

# Using Media in the Form of Favorite Movies to Teach Grammar and Vocabulary to Eleventh Graders

Annisa Emillia Tri Rhovaidah<sup>1\*</sup>, Muhamad Sofian Hadi<sup>2</sup>, Mutiarani<sup>3</sup>,

<sup>1,2,3</sup> Universitas Muhammadiyah Jakarta, Indonesia

\* [nisamilia98@gmail.com](mailto:nisamilia98@gmail.com)

## Abstract

The results of learning English for students in class XI high school are poor, particularly in terms of vocabulary and grammar. It is necessary to have learning media that is expected to improve the results of English learning in order to improve the learning process that has been going on so far. The goal of this study is to see if there is an increase in words and a focus on grammar in XI grade high school students' favorite film media. The author uses media in the form of favorite movie watching to see if there is an effect of favorite movie watching on improving vocabulary and grammar in English. The treatment is carried out by the author in accordance with the theory he has discovered. Because Class XI high school students have an interest in the media of watching favorite movies, Using Media by Watching Favorite Movies was chosen as a method of improving words and grammar. Following the researcher's treatment, it was discovered that giving the Favorite English film to class XI high school students had a significant impact on their ability to increase vocabulary and focus on grammar.

**Keywords:** *English, Grammar Improvement, Learning Media, Watching Favorite Movies*

## Introduction

English is one of the foreign languages taught as a compulsory subject in Indonesian elementary schools, junior high schools, senior high schools, and even higher education levels. It has been given to kindergarten / elementary school students in the third year of education in some private schools. There are four basic skills that must be mastered when learning English. Education is a rapidly expanding field. English has become a means of communication throughout the world, including in education. The government realizes the importance of English and in Indonesia it is a foreign language. As a future orientation, the Government of Indonesia has published Indonesia's roles. Factors Influencing the Learning System In the systems approach, learning is a unity of learning components that cannot be separated from one another, because they support each other.

These components can support the quality of learning. (UUD) No. 2 of 1989, which relates to the national education system and the development of human resources in the educational field. 4 As a result, English classes are critical for students. (Zhang, 2012) stated that Vocabulary and Grammar are two fundamentals that must be mastered because without them, people will be unable to master the other four skills (listening, reading, speaking and writing). When it comes to mastering the four skills, vocabulary and grammar are crucial. Although everyone requires vocabulary for a variety of purposes, eleventh graders face challenges in expanding their vocabulary and focusing on grammar.

As a result, the researchers attempted to use a media-based strategy by watching favorite films. The researcher explains why he chose this strategy: students will feel serious while watching their favorite movie, but they will also relax. So that they can easily pick up some vocabulary and grammar from English films. According to (Sari & Sugandi, 2015), watching Hollywood movies can help improve vocabulary and grammar mastery by observing gestures or facial expressions in the movies. As a result, the researchers conducted research by watching favorite movies and applying and utilizing media.

One aspect of language that must be learned is vocabulary. (Lawson & Hogben, 1996) said that Learning vocabulary is important because before we can speak, write, or listen effectively, we must first learn vocabulary. When a person recognizes the meaning of a word when they see it, they are said to know it. This means that in order to learn vocabulary, we must first understand and be able to use it in the context of sentences. We must know the meaning of the word and be able to use it in sentences in order to learn vocabulary automatically. According to Horward and Etienne, vocabulary is a representative group of English words.

According to (Watkins & Wilkins, 2011), vocabulary learning entails learning to differentiate between the advanced meaning of words in the target language and their closest 'equivalent' meaning in the mother tongue. He also learns to select the best lexical options for specific linguistic and situational situations. (Jensen, 2001) The term "vocabulary" refers to a collection of English words. As a result, the researcher concludes that vocabulary mastery is a skill that involves mastering vocabulary, particularly English vocabulary, in order to comprehend reading, writing, speaking, and listening. (Mistar & Umamah, 2014) The teaching and learning of vocabulary must be integrated into a larger language course framework.

The importance of vocabulary cannot be overstated. We will not be able to master the four skills of listening, speaking, reading, and writing unless we master vocabulary. As a result, there is vocabulary instruction. (Horwitz et al., 1986) argued that adequate vocabulary mastery is necessary for successful use of a second language because he or she would be unable to use the structures and functions we may have learned about comprehensible communication if they did not have a broad vocabulary. The consensus appears to be that developing a large vocabulary is critical to mastering a second language.

Learners regard vocabulary as a critical component of language acquisition, and one of the challenges in developing a vocabulary component for a course is ensuring that it does not overshadow other course components. Teachers and course designers should have a set of guiding principles that can be applied to a variety of teaching and learning situations to avoid this. There are more principles on how to teach vocabulary so that students memorize it quickly based on this explanation. The researcher, on the other hand, used the strategy of watching movies in this study.

## Method

Teachers must take an active role in learning and be conscientious about understanding each student's abilities in order to discover or shape the abilities that students want to develop. The researcher used a qualitative method in this study, employing the Class Action Research (CAR) design, (Wibawa, 2003) stated that the goal of this method is to improve the quality of the learning process, which will have an impact on the increase in vocabulary and grammar that can be achieved.

The observation method, the interview method, and the assignment method are all examples of implementation methods for using film media to improve grammar and vocabulary. Method of Observation During the learning process, all teacher and student activities are observed, including teacher and student motivation, student attention to the information provided by the teacher, positive interaction (student-student, student-teacher, student-material), discussion, and presentation/ask. (Baker, 2006) stated this method is used to collect data that demonstrates the teacher's learning activities using the Favorite Film media, as well as student participation in their groups and group work as a whole.

This observation sheet/questionnaire assesses their active learning both individually and in class. The type of test used in this study is a process test, followed by a final test. During the learning process, the process test takes the form of a group discussion task. The final test is an essay question given at the end of the lesson with the goal of determining student learning outcomes, which include the students' knowledge and understanding of the subject matter covered. Methodology of the Interview

The interview method used in this study was a guided free interview, in which the interviewer brings a question guide that is only in the form of an outline to the interview and the development takes place during the interview. Interviews were conducted with eleventh grade teachers and high school students in the eleventh grade. The purpose of the interview is to learn about the strategies and methods used in the implementation of learning, the media used, the motivation of students during the learning process, and the student learning outcomes in terms of vocabulary and grammar.

## Results and Discussion

The results of the survey were distributed to all 40 students, and 85.7 percent agreed with the learning media used, which was in the form of Favorite Film Media. Learning becomes more fun, interesting, and easier to understand, they claim, when they use Favorite Movies. As a result, it can be concluded that students reacted positively to the use of favorite movies as a teaching tool. Students were more interested in the material they could see, according to the teacher, who actively involved students. If the material is only delivered verbally and students are not given notes, students are less involved and sleepy.

According to (Sudjana & Rivai, 1989), using teaching learning media will attract more students' attention, which will help to foster learning motivation. Students' understanding of the material is directly aided by learning activities that involve student participation. Learning activities with favorite film media via laptops are directed to students who are passive and just stay silent when participating in learning. Students can learn more about a subject they previously didn't understand by using these media.

Students are more willing to express their problems when they have more freedom in their questions and answers during the teaching and learning process. This study was carried out in the hopes of providing a number of benefits, both theoretical and practical. The following are some of the theoretical advantages that this research is expected to provide: Contribute to the advancement of scientific knowledge in the fields of vocabulary and grammar, as well as the use of favorite film media for learning.

The practical benefits expected from this research include being a learning support media that is expected to provide a deep understanding of the material presented, both concepts, materials, and applications in real life, in order to improve student learning outcomes, and stimulate enthusiasm, interest, and motivation for students to understand everything contained in the Favorite Movie, become a form of alternative media that teachers can use to help students learn English in eleventh grade high school, Become a source of inspiration for teachers in creating learning to increase student interest and learning outcomes, and one of the foundations for school principals to implement policies aimed at increasing student interest and learning outcomes, one of which is stimulating teacher creativity in learning.

## Conclusion

Researchers create research instruments that make it easier for them to collect data. Each cycle's research planning has progressed in a better and more mature direction. To find out how much students' ability to process the information obtained and to solve problems that already exist in student worksheets. The overall ability to process students' information has increased significantly after the use of film media in the learning process, according to the findings of the study.

Students are accustomed to processing information from the results of the shows shown through the use of favorite film media; additionally, students are able to compare and connect information from books and internet sources, and students are taught to draw conclusions. The use of film media can help students improve their information processing skills in English classes. Furthermore, researchers demonstrate the behavioristic theory that learning outcomes are based on stimulus and response; it has been demonstrated that eleventh graders' vocabulary mastery can be influenced by watching movies.

## Acknowledgment

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