

**The Effectiveness of Using Movies “Frozen” to Improve Students Vocabulary In
Pandemic Covid 19**

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Info Artikel

Sejarah Artikel:

Diterima: 6 Desember 2021

Direvisi: 18 Desember 2021

Dipublikasikan: Desember 2021

e-ISSN: 2089-5364

p-ISSN: 2622-8327

DOI: 10.5281/zenodo.5793221

Abstract:

The formation of vocabulary is an important part of any language learning process. The most crucial language feature for students to master is vocabulary, since it is the key to understanding what they hear and read and then speaking effectively with others. The researcher evaluates the effectiveness of one of the alternative teaching methodologies using the film "FROZEN." It's an opportunity for them to improve their memorization abilities. The study's goals are to determine if students' vocabulary improves after viewing movies by taking a test. Watching films in Indonesian, English, and without subtitles helps students enhance their language skills. According to the post test findings, There were 14 students who received excellent scores on the second pretest (score: 80- 100). It can be stated as a percentage: 77,77% of students receive excellent grades. Students who receive good grades are 9 students (score 70- 79). 22,23% of students can earn good grades, which may be expressed as a percentage. The students received an overall score of 1555. The overall average is 86.38. The Standar Derivation is 8.88. We can see from the three outcomes above that studying through films can help students enhance their vocabulary. Several elements impact students' capacity to acquire vocabulary utilizing the "FROZEN" movie watching approach, including their interest in watching, facilities at school or employed by English teachers, student motivation, and appropriate time. Students have been taking virtual lessons (online classes) because to the covid-19 epidemic till today. Virtual classrooms, in the opinion of students, are less effective for learning English, especially when students study vocabulary by using the zoom application to view the Frozen movie.

Keywords: Improving, Vocabulary, Using movie.

INTRODUCTION

One of the most important aspects of being able to communicate in a language is having a good

vocabulary. It will be difficult for a person to use the four English skills - listening, speaking, reading, and writing if the lack sufficient

vocabulary. According to McCarthy (1990), there will be no meaningful communication without words to express a broader meaning, no of how well students learn grammar or how well they imitate the sounds of the language. Limited exposure to English vocabulary, according to Wahyuningsih (2018), is one of the problems that causes to students' poor writing skills. From the above statement, having a large vocabulary is one of the keys to master English skills.

Finding the right methods and materials that are interesting, mesmerizing, and up-to-date while helping students learn is one of the most challenging challenges in teaching English. This is especially true with learning vocabulary. One of the most popular methods for teachers in Indonesia to teach vocabulary is to give students a list of words to memorize. This is not only boring, but it also fails to help students retain vocabulary because it does not provide context for how the vocabulary can be used. This method only works when learning takes place, especially during a pandemic like the one that is already happening. Otherwise, students may forget the words. Movies have the potential to be used to provide a fun and engaging way to learn vocabulary.

According to Kusumarasyati (2004) and Luo (2004), films can also capture students' interests and increase their motivation to learn. Films can motivate the teaching and learning process of EFL/ESL, according to Ward and Lepeintre (1996), because they can provide stories to tell rather than lessons to teach. The effect of using films in EFL classrooms has really been studied in a number of ways.

According to Li Ling (2009), adopting films in the class motivates students, makes classes more interesting, and familiarizes them with one another with the target language's practices.

Various studies have shown how subtitling or caption in a movie have great effects. According Rokni and Atae (2014), watching movies with subtitles has a positive impact on language learning. Students interact with the audiovisual material as they translate the source text into the target language while watching subtitled movies (Gorjian, 2014).

In terms of subtitles or captions, students are taught how to hear a range of English words, especially those that are heard in daily conversation. As a result, by seeing examples of pronunciation from players, learners can improve the pronunciation of words that have been mispronounced. Also, you can write down vocabulary words that you don't know the meaning of by reading the subtitles in English and then finding out the meaning after watching the movie.

Without subtitles, on the other hand, students are told to think and remember what they have read. In a way, it helps students remember and understand the players' vocabulary

RESEARCH METHOD

The research technique is concerned with how particular procedures are used to handle the research questions provided in the first chapter. This time, we'll talk about the strategies, tactics, and instructional techniques that are employed in the English language teaching process. Authors such as Edward Anthony (1963), Jack Richards (1982), Theodore Rodgers (1986), and Prabhu

(1990) have defined these three terms for decades, but the definition most commonly used by teachers, practicing teachers, and researchers is the notion of, which explains that the method is a systematic overall plan for presenting language based on the chosen approach, namely a set of assumptions related to the nature of language, learning, and teaching, followed by technology. As a result of the procedure, I'm in sync with the strategy. Researchers adopted a quantitative way to assess data during the COVID-19 pandemic. To assess students' skill in Vocabulary, the researcher used a pre-experimental study method that included a pre-test and post-test. Additionally, at the conclusion of each meeting, researchers will utilize Google forms to gather information regarding students' perceptions of learning English through the usage of films to increase vocabulary skills in the learning process during the Covid 19 pandemic. SMP PANCA BUDI, in particular, will be the site of study. Only one class was chosen as an example in 7th grade English.

In this research, a quantitative approach was defined as a research method. "Quantitative research is an exploration of social issues, explaining phenomena by gathering numerical data, which is examined using mathematically based methodologies, primarily statistics," Aliaga and Gunderson (2002) said. Quantitative research methods, then, are focused on quantifying and analyzing variables in order to acquire findings. It entails the use of specific statistical techniques to analyze numbers data in order to answer questions such as who, how much, what, where, when, how much, and how. From this statement, it can

be stated that the primary task of research is to describe an issue in both qualitative and quantitative categories. The researcher used a pre-experimental study approach that included a pre-and post-test to test students' vocabulary. Moreover, at the conclusion of each meeting, researchers will utilize Google forms to gather information about student's perceptions of learning English through the usage of films to increase vocabulary skills in the learning process during the Covid 19 epidemic. The sample of this study was final semester English majors, with the research sample being seventh-grade students from SMP PANCA BUDI MEDAN. Observation, Test (pre-test and post-test), Questionnaire (Google Form), and Documentation were used to collect data. The writers use data analysis techniques such as Frequency Distribution, Percentage Distribution, Median, Mean or Average Value, Diagram, and Standard Deviation to determine the research's conclusion findings.

FINDINGS AND DISCUSSION

This data was collected from 7th Grades of SMP PANCA BUDI Medan. They were 18 students. This statistics show that watching movies is one of the most effective methods to increase one's vocabulary.

The film is watched in two ways to determine the results: with subtitles and without subtitles. Various studies have shown that subtitles or captions in a movie have a favorable effect. Using subtitles with movies, according to Rokni and Atae (2014), has a favorable impact on language acquisition. Students not only watch and listen to audiovisual content when watching a subtitled movie, but they

also interact with it since they translate the source text into the target language (Gorjian, 2014).

The purpose of showing movies without subtitles is to demonstrate the end outcome, which is to guarantee that students truly comprehend rather than merely remember. The study procedure must be completed online because to the COVID-19 pandemic, Zoom is used to replay the movie. The google form link was shared with students through wa and zoom during the test. The film was screened three times in total.

Table 1. Median, Average and Standar Derivation

Name	Pretest 1	Pretest 2	Post Test
Student A	60	70	80
Student B	90	95	100
Student C	70	80	90
Student D	75	80	90
Student E	55	70	80
Student F	50	70	75
Student G	85	90	95
Student H	85	90	95
Student I	50	70	75
Student J	60	70	80
Student K	90	90	95
Student L	50	70	75
Student M	45	70	80
Student N	60	70	90
Student O	80	90	100
Student P	45	80	90
Student Q	70	80	90
Student R	50	70	75
MEDIAN	60	75	90
AVERAGE	65	78.055	86.38
STANDAR DERIVATI ON	15.90	9.26	8.88

The researcher chose 18 junior high school students in 7th grades at SMP PANCA BUDI as research participants based on the information provided above. To prevent invading students' comfort and privacy, researchers employ

pseudonyms or codes in accounting. The goal of this study was to see how effective viewing movies is at developing vocabulary. The researcher has selected a score of 75 as the minimal number that must be acquired to be deemed to have passed in order to assess the student's graduation rate. This study's data was gathered via a Google form link.

The following are the results received after doing research using the shared Google form: Here are the outcomes of using shared Google forms to do research:

1. Each part increases the amount of students with higher test scores.
2. In the first pre-test, 10 students received a score of less than 70. All students received passing grades on the second pre-test and post-test.
3. The first pre-test was passed by 44.44 %, while the pre-test and post-test were both passed by 100 %.
4. The lowest score in the first pre-test, as indicated in the diagram, was 45, which was earned by 2 students. On the second pre-test, the lowest score was 70, which was achieved by 9 students. 4 students scored 75 on the post-test, which was the lowest score.
5. In terms of highest score, 2 students gave the first pre-test a score of 90, 1 students gave the second pre-test a score of 95, and 2 students gave the post-test a score of 100.

The researcher finds that utilizing "frozen" movies to boost students' vocabulary is successful based on the explanation of the data above.

Therefore, the data will be as below:

Table 2. Pretest 1

Mark	Frequency	Percentage
45	2	11.12 %
50	4	22.23%
55	1	5.54%
60	3	16.67%
70	2	11.12%
75	1	5.54%
80	1	5.54%
85	2	11.12%
90	2	11.12%
Total	18	100%

There were 5 students who received excellent scores on the first pretest (score: 80-100). It can be stated as a percentage: 27.78 % of students receive excellent grades. Students who receive good grades are 3 students (score 70-79). 16.67% of students can earn good grades, which may be expressed as a percentage. 3 students received a fair grade (score 60-69). It can be stated as a percentage of 16.67% of students receiving adequate grades. 7 students received a poor grade (score 40-59). It can be stated as a percentage of 38.89% who received a poor grade. The students received a total score of 1170. The overall average is 65. The Standar Derivation is 15,90.

Table 3. Pretest 2

Mark	Frequency	Percentage
70	9	50%
80	4	22.23%
90	4	22.23%

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95	1	5.54%
Total	18	100%

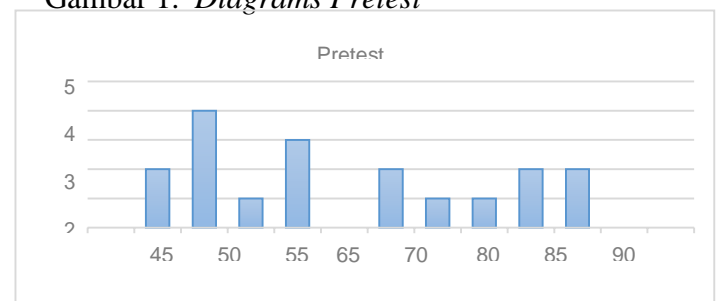
There were 9 students who received excellent scores on the second pretest (score: 80- 100). It can be stated as a percentage: 50% of students receive excellent grades. Students who receive good grades are 9 students (score 70-79). 50% of students can earn good grades, which may be expressed as a percentage. The students received an overall score of 1405. The overall average is 78.055. The Standar Derivation is 9.26.

Table 4. Post test

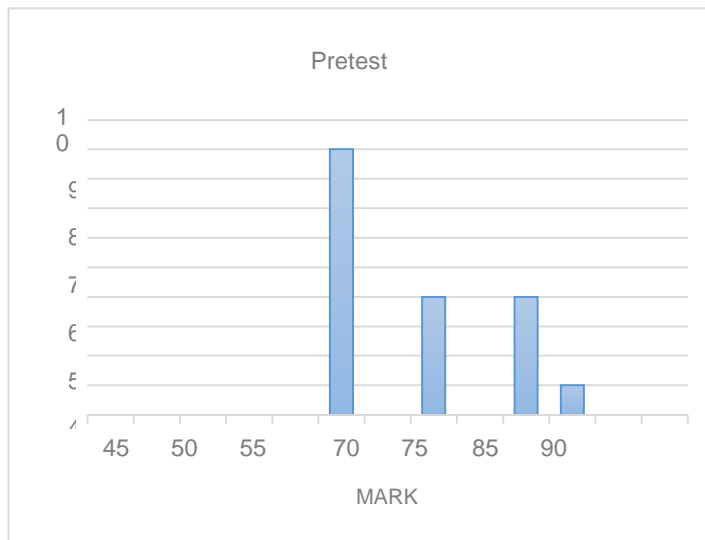
Mark	Frequency	Average
75	4	22.23%
80	4	22.23%
90	5	27.75%
95	3	16.67%
100	2	11.12%
Total	18	100%

According to the post test findings, There were 14 students who received excellent scores on the second pretest (score: 80- 100). It can be stated as a percentage: 77,77% of students receive excellent grades. Students who receive good grades are 9 students (score 70- 79). 22,23% of students can earn good grades, which may be expressed as a percentage. The students received an overall score of 1555. The overall average is 86.38. The Standar Derivation is 8.88.

Gambar 1. Diagrams Pretest

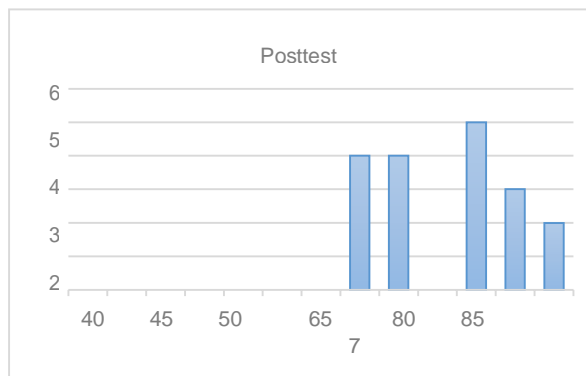


Many children still score below the KKM, as seen by the results of the first pretest (below 70). This is because students are using the film learning approach for the first time, according to the researcher. As a result, they haven't honed their emphasis



Gambar 2. Pretest

in the second pretest, all students have reached the KKM (minimum 70). 50% of them already understand about the film FROZEN. because the film has English subtitles, they have begun to concentrate on watching the movie rather than reading the subtitles and guessing the meaning of the dialogue. Of course, this has in a greater attention on the part of the students.



Gambar 3. Post test

Students were significantly more concentrated on viewing movies in the last post-test. Because they find it difficult to view films without subtitles. As a result, students pay close attention to the dialogue in the film and strive to recall details while watching it with subtitles. As can be seen from the above frequency data, all of the students received a good score of at least 75.

DISCUSION

The researchers discovered that English movies are beneficial in enhancing students' vocabulary in pandemic covid 19 according on their investigation.

Preliminary observations were taken before the author completed the research, and it was discovered that the challenges in the field related students' vocabulary mastering were those who did not know which media was most helpful for growing vocabulary or who were bored just by reading books. As a result, the author proposes a method for mastering or expanding vocabulary through the use of the animated film Frozen, which is appealing to a wide range of audiences, particularly junior high school students. The researcher picked vocabulary mastery because it is a critical component of fluency in speaking, which is a way of communicating information in everyday life.

The importance of vocabulary in English learning cannot be overstated. It is one of the elements that ties together the four abilities of speaking, listening, reading, and writing (Huyen and Nga, 2003). Moreover, Dellar, and Hocking (in Thornbury, 2002:13) also noted that when someone devotes the majority of their time to learning grammar,

their English does not improve significantly. If someone learns more words and expressions, though, they will see a big improvement. With grammar, one may express very little, but without words, one cannot say anything at all. These sentences demonstrate the importance of vocabulary in language development. In the process of enhancing pupils' vocabulary, researchers use three methods. The researcher delivered the Frozen film with Indonesian subtitles at the first meeting, which was the first stage of the students' introduction to the film. The researchers screened the video with just English subtitles during the second meeting, and students were encouraged to listen to and view the English text at the same time. The researchers screened the video without subtitles during the third meeting, and students were just expected to listen and memorize the terminology of every discussion in the Frozen movie.

For educational research, tests are a significant measurement instrument. A test is a collection of stimuli provided to an individual in order to elicit reactions that may be used to calculate a numerical score (Ary 2010: 201). "A test is a tool to assess an individual's or group's knowledge, abilities, sentiments, intellect, or talents," Gay (1992:154) says. The test was utilized as an instrument by the researcher in this investigation. According to the expert's explanation, the test consists of a series of questions used to collect data from students. In scientific study, data is extremely significant. A data collecting method is a way of gathering information for a study. The goal of data gathering methods in scientific research is to get

study outcomes. Data may be collected in a variety of ways. The researchers employed tests to obtain data for this investigation. The researcher employs pre- and post- testing in this study. For better data findings, the pretest was done during the first and second meetings, while the posttest was done at the third meeting.

CONCLUSION AND SUGGESTION

The researcher draws the major conclusions after doing study with SMP PANCA BUDI MEDAN 7th grade students and analyzes the data. Students' vocabulary knowledge may be improved by watching movies, as well as other areas of vocabulary (word content). Because students can see and hear immediately, learning vocabulary through films makes it easier for them to locate and remember word meanings. This strategy is said to be highly good for piqueing students' interest in learning English, particularly when it comes to vocabulary building. As a result, they may find it simpler to grasp English terminology if they use cinema as a visual medium. The average student now has a cellphone, which makes it simpler for researchers to share movies they view as the primary study medium, especially during the Covid-19 epidemic. The researcher was unable to assess whether or not pupils were paying attention to the videos that were shown due to a flaw in the research. However, this strategy is also quite good in increasing students' vocabularies.

The goal of this study is to determine the effectiveness of utilizing the film " Frozen" to help pupils increase their vocabulary.

The authors anticipate that this research will be beneficial in both

theory and practice.

1. Importance Theoretically

This study will give a new reference for English instructors in using movies as a learning medium in the classroom to potentially increase student vocabulary where teachers may utilize intriguing movies as a medium of learning based on these aims.

2. Significance in Real Life

This research is intended to have practical implications for students, instructors, and future researchers.

a. Students

- Students are more likely to grasp terminology learned through movies since they can see and hear the individuals speaking immediately while viewing the movie.
- Students will receive engaging instruction from their teacher in the classroom, which will increase their enthusiasm for studying English, particularly vocabulary.

b. Teachers

This research will provide them with ideas on how to educate and inspire kids to acquire English, particularly vocabulary, and they will not be limited to a few teaching tactics. The use of media, namely "movies," may be a helpful alternative or variation in learning vocabulary, making pupils more willing to engage in learning.

- This research will also give an outline of the challenges that teachers confront when employing media to help students enhance their vocabulary. It also offers techniques for when they are having trouble

practicing using movies to boost kids' vocabulary in class.

c. Future researchers

- This study can serve as a starting point for further research into a descriptive view of cinema, particularly for future scholars working on comparable issues. This study will tell future researchers about the challenges that instructors confront while utilizing movies as a learning medium, such as what they use most frequently and why they use them. Not only theory, but also hands-on experience.

As a result, it will give information regarding the current state of English teaching and learning, particularly vocabulary acquisition through the use of movies as a learning medium.

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