Using Interactive Movie to Improve English Foreign Language Learners' Outcome

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Abstract

This research aimed at improving the seventh grade students' vocabulary mastery by using an interactive movie. The method of the research was *Classroom Action Research* (CAR). The actions were implemented in a cycle with five meetings. In conducting the research, the researcher worked collaboratively with the English teacher. The participants of the research were 30 students of class VII.2 of MTsN 2 Pekanbaru. The instruments used for collecting the data were test, observation checklist, field note, and interview. The findings described that the use of interactive movie was able to improve the students' vocabulary mastery. After learning by using the interactive movie, the students were able to identify the noun, verb, adjective and adverb related to the topic of descriptive text. It was proved by the quantitative data gotten from the students' average score of the test. It was 81.06. This score improved significantly from the students' previous average daily score which was 72. There were several factors influenced the improvement: First, the interactive media was motivated. It can be seen from the teaching and learning process, the students were really enthusiastic in joining all the activities. Second, teaching and learning activity was fun. So, the students enjoy and being active while learning.

Keywords: *Interactive Movie, Vocabulary Mastery*

Abstrak

Penelitian ini bertujuan untuk meningkatkan penguasaan kosakata siswa kelas tujuh dengan menggunakan film interaktif. Metode penelitian ini adalah Penelitian Tindakan Kelas (PTK). Tindakan tersebut dilaksanakan dalam satu siklus dengan lima pertemuan. Dalam melakukan penelitian, peneliti bekerja secara kolaboratif dengan guru bahasa Inggris. Partisipan penelitian adalah 30 siswa kelas VII.2 MTsN 2 Pekanbaru. Instrumen yang digunakan untuk mengumpulkan data adalah tes, daftar periksa observasi, catatan lapangan, dan wawancara. Temuan ini menggambarkan bahwa penggunaan film interaktif mampu meningkatkan penguasaan kosakata siswa. Setelah belajar dengan menggunakan film interaktif, para siswa dapat mengidentifikasi kata benda, kata kerja, kata sifat dan kata keterangan yang terkait dengan topik teks deskriptif. Itu dibuktikan dengan data kuantitatif yang didapat dari nilai rata-rata tes siswa. Itu 81,06. Skor ini meningkat secara signifikan dari skor harian rata-rata siswa sebelumnya yaitu 72. Ada beberapa faktor yang mempengaruhi peningkatan: Pertama, media interaktif termotivasi. Terlihat dari proses belajar mengajar, para siswa sangat antusias

mengikuti semua kegiatan. Kedua, kegiatan belajar mengajar itu menyenangkan. Jadi, para siswa menikmati dan aktif saat belajar.

Kata Kunci: *Film Interaktif, Penguasaan Kosakata*

1   INTRODUCTION

The objective of teaching English is to help the students to be able to communicate both in verbal and written communication modes. It means that students should be able to communicate well in various contexts. They are required to have an adequate understanding of the vocabulary because it is one of the essential language components of English. It means that without mastering a large number of vocabularies anyone will get trouble in speaking, reading, listening and writing. In other words, the first thing students need to master in learning the language especially English is vocabulary. So that learning vocabulary is very important. They have to master vocabulary and its grammatical rules to communicate to other people.

Based on the English syllabus used in MTs Negeri 2 Pekanbaru, the aim of teaching and learning English is to enable students to master various vocabulary related to functional and monologue text or paragraph of descriptive text. The grade seventh students are expected to be able to express meaningful ideas in term of functional text and simple short essay in the form of descriptive to interact with people in their nearest environment.

Based on the researcher's preliminary observation on February 13th, 2018, there were some problems found in learning English. The students have low motivation due to the teaching method used by the teacher was monotonous. Second, students had less chance to practice. They never use the vocabulary in the communication, so they cannot memorize the words well. Third, there was no media used by the teacher in teaching the students. It made the students had no interest in joining the language learning activity.

As Thornbury (2002: 16) stated that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. As the consequent, it can be seen that the students tend to be passive in the class. They were not able to communicate in spoken and written English related to topic presented because they had lack of vocabularies. In the other hands, vocabulary is the important element in language learning because when the students need to write or say something, they must have various vocabularies to express their ideas, so when they have lack of vocabularies they cannot deliver any ideas and make them being passive students.

Pertaining to those problems, the researcher assumed to use media. As Sudjana and Rivai (2002) say that the advantages of learning media are motivating the students, supporting the learning material, learning method becomes various and enjoyable, and make the students easy to involve their self in the learning activity. Using media was expected to be able to solve the problem and improve the students' vocabulary mastery. One of media to teach vocabulary was interactive movie. It was believed that it can make the learning process being effective and enjoyable.

In line with it, Anderson in Sadiman (2011) says that teacher needs to focus on the instructional media, characteristics and the ability of the media that can be used in learning process. The use of this media aims at creating the learning process

effectively. Furthermore, using interactive movie as media in English classroom activity is very crucial since it can create a comfortable and creative learning activity. So the researcher finally decided to use interactive movie to improve the grade seventh students' vocabulary mastery at MTs Negeri 2 Pekanbaru.

2. METHOD

2.1 Research Design and Procedures

This research was *Classroom Action Research* (CAR). It aims to solve the students' problem in learning process and to improve the students' vocabulary mastery. Mills and Creswell (2012: 576) state that Classroom Action Research is systematic procedures done by teachers (or other individuals in an educational setting) to gather information about, and subsequently improve, the ways their particular educational setting operates, their teaching, and their student learning. In conclusion, Classroom Action Research is a research which is conducted by the teacher to improve the quality of the learning process in the classroom by using strategy, method, or technique. In this research, the researcher used an interactive movie to improve the students' vocabulary mastery.

The procedure of this research was planning, action, observation, and reflection as stated by Kemmis & Mc Taggart (2000). In planning, the researcher made lesson plan as guidance for the research to teach. The researcher also prepared the topic, activity, and also media used in teaching and learning process. In action, researcher implemented all the activity planned by using interactive movie to improve the students' learning activity. This action was conducted in four meetings. Observation was done during teaching and learning

process by the collaborator. In this phase, the collaborator wrote all the activity done by the teacher and students. Besides that, the collaborator also noted the atmosphere of teaching and learning process such as situation and condition that influenced teaching and learning activity. In the last step, researcher red all the data from the observation and note, it was done by the researcher for having reflection and making decision.

2.2.. Participants

The participants of this research were the students at grade VII.2 of MTs Negeri 2 Pekanbaru, academic year 2017/2018. They were about 30 students. The class had serious problem in mastering the vocabulary related to topic given. So the students tended to be passive in language learning activity.

2.3. Research Instruments

There were several instruments used to collect the data. They were test, observation, interview, and field note.

Test was one of the methods to collect the quantitative data from the students. That was vocabulary mastery. After implementing four meeting as the action, the researcher gave test based on the indicator of vocabulary mastery. The indicators of vocabulary mastery were students should be able to identify noun, verb, adjective, and noun related to the topic.

The test of this research was multiple choice test that consisted of 20 questions. The result of the test used to identify the implementation of teaching vocabulary by using interactive media entitled Blue's Clues and students' vocabulary mastery. Besides that, the data also will indicate the

improvement of students' score related to the vocabulary mastery.

Observation was used to collect the qualitative data. It was done by the collaborator. the collaborator checked all the teaching learning activities in the classroom based on the indicator included in the observation checklist. After that, the research and collaborator discussed the finding to make reflections and decision for the next step.

Interview was done by the researcher to collect the data about the students' opinion and impression on learning by using interactive movie entitled Blue's Clues. Interview set in several questions with the indicators of learning by using Blue's Clues movie.

Field note was used for noting all of the activities done by both researcher and students while teaching and learning process conducting in the classroom. This instrument filled by the collaborator. This field note was expected to be able to give the information about the teaching and learning activities improvement.

After having all the data that collected from those instruments, the researcher analyzed them. For the result of the test, the researcher used the formula of percentage proposed by Sudijono (2008:38) as follows:

$$Mx = \frac{\sum x}{N}$$

Mx = Mean

$\sum$ = amount of the score

N : number of participants

For the data gotten from observation, interview, and field note, the researcher used the step of data managing, reading and memoing, describing, classifying, and interpreting.

3. FINDING AND DISCUSSION

This research was carried out for four meetings as the actions and a meeting for testing. The procedure of the research was plan, action, observation, and reflection.

In planning, the researcher prepared all the things she needed to conduct the research. They were lesson plan, topic, media, and supplementary material. The lesson plan made based on the activities played in the movie. The topics discussed were about "my lovely pet, favorite place, and my beloved friend". The media used was interactive movie and papers.

Instrument of collecting the data were also prepared. They were test, observation checklist, interview, and field note. The test was in the form of multiple choice test, it contained twenty questions. It was used for collecting the numerical data of students' vocabulary mastery. Observation, field note, and interview were used for collecting the data about the factors influence the changing of students' vocabulary mastery.

The action of the research was implemented in four meetings. The researcher taught the students by using interactive movie with the aims at improving the students' vocabulary mastery. In the first meeting, the researcher as the teacher introduced the aim of the teaching and learning process by using interactive movie to the students. Then, the process of teaching and learning in cycle 1 was conducted by implemented the movie in the different topic and students' activity in each meeting. During the teaching and learning process, the movie played for about forty five minutes. In the movie, students could see a dog identifies vocabularies relate to the topic. Then, the dog has a question about the vocabularies identified before. Students tried to give the

answers. In this case, teacher helped to facilitate the students' answers.

The activities of teaching and learning by using interactive movie done based on what the researcher had planned. In each meeting, the researcher tried to make the class ran effectively and enjoyable. The popular topics of the lesson were chosen to catch the students' attention and interest. In the end of cycle 1, the researcher gave the test to the students. The test was distributed in the form of multiple choice test. It consisted of 20 questions with four options. Test was given to collect the statistical data about the students' score improvement.

During the actions implemented, the collaborator observed the process of teaching and learning in the classroom. The observation was done in two ways. They were by using observation checklist and noting all the activities done by the researcher and students. Besides that, the collaborator also observed the environment outside the classroom. They aim at getting the information about the factors influenced the changing of students' vocabulary.

Reflection was done by the researcher to make a decision for the next step. Researcher analyzed and read all the data taken. Firstly, the researcher analyzed the data from the result of students' test. It was finally found that there was an improvement on seventh grade students' vocabulary mastery of MTs Negeri 2 Pekanbaru after learning by using interactive movie. The students' average score was about 81.06. It had been improved from the last average daily score which was about 72.

Then, the researcher analyzed all the supporting data collected by using observation checklist, field note, and interview. The data showed about the factors influenced the grade seventh students of MTs Negeri 2 vocabulary

mastery improvement after learning English by using interactive movie. There were two factors found. First was media. Interactive movie was motivated. It can be seen during teaching and learning process, the students were really enthusiastic in joining all the activities. They had a big attention to the movie played all the activity. Second, teaching and learning activity was fun. Using the interactive media made the students enjoy and being active while learning. Students wished that teaching and learning English always uses interactive media such as interactive movie in the next times.

It is finally confirmed that English teaching and learning process by using interactive movie will be very interesting for the students. They will be motivated to follow all the activities done in the process of teaching and learning. So, the students' learning outcome will improve. As Sudjana and Rivai (2002) say that the advantages of learning media are motivating the students, supporting the learning material, learning method becomes various and enjoyable, and make the students easy to involve their self in the learning activity.

Goes along with it, Anderson in Sadiman (1991) said that teacher needs to focus on the instructional media, characteristics and the ability of the media that can be used in learning process because the use of this media can create the learning process being effective. So, that is why the learning of English being so fun and enjoyable during the research.

4. CONCLUSION

Based on the finding, it can be concluded that using interactive movie is able to solve the students' problems in mastering the vocabulary. After conducting all the research procedure, it was finally found that

there was an improvement on class VII.2 MTs Negeri 2 Pekanbaru students' vocabulary mastery. It can be seen from the students' average score which was 81.06. This score improved significantly from the students' previous daily score which was 72. In line with it, teacher was also helped in teaching and delivering the lesson to the students because interactive movie can save the time and easier the ways of teacher in teaching.

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