Using Movie to Increase Students' Vocabulary in Politeknik Harapan Bersama

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ABSTRACT

Keywords:

Vocabulary,
Movie,
Teaching Media.

This research aims to describe the implementation of Movie for Mechanical Engineering students of Politeknik Harapan Bersama Tegal. The method used is class action research using 2 cycles. The subject of this study is class 6Cwith 26 people. The student's improvement in vocabulary understanding is 60% in the first cycle. However, the results were categorized as failed because only 10 students received a minimum score of 73 or above 73. So the second cycle is implemented. In the second cycle there is an increase in the percentage understanding vocabulary 75% of the average value of 69-86. So it can be concluded that the student's understanding increases using movie.

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A. INTRODUCTION

In English language learning has a language skills that must be mastered, those are listening skill, then followed byspeaking skill, then successively followed by reading skill, writing skills. These skills must be mastered by students so that they have good English-language competence to provision them in the workforce. For the quality of someone in a better language, vocabulary mastery is needed. Students can deliver or receive messages effectively when they have enough English vocabulary. This statement was strengthened by Richard, it is very important for students to understand much vocabulary when wanting to master a foreign language well. Although your Grammar understanding is very good, you will not be able to communicate well because your understanding of vocabulary is insufficient(Lee, 2005). In language learning, vocabulary becomes very important to note when students want to speak the language well. Thornbury states that teaching words is important in language learning as a language based on words(Thornbury & Scott, 2012). Jumariati states that learning vocabulary is very important in learning a foreign language(Jumariati, 2012). Schaefer states that good vocabulary learning is in accordance with the context so that students can use it according to the vocabulary they get when learning to reading, listening, writing, and speaking. Students will get a lot of input improvements when they learn a lot of words and expressions(Schaefer, 2002). The mastery of English Vocabulary is indispensable in the era of globalization to support four English skills (Ur, 2010), the learning process is a formal and informal education process that presents interactions between several learning components. These components are teachers, students

and learning materials. In order to be able to transfer knowledge well then it takes appropriate learning methods that have specific objectives and outcomes of learning (Ganyaupfu, 2013).

Based on the experience of the English lecturing process in Mechanical Engineering of Politeknik Harapan Bersama, among the language support facilities on the campus that has been provided is a language laboratory facility, which is supported by teachers who are in accordance with the field. But in fact, there is still a problem of learning in the low vocabulary of students that during the course of students are very passive and many complain because of the emergence of a sense of confidence, in addition to lack of mastery of vocabulary, pronunciation of words, and mastery of grammar, the opportunity provided also does not give them the opportunity to be able to explore their abilities. So in the end they experienced many difficulties in working on his duties at the beginning of his lecture. This can be seen from the end result of learning vocabulary (vocabulary) with lectures. The table of grades of the test results of Semester 6 class C academic year even 2017/2018 showed that as many as 60% of students reached substandard grades.

The Media in the learning process is not new to lecturers and students. Most lecturers use the media to assist in providing information to students. Media by Azhar(Arsyad, 2011) is a tool used to convey a message of learning. Thus, the English lecture with vocabulary material using the method of discourse is less effective. It requires an innovative and enjoyable media or learning strategy, with the selection of English-language film utilization as a learning medium, students have the opportunity to develop the ability to observe all objects that are being involved in the process, and can create a pleasant atmosphere during the learning process, giving rise to the students ' passion and learning, besides being also used as a learning vocabulary and pronunciation. Peacock (Peacock, 1997) quoted in Salwa(Akbari & Razavi, 2015) states that the use of authentic materials such as film will increase the motivation of learning students because it is more interesting and also because it is equipped by pictures, sounds, as well as many examples of culture so as to increase the interest of learners in learning foreign languages.

The problem in this class action study was limited by the use of English-language films as an increase in student vocabulary mastery. Based on the above limitation of the issue, the problem is: (1) How is the process of studying vocabulary using appropriate English-language films so as to increase students ' understanding of vocabulary? (2) How will students learn to use English-language films for vocabulary material?

B. METHODS

In this study, the method used was the research method of action class 2 cycles(Zainal Aqib dan Ahmad Amrullah, 2018). Data collection techniques used in this research to obtain information and data such as observations, questionnaires, documentation and tests(Widayati, 2014). The basic competencies in this research are based on semester 6 syllabus. The selected movie is The Terminal. The researcher choosesthis movie because the words and expressions used are easy to understand, there are various ways to learn the English language used by the main characters, and to increase the knowledge of students related to culture, social, history and politics.

The steps in the learning are as follows: (1) Lecturers provide direction or rules to the students before the film starts playing. (2) Lecturers divide students into several groups. (3) Lecturers remind to record foreign words that are newly heard by students. (4) Lecturers provide instruction to students to record important things about movies that are played such as

character names, character traits, storyline, moral values, etc. (5) After the film finished playing, the lecturer gave some questions about vocabulary and movie stories. (6) Lecturers give student time for 30 minutes to answer questions with friends 1 group. (7) Students discuss with 1 group friends. (8) Lecturers provide explanations and students give feedback or feedback about vocabulary and film stories. (9) Lecturers provide conclusions and results of discussion.

The subject of this study is a student of semester 6 class C in mechanical Engineering of Politeknik HarapanBersama consisting of 26 students in the academic year 2017/2018. Table 1 gives a detailed list of questions about movie story.

Table 1. List Questions

No	Questions
1	Mention 10 words or expressions from movie! Translate them into Bahasa!
2	What is the title of movie?
3	Who is the main character?
4	Where does he come from?
5	Please describe the main character? (in adjective)
6	Who is the antagonist character? Why?
7	What is the problem of the main character?
8	Why can't he enter the airport?
9	What happened with his country?
10	The main character has some good friends in the airport, who are they?
11	How can the main character survive at the airport?
12	Why did the main character go to New York?
13	Is he able to realize his expectation? Explain it!
14	What is your opinion about this movie? Is it interesting? Why?
15	What is the moral value from this movie?

C. RESULT AND DISCUSSION

Improved learning that has been implemented in Politeknik Harapan Bersama successfully deliver students achieve better achievement, it can be seen in the quality of implementation of learning improvement activity from the value of 60 in cycle I increased to a value of 79 in cycle II. While the student learning results increased from 56 before the cycle to 61 on the I cycle and increased more up to 80 in cycle II.

The students learning results prior to the cycle with the highest score of 60, the lowest value of 55 and the average value of 56.66, while the student's minimum value began to increase because 15 of the 26 students reached the minimum value standard because the results are still unsatisfactory and new to the moderate low level, the researcher performs a study improvement cycle I.

The students study result in the I cycle has risen to be both the highest value of 72 and the lowest 56 as well as the average value of 64 while the achievement of the minimum value (70) of the student increased more because it has 10 out of 26 students who reach a minimum value. While the results of students studying in cycle II has improved significantly better with the highest value 100 and the lowest 50 and the average value reaches 81.66 while the achievement of the minimum value (70) students increased again because already 21 out of 26 students who reached the standard value of minimum (70) students. Overall the progress of learning students in learning from 30% of students who achieved a minimum value (70) students before the cycle increased to 38% in cycle I and increased again after the II cycle was held Reaches 80% of the students reaching a minimum value standard. This improvement in learning can be realized because in the process of teachers, convey the activation of students, class management, video

usage, implementation of questions and answers, implementation of demonstration and exercise implementation.

Based on the results of the class action research given to 26 students of Mechanical Engineering in vocabulary learning using movie media, can be seen in the results of improvement of students ' understanding of the vocabulary of each cycle. In the first cycle, the student understanding percentage 60% with the access to learning 38% or 10 students are complete in learning. It can be informed that the initial action has not been a significant achievement because the student who received the value 70-73 is only 10 people. So the second cycle needs to be done. In the second cycle there is an increase in the percentage of vocabulary students ' understanding of 75% with a 80% learning achievement or 21 students who complete the learning it shows that Vocabulary learning using Movie can improve understanding of 26 students.

D. CONCLUSION AND SUGGESTION

Based on the results of the research improvement that has been implemented, it can be concluded that the student understanding results in the first cycle is 60%, in the second cycle of learning has increased yield as much as 25% of the average value of 69-86.

Based on the results of the study and the discussion in this study can be concluded that: (1) The learning process by utilizing good English-language films requires an active teaching role which includes the preparation of learning, organizing the film text materials, until the assessment of learning outcomes, as well as the active role of students in the opinion, This is due to the role of the use of English language films that make students excited.

Based on the above discussion and conclusion, there are several things that can be used as suggestions for improvement in the Future: (1) Increased mastery of vocabulary by utilizing an English language film to convey the subject matter that will be delivered by utilizing the right medium should pay attention to the students ' characteristics and the purpose of learning to be achieved; (2) The use of English-language films used by lecturers in the learning process vocabulary must involve the participation of students actively in the learning process so that it will eventually improve the mastery of vocabulary students in English communication; (3) English lecturers should be able to utilize English-language films in an effort to improve student vocabulary mastery. (4) The campus should facilitate the utilization of facilities and infrastructure and the needs of lecturers in supporting learning activities.

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