The use of films in improving students' vocabulary is effective for enhancing students' vocabulary at SMP NEGERI 4 Motoling

Penggunaan film dalam meningkatkan kosakata siswa terbukti efektif untuk memperbaiki kosakata siswa di SMP Negeri 4 Motoling

Barrylyn S.H. Kussoy [1a](*) James Ed. Lalira [2b]

[1]Universitas Kristen Indonesia Tomohon
[2]Universitas Kristen Indonesia Tomohon

[a]ibebbey56@gmail.com
[b]jameslalira@gmail.com

(*) James Ed. Lalira
jameslalira@gmail.com

Abstract
This study aims to enhance the vocabulary skills of seventh-grade students at SMP Negeri 4 Motoling through the storytelling method. The research employs Classroom Action Research (CAR) with a cycle approach, involving two cycles. Each cycle consists of planning, implementing, observing, and reflecting phases. The storytelling method was integrated into English lessons, with simplified stories and vocabulary-focused activities. Pre-tests and post-tests, along with observation checklists and student interviews, were used for data collection. In Cycle 1, students' mean vocabulary scores improved from 63.6 in the pre-test to 74.8 by the end of the cycle, but the success criteria of 75 were not met. Following reflections and adjustments, Cycle 2 showed significant progress, with mean scores rising to 77 in Meeting 1 and 81.2 in Meeting 2. The percentage of students achieving 'good' and 'very good' ratings increased markedly.The storytelling method effectively improved vocabulary acquisition. Adjustments based on Cycle 1's feedback, such as simplifying stories and allowing more time for vocabulary practice, contributed to the success in Cycle 2. Students engaged more actively with the content, leading to better understanding and retention of vocabulary. The findings suggest that incorporating storytelling in vocabulary instruction can enhance student learning outcomes. Teachers are encouraged to use engaging and interactive methods to improve vocabulary skills, adapting strategies based on student needs and feedback.

BACKGROUND

Language is a system of symbols that are meaningful and articulated sounds produced by vocal organs, arbitrary and conventional, used as a communication tool by a group of people to express feelings and thoughts. Language development is crucial for education at all age levels. In Indonesia, Bahasa Indonesia is the national language spoken by nearly 23 million people as a primary language and 140 million people as a second language. Most Indonesians are bilingual, and many are proficient in three or four languages. Indonesian is generally used in larger urban areas, while local languages are more widely used in small towns and rural areas (Camille L.Z. Blachowicz, 2024).

English is taught in Indonesia starting from junior high school as one of the subjects. The Indonesian government has policies to provide English lessons in high schools to enhance human resources in the globalization era. Mastery of English vocabulary is vital for international communication. Lack of vocabulary can affect students' ability to learn English (Macaro, 2003).

Based on preliminary research at SMP Negeri 4 Motoling, it was found that most students could not communicate in English, either written or orally. The lack of vocabulary is a significant

problem faced by students. This study aims to improve students' vocabulary skills using the storytelling method. According to Susilo (2009), Classroom Action Research (CAR) is conducted by teachers in their classrooms to improve the teaching and learning process.

Problem Statement How can the storytelling method improve the vocabulary skills of grade VII students at SMP Negeri 4 Motoling?

Research Objective To enhance the vocabulary skills of SMP Negeri 4 Motoling students using the storytelling method.

Research Benefits
1.   Theoretical: Support vocabulary teaching and contribute to existing theories.
2.   Practical: a. Improve students' learning quality, especially in vocabulary, and provide additional information to other teachers in teaching English. b. Offer constructive suggestions to SMP Negeri 4 Motoling to improve the school's quality, especially in English, so students can enrich their vocabulary through this method.

Hypothesis Using the storytelling method will improve students' vocabulary skills.

A. Relevant Literature

This section aims to provide the theoretical background from previous research on vocabulary. Neaty (2011) states that vocabulary is one of the components or sub-skills of English that must be taught to learners because vocabulary plays a crucial role in all languages. In conclusion, this research successfully improved students' vocabulary using vocabulary cards. Additionally, students became more active and engaged in the vocabulary learning process. Regiandi (2011) also states that the use of English-language films can be very interesting and enjoyable for students. Films can be an excellent medium because they can convey messages to students and provide a storyline (Muttahidah, 2011).

The conclusions that can be drawn are as follows:
•   The use of films in improving students' vocabulary is effective for enhancing students' vocabulary at SMP NEGERI 4 Motoling
•   Films are something engaging and enjoyable.
•   The use of films received positive reactions from students.
•   In conducting this Classroom Action Research, the researcher discovered and utilized new strategies.

B. Theoretical Framework

According to the University of Southern California Library Guide, the theoretical framework is the study of previous literature that defines the core theories and concepts of a study. In social science research, previous research serves as a basis for further research. Social scientists use theoretical frameworks to make logical arguments about the need for their research.

Based on the literature review, vocabulary is one of the components in language learning that must be mastered. Without mastery of vocabulary, English as a Foreign Language (EFL) learners cannot achieve the four macro skills in English, such as listening, reading, writing, and speaking. If they cannot achieve these macro skills, it means they cannot achieve fluency in the language.

Based on the theories explained above and the research background, the conceptual framework is built based on the description of difficulties in understanding English vocabulary mastery. This conceptual framework aims to focus this research on the relevant issues.

As mentioned above, students need to master vocabulary. It is knowledge about words, how to use them, pronounce them, spell them, and their meanings. It involves difficult words in the language used to express meaning. The pinnacle of language is not just in mastering language forms but in mastering forms to achieve the communicative functions of the language. Vocabulary is the foundation of communication. Vocabulary is also crucial for students learning English, but they often face difficulties in learning it. This is due to monotonous teaching and learning processes. Therefore, it is not surprising that students face difficulties in mastering vocabulary (Michael J. Wallace, 2006).

Students understand that vocabulary development is crucial for learning English, but they often lack a clear understanding of how to actually learn vocabulary. For students, remembering new words is difficult because words are elusive. That is why interactive teaching is very helpful. Teachers need to be creative and always keep up with the developments in entertainment media around them, as this media provides users with stories, moving images (videos), and audio that can dramatize events. This media offers users significant freedom. They can do anything to enhance their vocabulary mastery. Moreover, using such media can help students relax and remember things more quickly and effectively. This media encourages, entertains, teaches, and promotes fluency (L. Rowe,2008).

There are several aspects that students encounter in vocabulary mastery, namely meaning, usage, spelling, and pronunciation. It can be said that students experience difficulty with meaning if they can describe words in context. Students' difficulties with usage can be said to occur if they struggle to identify the usage of these words, and then they become confused in distinguishing the type of word used in the sentence. In terms of pronunciation, students still face challenges in this aspect. Most students cannot identify the pronunciation of sounds such as vowels, consonants, or diphthongs in these words. The final aspect that students struggle with is spelling; they still find it confusing to recognize words mentioned in sentences.

RESEARCH METHOD

The method used in this research is Classroom Action Research (CAR). According to Michael J. Wallace, Classroom Action Research (CAR) is a type of classroom research conducted by the teacher to address problems or find solutions to context-specific issues. This means that before implementing Classroom Action Research (CAR), the researcher or teacher needs to identify real problems found in the classroom.

Since the goal of Classroom Action Research is to resolve students' issues in learning English, the researcher applies cycles in the research process. This means that problems encountered in the first cycle will be revised in the second cycle until the researcher believes the target has been achieved.

Population and Sample

1.   Population Based on Sugiyono (2014: 80), the population is a generalization that includes objects or subjects that possess certain qualities and characteristics set by the researcher to be studied and then drawn into conclusions. The population of this study is the seventh-grade students of SMP Negeri 4 Motoling, consisting of 17 students in one class.

2.   Sample Sugiyono (2014: 8) states that a sample is a part of the number and characteristics of the population, if the population is too large and the researcher cannot study all of it. The researcher chooses seventh-grade students as the research object.

Table 1. Student Data

No	Name	Gender (M/F)
1	Adji Prayoga	M
2	Ahmad Sofian	M
3	Aryadianto Suardji	M
4	Defina Marshanda Biki	F
5	Dina Asriani Wahyudi	F
6	Dina Cendana	F
7	Fatitah Krisanto	F
8	Fila Hidayah	M
9	Handika Ardana Kartawijaya	M
10	I Dewa Agung Putu Setiya Budi	M
11	Indah Sekar Kinasih	F
12	Kevin Y Mamonto	M
13	Purnomo Dwi Cahyo	M

14	Rafli Dimas Efendi	M
15	Reza Pratama	M
16	Romadon Sukono	M
17	Sahbana Akbar	M
18	Salis S Paputungan	M
19	Sartika	F
20	Sri Melani Mustofa	F

The table above shows that in seventh grade, there are 17 students, consisting of both males and females.

Research Procedure

Referring to the procedures of Classroom Action Research, the researcher divides the research into four steps: planning, implementing, observing, and reflecting.

1.   Planning In this step, the researcher and the collaborator prepare a suitable strategy for teaching vocabulary with a focus on stories. This step also includes designing the lesson plan and preparing instructional materials and media. a. Designing Lesson Plan Before implementing the method in class, the researcher needs to design the lesson plan to guide the teaching and learning process. The method developed in the lesson plan will mostly involve short stories using simple sentences. This is intended to motivate students to memorize the vocabulary used in the story. Once they have memorized the vocabulary, it will be easier for the students to retell the story.

b. Preparing Instruction In this step, the researcher will prepare materials and media to support the study. In this study, instructional materials are taken from various sources such as English textbooks, magazines, and newspapers. Meanwhile, the media used in this study include storybooks and pictures. All selected stories have been simplified according to the students' abilities.

c. Preparing Suitable Model of Telling Stories The model of storytelling designed by the researcher involves very simple stories using simple sentences. This means the researcher will simplify stories that are well-known to the students. When the students are familiar with the stories, they will be motivated to understand the meaning of the words, which will make it easier for them to memorize the vocabulary.

d. Preparing the Criteria of Success The criteria for success in this study are as follows:

1.   Students are able to explain the meaning of the vocabulary used in the story.
2.   Students are able to choose the appropriate vocabulary based on the context.
2.   Implementing The implementation of the storytelling strategy is carried out for the students. The implementation is adjusted to the English class schedule at the school where the study is conducted. The study schedule is on Monday and Wednesday. The researcher incorporates the story into the English learning process as a whole. It is conducted for 80 minutes in each session. During the implementation of this study, the researcher plays the role of the actor in the classroom. After each cycle, the researcher conducts a discussion and reflection on the process of the cycle. First, the students are led to the topic by answering some vocabulary questions about the stories. The questions are given orally, and the students answer them individually.

3.   Observation Observation is conducted simultaneously with the implementation. The researcher observes during the teaching and learning process. In this step, the researcher monitors the implementation of the storytelling strategy to determine which parts of the strategy need to be revised. The researcher also analyzes the students' vocabulary during the teaching and learning process. During the writing process in each cycle, the researcher controls, guides, and identifies students' problems. To conduct accurate observations, the researcher prepares instruments to collect data. The instrument used is an observation checklist. The observation checklist is used to collect data about the storytelling strategy and the students' activities when the model is applied. During the teaching and learning process, the researcher monitors activities using the observation format. The information from the checklists is used as a basis to modify the planning and develop the strategy into a better model in the next cycle. The data obtained from these

instruments are used to check the achievement of success criteria as well as to identify aspects or elements of the strategy that need to be revised in the next plan.

4.   Reflection This part deals with the activity of analyzing the implementation of the actions during the cycle based on the results of the observations. It includes discussing how far the developed strategy solves the problem and the factors that might cause the strategy to be unsuccessful. In this research, the researcher reflects on what has been done in the learning activities and the impact of these activities on improving students' vocabulary skills. The data are compared with the success criteria to see whether they have been met. The results of this reflection are then used as the basis to revise the model to be applied in the next cycle for better learning outcomes.

D. Research Instruments

1.   Pre-test The researcher administers a pre-test to the students before conducting the teaching and learning process. The students are asked to read the story about "The Golden Slug". The pre-test is given at the first meeting.

2.   Post-test The researcher administers a post-test to the students after conducting the teaching and learning process. The researcher then analyzes the students' work.

3.   Questionnaire According to Sugiyono (2014: 142), a questionnaire is a data collection technique done by giving a set of questions or written statements to respondents to answer.

E. Data Collection Techniques

In this research, the researcher uses interviews, observations, and tests as techniques for data collection.

1.   Interview An interview is a data collection technique conducted through conversation. Interviews are face-to-face interactions that allow the interviewer to ask carefully prepared questions and address respondent issues to obtain further information. The researcher uses interviews to understand the characteristics of the research subjects.

2.   Observation Observation is a very useful means of gathering objective data in the classroom. It can be used in various ways to record aspects of both teaching and learning. Recordings can show when, where, and how often events occur, thus providing a rich source of information for reflection and evaluation.

3.   Test The tests used in this research are pre-tests and post-tests. The pre-test is conducted before implementing storytelling to measure students' vocabulary. The post-test is administered after using storytelling. In this research, the tests are in the form of multiple-choice questions and are conducted at the end of each cycle.

F. Data Analysis Techniques

The researcher calculates the average of students' vocabulary scores per action within one cycle. This is used to assess the overall performance of students in vocabulary skills. According to Sudjana (2002), the formula is:

$$X = \frac{\sum x}{n}$$

Where:
• X = mean
• $\sum x$ = individual score
• n = number of students

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

Where:
• P = the class percentage
• F = the percentage score
• N = number of students

G. Trustworthiness of Research

To analyze the tested items, the researcher implements the trustworthiness of the test.

1.   Validity of Data Validity is a crucial requirement for good educational testing and represents an acceptable action research. In other words, validity is the most essential requirement for an evaluation instrument. Arthur Hughes stated that "a test

RESULTS AND DISCUSSION

1.   Ability of Students' Vocabulary

This study describes the observations made during each cycle or meeting. The research was conducted by observing the English learning process in Class VII A SMP Negeri 1 Motoling. This Classroom Action Research was carried out in two cycles. Cycle 1 comprised two meetings with the same method, while Cycle 2 included two meetings with an improved and developed method based on the reflections from Cycle 1. The observations made by the researcher will be elaborated upon below.

a. Cycle 1

This cycle took place from June 6th to 8th, 2016, and was conducted over two meetings. The planning, implementation, analysis, and reflection of this cycle are detailed here. The activities carried out during Cycle 1 are clearly outlined.

1). Planning

Before the teaching and learning activities began, the researcher held discussions regarding the content for the first cycle. Preparations included creating lesson plans, instructional materials, and media.

The lesson plans were designed for two meetings, each focusing on using a story to address students' vocabulary issues. The theme for this cycle was narrative. The curriculum used was Kurikulum Tingkat Satuan Pendidikan (KTSP) for the sixth semester. "The Golden Slug" was selected as the story to enhance students' vocabulary, guiding them to understand the meanings of words in the story.

In Lesson Plan 1, students were trained to ask and answer questions about the meanings of words in the story. The researcher prepared certain words from the story to assess the students' vocabulary knowledge. In Lesson Plan 2, the researcher asked students to answer questions about the meanings of words.

2). The Implementation of the Action

In implementing Cycle 1, field notes and observation checklists were used to gather data on the researcher's and students' activities during the teaching-learning process.

(a). Meeting 1

At the start of the class, the researcher spent five minutes preparing the students for the English lesson, including greetings and attendance checks. To gauge the students' knowledge of the story, the researcher introduced "The Golden Slug" and asked the students to identify and verify difficult words in the dictionary. The researcher then encouraged the students to memorize these challenging words and discussed the story with them. Questions like "What is the meaning of young?" and "What is the meaning of wife?" were posed. Subsequently, students were asked to retell the story in their own words, and a vocabulary list was given for them to write the meanings. This was done to assess students' vocabulary abilities after storytelling.

(b). Meeting 2

In this meeting, the story topic was different, "Cinderella". The researcher again spent five minutes preparing the class for the English lesson, including greetings and attendance checks. Students read "Cinderella," identified difficult words, and confirmed them in the dictionary. The researcher encouraged memorization of these words and discussed the story with the students. Questions such as "What is the meaning of beautiful?" and "What is the meaning of stepmother?" were asked. Students retold the story in their own words, and a vocabulary list was provided for them to write the meanings. This was to assess their vocabulary after storytelling.

3). Reflection

To determine the success of the action, the researcher reflected on the teaching and learning process by observing the classroom dynamics. Reflection focused on analyzing the teaching and learning process and student achievements, checking if the vocabulary criteria were met. Detailed analysis is discussed below.

(a). Analysis of the Teaching and Learning Process

The analysis was based on information from observation checklists and field notes regarding students' vocabulary, the researcher's activities, and the applied strategies. The strengths and weaknesses of the strategy were examined. Additional information was gathered through student interviews. Findings were recorded to improve the strategy, based on responses from both the researcher and students.

In Meeting 1 of Cycle 1, the researcher focused on improving students' vocabulary, accepting all answers despite incorrectness or poor grammar. Initially, students were apprehensive about making mistakes and felt a tense atmosphere, which gradually eased when retelling the story. Some students began to formulate and answer vocabulary questions.

The researcher also aimed to make the class engaging, as the storytelling method was crucial. Initially, students preferred seeking the researcher's help directly rather than asking peers.

The mean pre-test score was 63.6, and the mean score for Cycle 1 Meeting 1 was 69.6. Based on the table, no students were in the 'very good' category, 25% were 'good,' 70% were 'fair,' and 5% were 'poor.'

The mean score for Cycle 1 Meeting 2 was 74.8. No students were 'very good,' 60% were 'good,' 40% were 'fair,' and none were 'poor.' Since these results did not meet the success criteria of 75, changes were made to improve outcomes, such as simplifying the story and allowing more time for vocabulary memorization.

a. Cycle 2

Cycle 2 occurred from June 13th to 15th, 2016, and also consisted of two meetings. The planning, implementation, analysis, and reflection are detailed here.

1). Planning

Before starting Cycle 2, the researcher discussed what changes to implement. Preparations included lesson plans, instructional materials, and media.

Lesson plans were designed for two meetings, continuing to use storytelling to address vocabulary issues, with a focus on narrative themes. In Lesson Plan 1, students were trained to ask and answer questions about word meanings in the story. The researcher prepared specific words to assess vocabulary knowledge. In Lesson Plan 2, students answered questions about word meanings.

2). The Implementation of the Action

In implementing Cycle 2, field notes and observation checklists were used to collect data on the researcher's and students' activities.

(a). Meeting 1

The researcher spent five minutes preparing the class for the English lesson, including greetings and attendance checks. Students read "Tom and John," a simplified story, and identified difficult words to confirm in the dictionary. Students were encouraged to memorize these words, and the story was discussed. Questions such as "What is the meaning of forest?" and "What is the meaning of stand by?" were asked. Students retold the story in their own words, and vocabulary lists were given to write meanings, to check vocabulary abilities post-storytelling.

(b). Meeting 2

The lesson continued with a different story, "Elephant and Friends." The researcher again prepared the class for the English lesson, including greetings and attendance checks. Students read "Elephant and Friends," identified difficult words, and confirmed them in the dictionary. The researcher encouraged memorization, discussed the story, and asked questions like "What is the meaning of swing?" and "What is the meaning of met?" Students retold the story and wrote vocabulary meanings to assess their vocabulary after storytelling.

3). Reflection

To evaluate success, the researcher reflected on the teaching and learning process. Reflection focused on the process and achievement, analyzing whether vocabulary criteria were met.

(a). Analysis of the Teaching and Learning Process

The analysis was based on observation checklists and field notes, focusing on students' and the researcher's activities and the strategy used. Strengths and weaknesses of the strategy were analyzed, and additional information from student interviews was considered to improve the strategy.

CONCLUSION

In Meeting 1 of Cycle 2, the researcher aimed to improve students' vocabulary and accepted all answers, regardless of errors. Efforts were made to avoid student boredom, crucial for the storytelling method. Initially, students preferred direct help from the researcher rather than asking peers.

The mean score for Cycle 2 Meeting 1 was 77. This result indicates good progress, with 5% 'very good,' 65% 'good,' and 30% 'fair,' and no students 'poor.'

The following table shows the students' vocabulary results in Cycle 2, Meeting 2:

The mean score for Cycle 2 Meeting 2 was 81.2. The results showed 15% 'very good,' 85% 'good,' and none in 'fair' or 'poor' categories.

In doing this research, the researcher used Classroom Action Research. it means that the researcher have to conduct several cycles in order to solve the students' problem. Therefore, the research decided the indicator of success (75).

On the cycle 1 meeting 1, the students' means score was 69.6, and meeting 2 was 74.8. It can be inferred that the students have not achieved the indicator of success. After the reflection of cycle 1, the researcher found some problems. Therefore, on the cycle 2 meeting 1, the students' score have increase 77, and meeting 2 was 81.2.

Since of the result in cycle 2 has got 77, and 81.2, so the researcher ended this research in cycle 2.

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