022

Published: 29 September 2022

Abstract : The purpose of this study was to find out students' perceptions on the use of movie for vocabulary mastery. In this research, the researcher used questionnaires. The research method utilized by the researcher was quantitative research, and the data that have been collected were presented as numbers and total using a percentage formula. The 240 students in the 12th grade at SMA Kristen 1 Tomohon made up the population of this study. Thirty two students who responded to the questionnaire were used as the sample by the researcher. According to the study's findings, the sample of students had a lot of experience watching movies, and their responses to the questions preferred to be positive. The utilization of the movie was concluded to have been advantageous and successful for SMA Kristen 1 Tomohon students in the 12th grade. It was advised that English teachers always use a creative approach similar to what has been done before, follow technological advancements, improve what needs to be improved, and gain from every consequence in terms of results.

Keywords: *Movie, Media, Vocabulary Mastery, Utilization, Improved.*

INTRODUCTION

English is an international language, which means that it is studied in many countries around the world, and many people use it for international communication and as a gateway to information, science, and technology (Liando, Tatipang & Lengkoan, 2022). As a result, English is critical for conducting communication anywhere, at any time, and in any situation. In Indonesia, English is the international language. It is crucial because it is used by all countries to communicate with one another (Rondonuwu, Liando & Olii, 2022). It proves that language is necessary for people to interact with other people (Syafryadin, 2020:57)

The process through which we organize and interpret our sensory impressions in order to give meaning to the environment is known as perception (Liando & Tatipang, 2022). Perception is to provide a veridical encounter with a real environment and to inform perceivers of those aspects of the environment that play a role in the organization of their activities (Braund, 2008:86).

Numerous and various methodologies, approaches, strategies, techniques, resources, or media have been employed to improve students' vocabulary mastery. Movie is one of the most effective media for teaching English, when using movie media students will employ their two multisensory senses of sound and image at the same time. Furthermore, movie media can draw students' attention and concentration more effectively than auditory or visual media Herron (1994:163) claimed that using movies in EFL classroom offers background information that activates prior knowledge, which is essential in stimulating the four skills activities in the classroom.

Listening, speaking, reading, and writing are the four skills that make up the English language (Teppa, R., Rorimpandey, R., Posumah, J. 2022). Vocabulary is a part of those abilities. If a person's vocabulary is limited, he or she may be unable to articulate their thoughts. Vocabulary is important for the students to support their four language skills.

Vocabulary is taught at the elementary level; in fact, students master simple vocabulary such as animal, clothing, classroom objects, and so on (Andries et al, 2019). They have a limited vocabulary because they lack the motivation to acquire new words, and their teachers rarely employ appropriate media to teach vocabulary. It will instill in the students a desire to read the book. Then they will master English vocabularies.

Because of the dissimilar methodologies used in English and Indonesia, many people find it challenging to grasp terminology (Tatipang et al, 2022). The English people utilize English to communicate with others on a daily basis, however in Indonesia, the majority of students speak English in limited circumstances. As a result, Indonesian students' vocabulary remains limited.

Vocabulary is highly important in learning English since having a large vocabulary makes learning English much easier. When someone has a limited vocabulary, they will be unable to improve their English skills. For example, if they have a large vocabulary, finding information will be easy.

It is preferable for students to use media to learn vocabulary in order to make learning English easier. The media by which a message is transmitted from the speaker to the listener is known as media (Lengkoan & Rombepajung, 2022). It implies that the media can assist teachers in disseminating information to their students. Audio and audio-visual aids are two examples of media that can be utilized to help students enhance their vocabulary. Radio, music, and other audio-visual aids are examples of audio aids, whereas video, film/movie, and television are examples of audio-visual aids. The movie is used as a medium for teaching vocabulary in this study.

Nowadays, teaching English has grown more difficult than ever before (Liando, Pelenkahu & Mongkaren, 2021). Because children must master language abilities, language teachers must provide engaging, fascinating, and up-to-date teaching materials that serve as a tool for ensuring that students learn. The movie is one of the most effective media for teaching English as a second language. Furthermore, movie media can catch students' attention and concentration more effectively than auditory or visual media.

Mulyadi & Mutmainnah (2015:110) stated that by watching English movies as a media for teaching and learning it can help improve student's language skills, this is because the movies can make the learning and teaching process more interesting and enjoyable for teachers and students. It can be concluded that students will benefit greatly from viewing movies if they acquire more vocabulary and expressions. Even if the students have perfect grammar, they will be unable to explain their meaning without a large vocabulary.

Students' interest in learning a foreign language will be stimulated by the use of movies in teaching and studying English. According to Millward (2001:35) state that the students' interest is one of the main factors to achieve the goal of teaching and learning English, for that reason, movie is one of the media that can be used to improve students' motivation in learning English. A movie could be a useful tool to aid in the acquisition of English because it is thought to motivate students.

RESEARCH METHOD

In this research, the researcher used quantitative research. Stated by Matthews & Ross (2010:77) "quantitative research methods are basically applied to the collection of data that is structured and which could be represented numerally."

Population in this research was the 12th Grade Students of SMA Kristen 1 Tomohon total number is 240 students, and the sample was taken 32 students of XII Bahasa and XII IPA 1 classes.

The researcher used questionnaires to collect the data. The questionnaire was adapted from Rahmania & Mentari (2018) with the title "*The Correlation Between Students' Habit in Watching English Movie and Their Vocabulary Mastery*" *Journal of English Language Teaching and Learning (JELTL)*, 2(1), 39–44. This research used Likert scale. Stated by Jamieson (2004:55) A Likert scale is a closed-ended, forced-choice scale that delivers a sequence of answers that range from one extreme to the other in a questionnaire, that is the participants will answer by following the levels of agreement, that are always, often, seldom, and never.

FINDINGS AND DISCUSSION

In this chapter, the writer showed the research finding on students' perception on the use of movie for vocabulary mastery. The responses in this questionnaire noted as: A= Always, O= Often, S= Seldom, N= Never. The findings were presented below:

$$P = \frac{f}{N} \times 100\%$$

Questionnaire Data in Percentage

No	Statement	A	O	S	N
1.	I watch English movie every week.	3 9.4%	15 46.9%	13 40.6%	1 3.1%
2.	I download English movie every week.	1 3.1%	6 18.8%	24 75%	1 3.1%
3.	I find difficult vocabulary when watching English movies.	12 37.5%	9 28.1%	3 9.4%	8 25%
4.	I took note of the new vocabulary that I found while watching English movie.	3 9.4%	4 12.5%	20 62.5%	5 15.6%
5.	I looked at the dictionary to find the meaning of the words in the English movie I had watched.	9 28.1%	9 28.1%	13 40.6%	1 3.2%
6.	I found new vocabulary while watching English movie.	13 40.6%	13 40.6%	5 15.6%	1 3.2%
7.	I understand the structure of sentence in English movie.	4 12.5%	19 59.4%	9 28.1%	0 0%
8.	I repeat the vocabulary in English movie that I have watched.	5 15.6%	16 50%	10 31.3%	1 3.1%
9.	I memorize the new vocabulary in English movie that I had watched.	4 12.5%	13 40.6%	13 40.6%	2 6.3%
10.	I enjoy learning English with movie.	14 43.8%	10 31.3%	6 18.8%	2 6.1%

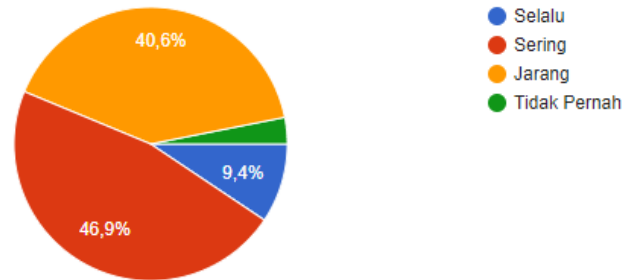
PIE CHARTS

1. I watch English movie every week.

1. Saya menonton film Bahasa Inggris setiap minggunya.

 Salin

32 jawaban



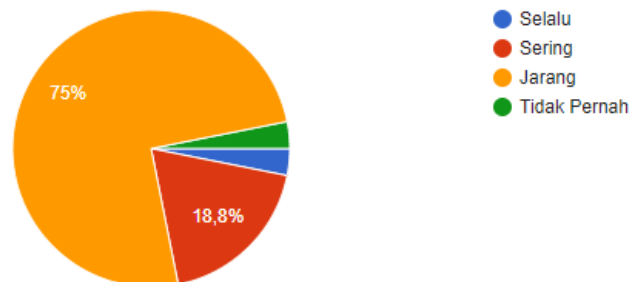
In the diagram above, it can be seen in the results of the questionnaires given by 32 students, namely those who often with the first statement with a value of 46.9%, for the second statement seldom 40.6% agreed, while for the third statement always reached 9.4% and never reached 3.1%.

2. I download English movie every week.

2. Saya mengunduh film Bahasa Inggris setiap minggunya.

 Salin

32 jawaban



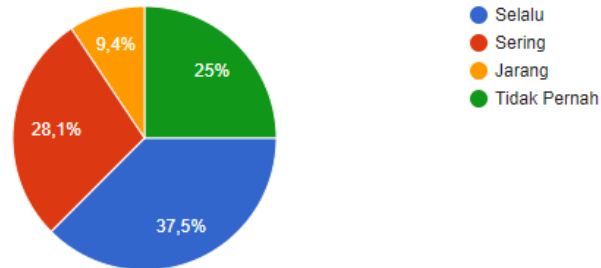
From the figure, it could be seen that 75% of the students seldom with the statement, 18.8% of the students often, 3.1% always, 3.1% never.

3. I found difficult vocabulary when watching English movie.

3. Saya menemukan kosa kata sulit ketika menonton film Bahasa Inggris.

[Salin](#)

32 jawaban



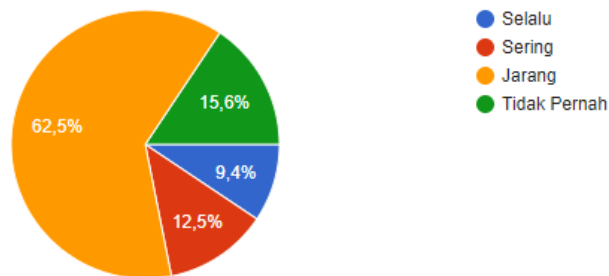
The chart above showed that 37.5% of the students always with the statement, 28.1% of students often, 25% never, and 9.4% of them seldom with the statement.

4. I took note of the new vocabulary that I found while watching English movie.

4. Saya mencatat kosa kata baru yang saya temukan ketika menonton film Bahasa Inggris.

[Salin](#)


32 jawaban



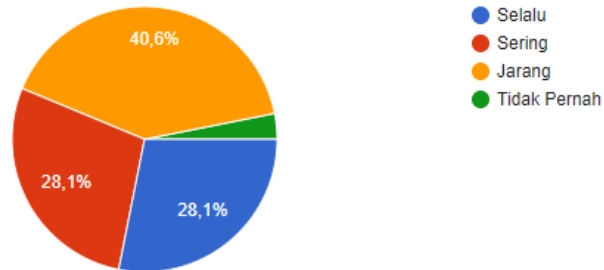
Through this chart, it was noticed that 62.5% and 15.6% of the students seldom and never with the statement while 12.5% often, and 9.4% always with the statement.

5. I looked at the dictionary to find the meaning of the words in the English movie I had watched.

5. Saya melihat kamus untuk mencari arti kata didalam film Bahasa Inggris yang telah saya tonton.

 Salin

32 jawaban



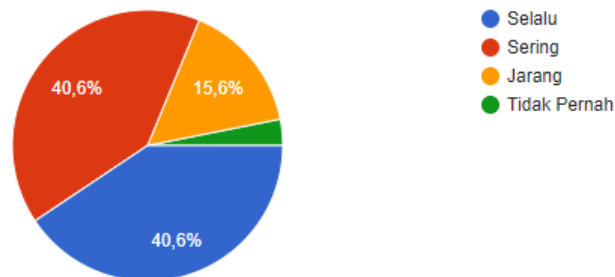
In the chart above, it can be seen that 40.6% seldom, 28. 1% often, 28.1% always, and 3.2% never with the statement.

6. I found new vocabulary while watching English movie.

6. Saya menemukan kosa kata baru ketika menonton film Bahasa Inggris.

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32 jawaban



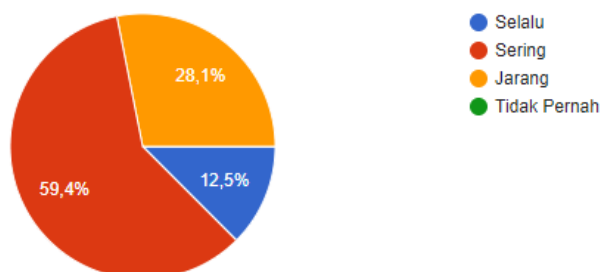
In the chart above, from the results of the presentation values that have been filled in by 32 students, it can be seen that 40.6% always, 40.6% often, 15.6% seldom and 3.2% are never.

7. I understand the structure of sentence in English movie.

7. Saya memahami susunan kalimat dalam film Bahasa Inggris.

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32 jawaban



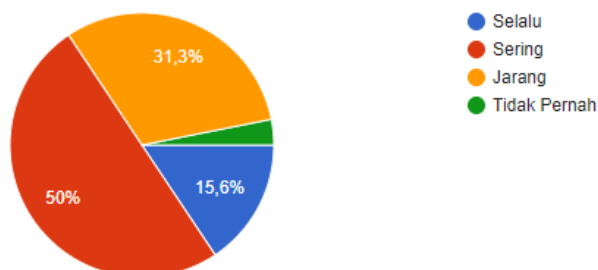
In the chart above, it can be seen in the questionnaire results given by 32 students 59.4.% often, 28.1% seldom, 12.5% always and 0% never with the statement.

8. I repeat the vocabulary in English movie that I have watched.

8. Saya mengucapkan kembali kosa kata yang ada pada film Bahasa Inggris yang telah saya tonton.

[Salin](#)

32 jawaban



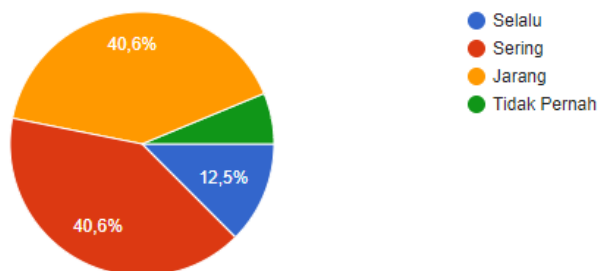
From the figure above, it could be seen that 50% of the students often with the statement, 31.3% seldom, 15.6% always, 3.1% never with the statement.

9. I memorized the new vocabulary in English movie that I had watched.

9. Saya menghafal kosa kata baru yang ada pada film Bahasa Inggris yang telah saya tonton.

32 jawaban

Salin



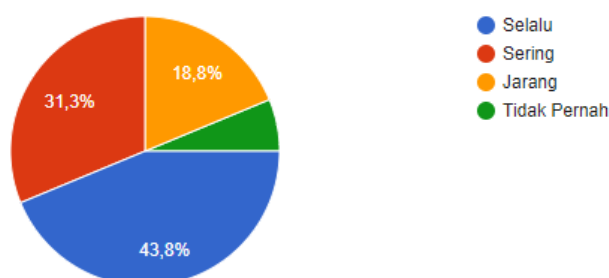
From the chart, can be seen in the results of the questionnaires that were filled out from 32 students, namely those who often 40.6%, seldom 40.6%, always 12.5% and were never 6.3%.

10. I enjoy learning English by using movie.

10. Saya menikmati belajar Bahasa Inggris dengan menggunakan film.

32 jawaban

Salin



We can see the chart showed that the majority of the students always with this statement by 43.8%, 31.3% and 18.8% for often and seldom, and 6.1% never with the statement.

Discussion:

The researcher reviewed the research findings in this section regarding 32 twelfth grade students' perception on the use of movie for vocabulary mastery in SMA Kristen 1 Tomohon. This finding was reached

from the questionnaire that was distributed. The study's findings were discussed in relation to how the students felt about their experiences watching English movies. The students positively answered a number of questions.

According to the results of the questionnaire, the majority of students agreed that movie media can be utilized to English language teaching. In statement 1, 56.3% of respondents agreed that they watch English movies every week. Also, the majority of students responded that they 21.9% agreed with the statement 2 of the questionnaire. According to the findings for statement 1, students have a positive response, it means that most of student interest to English movie, so they watch the English movie every week. Why students prefer seldom in statement number 2? Because many students prefer to do things quickly, like watch movies online without downloading them.

In statement 3, 65.6% of students agreed with the statements. Watching English movie provides an opportunity to learn language about vocabulary. When they get used to watching they have more opportunities to acquire new vocabulary.

In statement 4, 21.9% students agreed, and in statement 5 it was shown from the result that 56.2% agreed with that. In this two statement, students prefer "seldom". That's because students focus more on watching movies than taking notes and finding out the meaning of new vocabulary. However, students can still understand the meaning of the word by looking at the actions or behaviors shown in the movie. This also happens because students feel that it is not something that is required at school and it could also be because they are more likely to memorize than take notes.

In statement 6, most students found that English subtitle in the movie help them to find out new vocabulary. This can be proved from the result almost students 81.2% agree with the statement. The results show that students respond positively to the use of English movies in learning English, particularly when it comes to increasing their vocabulary mastery.

In statement 7, 71.9% students agreed that from subtitle in movie media makes them easier to understand what the content and structure of sentence is. They will also face structure issues and difficult new vocabulary based on native speaker dialogue. In statement 8, the majority of students responded that they 65.6% agreed with the statement. It means that in addition to took a note from the new vocabulary that they discover in the movie, they also retell what they have just discovered. They will understand and mastery the vocabulary better as a result. The new vocabulary that they find out from the movies can make them know more word.

In statement 9, 53.1% students agreed that students memorize the meaning of the new vocabulary in addition to taking notes and repeating it. This is done to make sure that students not only know new vocabulary but also understand and mastery the meaning of the vocabulary that they have just learned.

In statement 10, 75.1% students agreed with the statement. Responses from students indicate that they think that watching movies makes learning English enjoyable. It was very clear that movie media usage can be alternative media in teaching English for mastery the vocabulary. Because the average of the data shows that most of students agree with the use of movie media, it can be concluded that by using movie media gives positive contribution on students' vocabulary mastery.

According to the results of the questionnaire given to the students, they do believe that watching English movies can help them learn English especially for vocabulary mastery. Besides that, in this era of technology, the students will be more interested with something new and creative. To combine that, the teacher must to blend in with the current era as well as students. The students' needs something new to be applied during this era. For example, the use of movie for vocabulary mastery inside or outside the classroom.

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