Enhancing Students' Vocabulary Through Movie Clips at SMP Unggulan 1 Pulau Morotai

Sri Ningsi

Universitas Pasifik Morotai

E-mail: sriningsi801@gmail.com

ABSTRACT

This study aims to improve students' vocabulary mastery through movie clips at SMP Negeri Unggulan 1 Pulau Morotai. The research used a pre-experimental method with a one-group pretest-posttest design. The sample consisted of 32 eighth-grade students selected randomly. Data were collected using a pre-test and post-test consisting of 50 multiple-choice questions, and treatments were given across six sessions using different topics such as self-introduction, describing places, animals, likes and dislikes, and shapes. The data were analyzed using SPSS 22, and the results showed an increase in the average score from 47.62 in the pre-test to 77.81 in the post-test. The normality test confirmed the data was normally distributed, and the paired sample t-test revealed a significance value of $0.000 < 0.05$, indicating a significant difference between pre-test and post-test scores. Therefore, the use of movie clips is proven effective in enhancing students' vocabulary and increasing their participation and motivation in English learning.

ABSTRACT

Penelitian ini bertujuan untuk meningkatkan penguasaan kosakata siswa melalui klip film di SMP Negeri Unggulan 1 Pulau Morotai. Penelitian ini menggunakan metode pra-eksperimen dengan desain satu kelompok pra-tes dan pasca-tes. Sampel terdiri dari 32 siswa kelas VIII yang dipilih secara acak. Data dikumpulkan menggunakan pretest dan posttest yang terdiri dari 50 soal pilihan ganda, dan perlakuan diberikan melalui enam sesi dengan topik yang berbeda seperti perkenalan diri, menggambarkan tempat, hewan, suka dan tidak suka, serta bentuk. Data dianalisis menggunakan SPSS 22, dan hasilnya menunjukkan peningkatan rata-rata skor dari 47,62 pada pretest menjadi 77,81 pada posttest. Uji normalitas menunjukkan bahwa data terdistribusi secara normal, dan uji t sampel berpasangan menunjukkan nilai signifikansi $0,000 < 0,05$, menunjukkan perbedaan yang signifikan antara skor pra-tes dan pasca-tes. Oleh karena itu, penggunaan klip film terbukti efektif dalam meningkatkan kosakata siswa dan meningkatkan partisipasi serta motivasi mereka dalam pembelajaran bahasa Inggris.

Corresponding Author:

Sri Ningsi
Universitas Pasifik Morotai
E-mail: sriningsi801@gmail.com

INTRODUCTION

According to Hilaliyah (2018;118), vocabulary is all the words contained in a language, the wealth of words owned by a speaker or writer, and the words used in a field of science. Vocabulary is one aspect of language that must be considered and mastered to support smooth communication using language, both spoken and written. Thus, vocabulary cannot be separated from words. Words are the most important element in language, Vocabulary mastery is a person's mastery in knowing, understanding and using words well and correctly by listening, speaking, reading and writing. Mastery of vocabulary is important so that students are able to understand words. Mastery of vocabulary has an important role in life, especially in communication life. By mastering adequate vocabulary, a person will be able to speak well and fluently.

According to Umar *et al.,* (2023;2) Movie clips can be used to help students improve language skills and vocabulary. By using movie clips, teachers can create interesting and useful activities to help students understand and remember new words. For example, teachers can use movie clips to help students understand the meaning of words used in movies, remember words used in different contexts, and help students identify words frequently used in movies. Additionally, movie clips can also be used to help students identify words that are the same but different in different contexts. A movie clip is a short excerpt from a movie, television show, or other media that is broadcast separately. They can be used as an educational tool in a variety of subjects, such as English language learning, to increase student participation, vocabulary development, and listening comprehension skills. Film clips can also be used to teach media literacy and to increase students' understanding of different cultures and perspectives

A movie clip is a short snippet of a watched movie. They can contain interesting scenes from a particular movie. When we use movie clips for learning, we are watching a small part of a bigger story. Using movie clips can also help students to understand the meaning and make learning more vivid, motivate students, and can increase students' interest in learning. Besides, it can also provide clear examples of vocabulary usage, so movie clips can be effective in improving students' vocabulary.

LITERATURE REVIEW
1. Definition of Vocabulary

Vocabulary is a term or a group of words commonly used to express opinions, feelings and criticism with others. Many experts have views about the vocabulary. Buska et al. (2018:11) state that vocabulary comes from words, gestures, speech, expressions, and a union of sounds containing meaning. Fikri et al. (2022:33) stated that vocabulary is a collection of words from a language that is learned by someone to be able to communicate.

Concerning Hidayat(2017:124), he mentioned vocabulary was an important part of mastering language, because if

people do not learn the vocabulary they were not able to communicate. According to Oladunjoye (2017:124), vocabulary was one of the components of four skills (reading, speaking, writing, and listening). It means the lack of vocabulary can influence to all the four skills, therefore vocabulary was really matters in learning language especially for communication.

2.Movie Clips

Sari and Aminatun (2021:55) states that slides and videos present information more tangibly and effectively than lectures and books. The movie is a sort of media in the form of videos that are begun or created in genuine thoughts, thus there must be some ambiguous components of amusement and meaning in it. Movies are more sensory than reading because they include color, movement, and sound in addition to spoken content. Movie is one medium that can make it easier for students to identify something new, this has the opportunity to 'translate' their own life history (Simamora & Oktaviani, 2020:10). Listening to an English movie can assist in the learning of new English vocabulary. The students can more quickly assimilate the meaning of a word from the text or subtitles on the movie if they listen to it while watching it. Visuals and realism are both provided by movies. As a result, students will acquire new terminology that they did not study in English classes in school.

3. Importance of Vocabulary in Language Learning

According to Hestiana and Anita (2022), vocabulary is the foundation of English learning, as it supports comprehension and expression across all four skills. A wide range of vocabulary enables students to better understand academic texts, engage in conversations, and express ideas clearly.

4. Movie Clips as Learning Media

Movie clips are short excerpts from films or animations, typically ranging from 3 to 5 minutes, designed to present specific contexts. They combine audio-visual elements that enhance learning by making it more interactive and enjoyable (Simamora & Oktaviani, 2020). Movie clips can be used to introduce new vocabulary, reinforce previously learned words, and demonstrate authentic usage.

METHOD
Research Design

This study employed a pre-experimental design with a one-group pretest-posttest. This design was chosen because it enables researchers to measure the effectiveness of a treatment by comparing scores before and after the intervention.

Population and Sample

The population comprised all eighth-grade students at SMP Unggulan 1 Pulau Morotai. A total of 32 students were selected using simple random sampling.

Instruments

The research instrument was a vocabulary test consisting of 50 multiple-choice items covering topics such as self-introduction, places, animals, likes/dislikes, and shapes.

Procedure
1. **Pre-test:** Administered to measure

students' baseline vocabulary mastery.

2. **Treatment:** Conducted in six sessions using animated movie clips with different themes.
   o Session 1: Self-introduction
   o Session 2: Describing places
   o Session 3: Describing animals
   o Session 4: Likes and dislikes
   o Session 5: Daily activities
   o Session 6: Recognizing shapes
3. **Post-test:** Conducted after the treatments to evaluate learning outcomes.

Data Analysis

Data were analyzed using SPSS 22 through descriptive statistics, normality testing, and paired sample t-test to determine whether there was a significant difference between pre-test and post-test scores.

RESULT AND DISCUSSION
Result
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
PRE TEST EXPERIMENTAL	32	20	82	47.62	16.291
POST TEST EXPERIMENTAL	32	64	98	77.81	9.386
Valid N (listwise)	32				

Table above explains the study on frequency of watching animation video among learners revealed that a significant proportion of learners, 47.62%, the min score of pretest experimental while the min score of posttest experimental is 77.81%. This result show that after the students watching the movie clips them got the high score of min score, it means that the students got improvement of vocabulary skill.

Normality Test

These results show that learners have different tastes when it comes to the kinds of movie they watch to improve their vocabulary. This study using Shapiro will because the sample size is less than 100 and the data shows the significance value in the pretest is greater than 0.05, that is, 0.235, which means that it can be said that the data in the pretest is normal then in the post test it is also higher than 0.05, that is 0.036, which means that the data in the psot test is also normal, therefore the data in the pretest and posttest are normally distributed.

Paired Sample T-Test

Based on the table above, it can be seen that student participation has increased which is marked by the result by significant 2 tailed which is 0.00 lower than the 0,05 it means that by using movie clips student look interesting and feel comfortable and can adapt to a new media of learning for them.

Discussion

It turns out that based on the data that has been calculated from quantitative using SPSS 22 it turns out that after the analysis test it is known that the mean score of the pre-test is 47.62 and after treatment for 6 times using movie clips their mean score increased to 77, 81 with these results it can be said that by using movie clips the students' vocabulary skills are more improved they are more able to memorize vocabulary with many meanings in English and Indonesian, they can also spell English vocabulary quite well and they also really enjoy the animation video class besides that they also really enjoy learning English using a movie clips media.

Based on the findings of this study by, Wensy Steva Nussy (2024) This research showed a development in the student's vocabulary mastery after teaching English through English movies. This is shown from the mean at the end of cycle II, 81.12%, namely 25 students who got 69 points above. The total increase in the students' scores from the pre-test was 53%, the post-test I was 61.64%, and the post-test II was 81.12%. This means that the student's score has reached the target, and based on observation sheets and questionnaires for teachers and students, it shows that the implementation of the Watching English movie is effective in students' vocabulary mastery.Meanwhile by Bontor Rusmida (2022), From the findings it was found that by using movie clips, the participation and activeness of the students increased, which could be seen from actively asking questions, being enthusiastic in answering questions and enjoying the learning process. The result of the interview indicated that several factors affecting students' participation using movie clips were unstable internet network, the limitations of learning media such as smartphone/laptop, and even boredom with assignments and deadlines during online learning. In this case the teacher must be able to find alternative solutions for online classes to make students not bored and enjoy the learning environment.

From the explanation above, it can be proven that using movie clips can increase the motivation and participation of students in learning, besides that students are also able to understand the grammatical structure and also students better understand how to use sentences or words in every conversation in movie clips. In line with a research conducted by Park and Jung (2016: 23) which found that with the media movie clips students were more motivated to learn English and its culture, beside that it positively affected student participation. Meanwhile Oladunjoye (2017:24) says when student ask vocabulary that they do not understand when watching movie clips, they indirectly increase their knowledge about a vocabulary. Help them to remember that word (Yuksel & Tanriverdi,2019:42), and also introduce new grammar for students (Kusumaningrum, 2015:24).

This approach is supported by Sari and Aminatun (2021:172), who highlight the potential of watching to motivate students, increase vocabulary, and foster excitement in learning. Before each learning session, the teacher prepared all necessary materials, including the movie, aligned with the lesson content. After playing the movie, students were encouraged to focus on specific aspects, such as verbs and nouns, and subsequently asked to write down the vocabulary they encountered.to assess the effectiveness of the intervention, students completed a test after each session to evaluate their vocabulary improvement.

CONCLUSION

Based on the findings and discussion, the researcher can draw the conclusion that it turns out that by using movie clips the vocabulary skills of students are successful, it can be seen from when in the learning process students' vocabulary increases and their spelling becomes better. They are also much more active in asking questions and knowing more new vocabulary that can be obtained during the learning process of movie clips, this research was conducted at the SMP N

Unggulan 1, Pulau Morotai, the researcher gave treatment with different topics at each meeting so that researcher can see that it turns out that by using movie clips they really enjoy English vocabulary classes.

Besides the students improvement in vocabulary skill can be seen in their outcome in pretest the mean score of the pre-test is 47.62 and after treatment for 6 times using movie clips their mean score heightened to 77, 81 with these decision it can be said that by using movie clips the admission vocabulary skills are more enhanced they are more able to remind vocabulary with many meanings in English and Indonesian, they can also spelling vocabulary doing well and they also really enjoy the animation video class as well that they also really like learning English using movie clips.

Suggestions

1. For Students: Make use of multimedia resources, including movie clips, outside the classroom to enrich vocabulary learning.
2. For Teachers: Incorporate movie clips and other creative media to make English learning more interactive and enjoyable.
3. For Future Researchers: Expand research to other skills such as speaking, reading, and listening, and consider larger sample sizes or different educational contexts.

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