

## UPGRADING STUDENTS' VOCABULARY THROUGH ENGLISH MOVIE IN INDONESIAN CONTEXT

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### ABSTRACT

Vocabulary is one of the most important parts of English, so it is important to master as much vocabulary as possible. However, adding to the word is an easy thing to do. Thus, students face challenges in upgrading their vocabulary, so media are needed to upgrade students' vocabulary. One of the media that can be used to improve students' vocabulary is English movies. Therefore, this study aims to determine the effectiveness of English movie in upgrading vocabulary. The method used is a library research. The data obtained in this study were taken from several peer-reviewed articles in the last 5 years. The data shows that each student's vocabulary increases by using English movie as a medium. So it can be concluded that English movie are effective in upgrading students' vocabulary, both English movie with subtitles and without subtitles. Thus, English movie that use subtitles upgrading students' vocabulary more deeply than English movie without subtitles.

Keywords: English movie, vocabulary

### INTRODUCTION

Good vocabulary is one of the most important things to master for someone to communicate with others, both direct communication and written communication, because if someone does not master the vocabulary it will be difficult to communicate and master the language. According to Zulfahmi and Nikmah (2019), stated good vocabulary is one of the most important things for a language speaker to be able to communicate. Without sufficient vocabulary, it will be difficult for a person to use the four language skills, listening, speaking, reading, and writing.

Vocabulary has an important key in learning English, without enough vocabulary, we cannot communicate well. That is why it is important to upgrading your vocabulary. According to Aminatun and Oktaviani, (2019); Ambarwati and

Mandasari, (2020), By understanding vocabulary it will be easier for people when they want to say something in a foreign language.

Using media in teaching and learning English, makes students interested in learning English. One of the interesting media that can help students learn vocabulary is movies. According to Zulfahmi and Nikmah (2019) stated Movie has the potential to be used to provide an interesting and engaging vocabulary learning experience. So, movies can help students to be motivated to learn vocabulary. Sari (2017) states that by watching movies students not only have interesting pictures to look at, but students can also acquire and learn the values of life through behavior and actions in the movie.

Thus, English movies provide a great opportunity for students to improve their English vocabulary by listening. Listening to conversations in movies can help students to improve their vocabulary. In addition, through listening, students will get information as their first input for their knowledge. Then start producing words or sentences by speaking as the first output, learning to read as the second input, and starting to write as the second input for the output and advanced level (Putra, 2018).

Based on the explanation above, the writer formulates determines the effectiveness of using English movie to upgrade students' vocabulary in Indonesia context based on per-reviewed articles in five years.

Based on previous research, English movie are not only to increase students' vocabulary but can also improve students' speaking skills, students' listening skills, reading skills, and motivate students to acquire idioms, phrases and slang (Parmawati and Inayah (2019); Putri and Sinaga (2020); Hanif and Wiedarti (2021); Faqe (2020)).

## **Vocabulary**

Vocabulary is one of the important aspects that must be mastered by students in learning foreign languages, especially English. Mofareh (2015) said that vocabulary learning is an important aspect in foreign language learning. The statement of Mofareh, Soapana, Ndun and Billik (2021:113) states that "English

vocabulary is important because in the teaching and learning process, students need to have a wide vocabulary to understand children's lessons".

Vocabulary is a vocabulary or collection of words in a language. A broader understanding of vocabulary is a collection of words that must be owned by someone who will learn language as a means of communication. Because vocabulary functions to form a sentence, convey ideas, express thoughts and feelings orally and in writing (KBBI, 2003). Vocabulary is one of the most important parts of English, so it is important to master as much vocabulary as possible. According to Endardo and Subekti (2020) vocabulary is one of the most basic and important pillars in mastering English. The more a person masters vocabulary, the more proficient he is in using English.

Learning a language means learning its vocabulary. We use vocabulary in communication either in spoken or written form. We will try to send messages, share information and ideas using language. In general, no language acquisition is possible without vocabulary understanding, either in the first or second language. Students cannot do well in comprehension without a large vocabulary, because sections and questions involve a much wider range of words than everyday conversation.

### **Kinds of Vocabulary**

A person's vocabulary is the set of words within the languages that are familiar to that person. Acquiring an extensive vocabulary is the one of the largest challenge in learning second languages. According Tangahu (2012) Types of vocabulary there are four types of vocabulary. They are reading vocabulary, listening vocabulary, writing vocabulary, and speaking vocabulary. Those four types are different in using and really help people when they do English. Those four types are explained as follows: 1) Reading vocabulary is all the words he or she can recognize when reading. This is generally the largest type of vocabulary simply because it includes the other three of types vocabulary (listening, writing, and speaking vocabulary), though in some cases, notably Chinese characters, as in Chinese and Japanese, where the pronunciation is not transparent, some words

may be part of the oral vocabulary but not the written; 2) Listening vocabulary is all the words that someone can recognize but in this type is used when listening to speech. This vocabulary is aided in size by context and tone of voice; 3) Writing vocabulary, all the words that people can employ in writing were the definition of writing vocabulary. Contrary to the previous two vocabulary type, the writing vocabulary is stimulated by its user; and, 4) Speaking vocabulary

In this type, speaking vocabulary is all the words that someone can use in speech. Due to the spontaneous nature of the speaking vocabulary, words are often misused. This misuse though slight and unintentional-may be compensated by facial expressions, tone of voice, or hand gestures.

## **Movie**

Sharjeel and Dadabhoy (2013) stated that the movie is a graphic animation that contains color, and sound to capture and retain students' attention. Movie is a form of entertainment that provides visualization through a series of images that provide several sequential videos, also known as the term for recording stories in video with sound, and dramatic performances as video. According to Boggs and Petrie (2004: 2), film is recognized as a unique and powerful art form which is equivalent to painting, sculpture, music, literature, and drama.

In addition, the movie is really a movie that flows, the flow of images and sound is constantly changing, and the motion possessed by the restless compulsion to live dynamically, to avoid silence and static. Based on Zeke (2015) the movie itself has various sub-genres, below are the following film genres: 1) Action Films, 2) Crime Films, 3) Fantasy Movies, 4) Western Movies, 5) Historical Movies, 6) Romantic Movies, 7) Animation Movies, 8) Horror Movies, and 9) Sci-Fi Movies.

According Tangahu (2012) A movie, also called a movie or motion picture, is a series of still or moving images. It is produced by recording photographic images with cameras, or by creating images using animation techniques or The process of filmmaking has developed into an art form and industry. Movie are cultural artifacts created by specific cultures, which reflect

those cultures, and, in turn, affect them. Film is considered to be an important art form, a source of popular entertainment and a powerful method for educating - or indoctrinating-citizens. The visual elements of cinema give motion pictures a universal power of communication. Some films have become popular worldwide attractions by using dubbing or subtitles that translate the dialogue into the language of the viewer.

### **Advantages and Disadvantages Using English Movie**

#### **Advantages using English movie**

According to Sari and Sugandi (2015) English films with English subtitles can help students to see how words are written. By watching English films, students listen to many new words and phrases, especially idioms and everyday expressions. Putra (2012, p.2) stated that when students watch English films with English subtitles, they can learn some new words and phrases used in the films, and also help them to acquire new vocabulary and idioms.

#### **Disadvantages using English movie**

According to Sari and Sugandi (2015) the disadvantages of English movies in upgrading vocabulary are: (1) watching a long movie makes students bored; (2) movie can make students imitate bad scenes from actors; (3) fiction movies can make students think and imagine things illogically.

#### **Some Solutions to Overcome the Disadvantages of Using English Movies**

According to Sari and Sugandi (2015) in overcoming disadvantages of movies, there are several solutions, namely: (1) Use English short films, examples of short films that can be used are Endgame (8 minutes), The Most Beautiful Thing (11 minutes), Frozen Fever (8 minutes), Alive in Joburg (6 minutes); (2) Students should be reminded of the main instructional objectives before and before watching the film; (3) Students must maintain their concentration by giving answer sheets; (4) Pause the film when students start to lose focus; (5) Thinking, imagining and emotional, students must think that the film they are watching is

not real and should not try scenes at home; and, (6). Choosing a good English educational film, the teacher must choose a film that has good moral values for students, so the teacher needs to see the film first before showing it in front of the students.

## **RESEARCH METHOD**

The research method used in this research is a library research. The library research solves research problems carried out through data collection or scientific writings on the subject of research or library data collection, or essential and detailed research problems carried out for this purpose related library material. The sources used in this research include peer-reviewed journals published in five years. This research data collection method was taken from the data sources, which meant the data source in this study were the subject from which the data could be obtained.

## **RESULTS**

Based on the data sources found and analyzed this study used five peer-reviewed articles. They were investigated by Dzulfahmi and Nikmah (2019), Lail (2018), Simamora and Oktaviani (2020), Sari and Aminatun (2021), and Efrizal (2018).

First of all based on research by Dzulfahmi and Nikmah (2019), it was found that watching English films can increase the number of vocabulary students know. The second based on research by Lail (2018), it was found that the researcher interpreted that the use of subtitled film media was effective in increasing the vocabulary of students at SMPN 1 Selong Ronbok Timur.

The third based on research by Simamora and Oktaviani's (2020) research conducted on students of the English Education Study Program, Faculty of Fine Arts and Education, Indonesian Technocrat University, it was found that of 27 people who filled out a questionnaire with the first question "Do you like watching English films?" In this question, 99.3% like watching English films and 6.7% do not watch English films. The second question "How often do you watch

English films?" In this question, there are 4% who watch movies very rarely, 44% often watch movies and 22% often watch English films. The third question "Do you think watching English films can help you learn English?" Found that all participants agreed that they could also learn English while watching English films. The fourth question "Do you think watching English films can increase your vocabulary?" They found that all participants agreed that watching English films could increase their vocabulary.

Apart from the questionnaire data above, the researcher also conducted interviews to strengthen the results of his research. From the interviews, it was found that most of the students said that watching English films made them often hear new words that they had never heard before.

The fourth based on research by Sari and Aminatun (2021) conducted at the Indonesian Technocrat University, Bandar Lampung. This study used a questionnaire to determine students' perceptions of the use of English films to improve vocabulary mastery. First, more than half of students (61.3%) agree that watching English films with subtitles can be useful for using English in their daily lives. 25.8% of students strongly agree and 12.9% are neutral, no one disagrees and no one strongly disagrees. Based on these findings, students have a positive response to English films, especially to develop students' vocabulary mastery.

The fifth based on research by Efrizal (2018) which was conducted for the second year of students at MAN 01 Bengkulu City, it was found that in cycle 1, the researcher felt that English films were good for students, and should be applied in the teaching and learning process to get better results the next time. On the other hand, students' conditions such as motivation, interest, courage, and self-confidence have improved well.

In cycle 2, based on the results, the researcher had to improve the English teaching materials or instruments that would be used in the teaching and learning process in the next cycle. In addition, researchers must manage the conditions of class activity well and motivate students to be better in the next cycle in order to improve their vocabulary mastery.

In cycle 3, researchers and English teachers saw a significant increase in students' vocabulary mastery, especially their skills in learning English where most of them could manage their problems well during learning activities.

Based on the research that has been investigated by Dzulfahmi and Nikmah (2019), Lail (2018), Simamora and Oktaviani (2020), Sari and Aminatun (2021), and Efrizal (2018) above, it shows that English movies are effectively used to increase students' vocabulary. However, there are differences from the results of the study, namely in the study of Dzulfahmi and Nikmah (2020) English movies were used without subtitles, while the other 4 studies used subtitles.

## **DISCUSSION**

Based on the data sources found and analyzed this study used five peer-reviewed articles. They were investigated by Dzulfahmi and Nikmah (2019), Lail (2018), Simamora and Oktaviani (2020), Sari and Aminatun (2021), and Efrizal (2018).

First of all based on research by Dzulfahmi and Nikmah (2019), All participants realized that watching movies can improve their vocabulary. However, some people are skeptical about the effectiveness of this method. They think it takes almost two hours to watch a movie and they don't learn a lot of new vocabulary. But everyone agreed that the experience was enjoyable. Not all participants felt that watching movies motivated them to learn English. Someone said that he wanted to understand what the character was saying, but he still didn't want to learn more English. With subtitles, he enjoyed the film and felt he could understand the story quite.

The second based on research by Lail (2018), Therefore, the alternative hypothesis (H<sub>0</sub>) that the use of English films with English subtitles is not effective in teaching students' English vocabulary is "rejected" and the alternative hypothesis or (H<sub>a</sub>) "with English subtitles". "Use of English Movies" is effective in teaching English vocabulary to rejected/unaccepted students. Interestingly, the problem that the students in the group had was unfamiliar vocabulary. However, about 18% of students with different post-test results behaved differently before



and after the test because they need to pay more attention to the post-test film before answering the questions. Finally, students with high, equal or low scores were not affected by physical and mental factors. Therefore, these results indicate that films with subtitles are useful and have a significant impact on increasing the vocabulary of the 8th students of SMPN 1 Selong Lombok Timur in the 2018/2019 academic year.

The third based on research by Simamora and Oktaviani's (2020) research conducted on students of the English Education Study Program, Faculty of Fine Arts and Education, Indonesian Technocrat University. Based on the questionnaire questions answered by the students, the researcher concluded that watching English films can increase students' vocabulary. Based on the results of the interviews, the researchers concluded that watching English films can help students learn English. This is because they often hear new words that they have never heard before. They can add vocabulary to their memory through listening and watching English movies.

The fourth based on research by Sari and Aminatun (2021) conducted at the Indonesian Technocrat University, Bandar Lampung. The result of the research shows that students can enrich their choice of words, accent, grammar, how to pronounce some words and also they can develop their vocabulary. These results indicate that movies can be a powerful way that students use to strengthen their English mastery. According to Mandasari and Oktaviani (2018), using all kinds of techniques to learn a language, such as listening to English sounds, memorizing vocabulary, describing pictures and watching movies, can be an effective way to learn English. Students can easily practice their vocabulary mastery through the video from the speaker.

Second, most students (74%) agree that English movies are fun and entertaining, 22.6% strongly agree, 3.2% are neutral and no one disagrees and strongly disagrees.

Third, most students (64%) agree that watching movies motivates them to learn English, followed by 19.4% strongly agree, 16.1% neutral, and none disagree and strongly disagree. From these findings, it can be concluded that the

students believe that English films motivate them in learning English. Indirectly English films help students increase motivation to learn English, not only increase vocabulary.

Most of the participants (61.3%) agree that a lot of new vocabulary can be used when watching English films, followed by 38.7% strongly agree, none are neutral, disagree and strongly disagree from these findings students can find a lot of vocabulary new. The good thing is that they can discover completely new words and can add more words to their vocabulary.

Finally, more than half of students (67.7%) agree that English movies can help them improve vocabulary mastery, followed by 22.6% strongly agree, 9.7% neutral, none disagree and strongly disagree.

The fifth based on research by Efrizal (2018) which was conducted for the second year of students at MAN 01 Bengkulu City. Based on the results found by the researcher in each research cycle, we can see that most of the students are interested in learning English vocabulary through English films. They have good confidence to express their ideas in learning activities in the classroom, most of them can reduce their fear and stiffness to practice English skills.

## **CONCLUSION**

The conclusion is that English movies are effective for upgrading students' vocabulary, both without subtitles and using subtitles. However, English movies that use subtitles are the most effective way to increase students' vocabulary compared to English movies without using subtitles.

## **SUGGESTION**

This study is based on reviewing several research articles on implementing English movies to enhance students' vocabulary, both with and without subtitle. Considering the result of reviewing the research articles, the writers suggest that further researchers can select this teaching method as an alternative to upgrading students' English vocabulary and other language skills.

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