

UTILIZING FOLKTALE MOVIE TO ENHANCE VOCABULARY

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Abstrak

Penelitian ini bertujuan untuk memanfaatkan film cerita rakyat untuk meningkatkan kosakata siswa. penelitian ini menggunakan metode penelitian tindakan kelas yang mengadopsi desain Kemmis dan McTaggart. prosedurnya meliputi perencanaan, pelaksanaan, observasi dan refleksi. penelitian ini terdiri dari dua siklus yang terdiri dari empat kali pertemuan dalam setiap siklusnya. partisipan penelitian ini adalah 30 siswa kelas VII. dalam pengumpulan data diperoleh lembar observasi, dokumentasi dantes tertulis, peneliti menggunakan tes prestasi pre-test dan post-test. hasil penelitian menunjukkan bahwa penggunaan film cerita rakyat berhasil meningkatkan penguasaan kosakata siswa. beberapa siswa secara bertahap mendapat nilai bagus pada siklus kedua. Berdasarkan pengamatan, siswa menikmati seluruh proses belajar mengajar karena teknik ini mendorong siswa untuk lebih aktif dan menerima tantangan yang belum pernah merekalakukan sebelumnya.

Kata kunci: pemanfaatan, meningkatkan kosakata, film cerita rakyat

Abstract

This study aims to Utilizing Folktale Movie Increase the student vocabulary. there search used a classroom action research method that adopted the Kemmis and McTaggart designs. the procedure includes planning, implementation, observation, and reflection. the research includes two cycles consisting of four meetings in each cycle. the participants of this study were 30 students of class VII. in collecting data obtained from observation sheets, documentation, and written tests. researchers used pre-test and post- test achievement tests. the results showed that using folktale movie had succeeded in increasing students vocabulary mastery. some students gradually got good grades in the second cycle. based on the observations, students enjoy the whole teaching and learning process because this technique encourages students to be more active and accept challenges they never did before.

Keywords: Utilizing, enhance vocabulary, folktale movie

INTRODUCTION

One of the fundamental elements of learning a second or foreign language is developing one vocabulary. Unfortunately, many students continue to lack enthusiasm and believe that studying English is a challenging topic as they discover how to teach vocabulary. Vocabulary is one approach to enhancing linguistic awareness, which in turn supports the development of language and literacy. It also plays a crucial role in assisting children in learning about new terms. From a theoretical and practical perspective, vocabulary development is crucial. According to (Fadillah et al., 2017) vocabulary is one of the language components that students must master when learning a new language. Students should have enough vocabulary to improve their abilities in the four languages. In listening, they can easily listen to and understand all the words in oral communication by using a lot of vocabulary. They can cover all the words used in oral communication in terms of verbal skills. Through reading skills, they can understand all the words in the written material. To promote students' foreign language abilities, English might be employed as the medium of teaching in some educational units: grammar, fluency, pronunciation, vocabulary, and spelling. These are just a few of the supporting factors that must be present for these language abilities to be successful, particularly in English (Ernawati, 2017) so the focus of this research is to increase students' vocabulary. Namely, this research focuses on using folktale movie to increase students' vocabulary.

Activities for teaching and learning vocabulary are more teacher-focused. But this is regarded as less effective at bringing learning to life and making it fascinating to follow as he primarily used worksheets and English handouts to instruct. The teacher in this instance, does not employ learning resources to understand English vocabulary. But, in addition to having trouble recalling English vocabulary, students frequently struggle with spelling and pronunciation making it difficult for them to comprehend stories that are written in English. People studying English as a second or foreign language frequently encounter the following issues: 1) pupils forget words; 2) pronunciation; 3) spelling; 4) lengthy and fit; 5) grammar; 6) meaning; 7) range; connotation and idiom. Teachers need to use strategies in the vocabulary learning process. The strategy in the process of learning English vocabulary was put forward by (Holidazia & Rodliyah, 2020) which splits the vocabulary learning technique into five taxonomies: (1) determination strategy, which involves determining meaning without the assistance of an expert; (2) Social strategy, which involves interacting with others; (3) memory strategies, which require tying learning new words to previously understood information; (4) cognitive strategies, which require modifying or changing the learned words; and (5) metacognitive strategies, which involve awareness of the learning process.

Folktale as a learning medium is an alternative in the process of teaching and learning English vocabulary for class VII students of SMPN 8 Makassar. The use of learning media in the mastering of English vocabulary plays a significant role and could contribute to the provision of practical experiences, motivation, and piquing interest in learning. To ensure that the process of acquiring English vocabulary continues smoothly, teacher must also exercise creativity in selecting interesting reading material for students. This is consistent with the perspective (Syafrizal & Haerudin, 2018), which claims that teachers must use a variety of strategies to enable the teaching and learning process. It is hoped that teachers will exercise greater imagination and creativity when developing their teaching strategies to make learning English more enjoyable and very motivated children will study the most effectively

(Nuraeningsih & Rusiana, 2016). the aims of this research was to determine whether the Utilizing Folktale Movie to Increase the student vocabulary.

METHOD

The study used a classroom action research method (CAR). this research was conducted at SMPN 8 Makassar. the author applies the simple random sampling technique by taking class VII students without paying attention to the strata in the population. so the research sample is 30 students. this study consisted of two cycles using pre-test and post-test achievement tests, before conducting cycle 1 the researcher gave the pre-test to students. this aims to determine students initial knowledge about increasing vocabulary mastery. after carrying out the treatment process, the researcher gave a post-test to determine the value of increasing students vocabulary by utilizing folktale movie. the research instruments used by the author were observation, documentation, and tests. the type of test used is a choice test to fill in the blanks of the story and match the words.

FINDINGS AND DISCUSSION

This chapter presents the finding and discussion of the research. the finding consists of the data obtained through achievement tests to see the student achievement, the research consist of data analyzed qualitative and quantitative. qualitative data was taken from observation and documentation while quantitative data was taken from the average score of students in taking the vocabulary test.

Table 1. Comparison of the average scores of pre-test, post-test 1, post-test 2, post-test 3.

Category	Pre-test	Post-test 1	Post-test 2	Post-test 3
Total score	1.760	1.930	2.170	2.585
Average score	58.67	64.33	72.33	86.17

Primary data: (Isra Hidayanti, 2023)

The table above it can be explained that there was an increase in students vocabulary enhance. this can be seen from the comparison of the four average values. pre-test before giving treatment and the students post-test after giving treatment. the mean score improved significantly from the pre-test score of 58.67 to the post-test score of 86,17. it is proven that the use of folktale movie media can increase students vocabulary.

Table 2. The Data of the Result

No	Cycle	Mean	Percentage
1.	Pre-test	58,67	0,03
2.	Post-test 1	64,33	0,07
3.	Post-test 2	73,33	0,1
4.	Post-test 3	86,17	0,77

Primary data: (Isra Hidayanti, 2023)

The table above shows an increase in students vocabulary skills in the results of the calculation test cycle 1 and cycle 2, in the first test (pre-test) students who passed KKM 75 were 1 student out of 30 students (0.03%). in the second test (post-test 1), students who scored an increase of 75 or passed the KKM were 2 students out of 30 students (0.07%). in the third test

(post-test 2) there were 3 students out of 30 students who passed KKM 80 (0.1%). In the fourth test (post-test 3), 23 students out of 30 students scored an increase of 80 or passed the KKM (0.77).

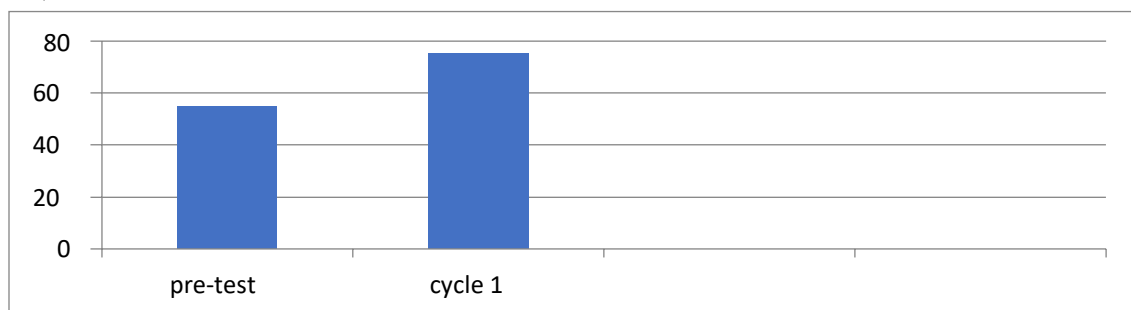


Figure 1. The Students' Improvement in Vocabulary Score in the First Cycle

The diagram showed that post-test 1 was higher than the pre-test. the result of the students vocabulary achievement in cycle 1, there was an increase of students in the first cycle. mean score from the mean class 58,67.increased to 64,33.or from 1 student who passed the score above the minimum mastery criterion to 2 students.that means that there was a 0,07% of mean score improvement.

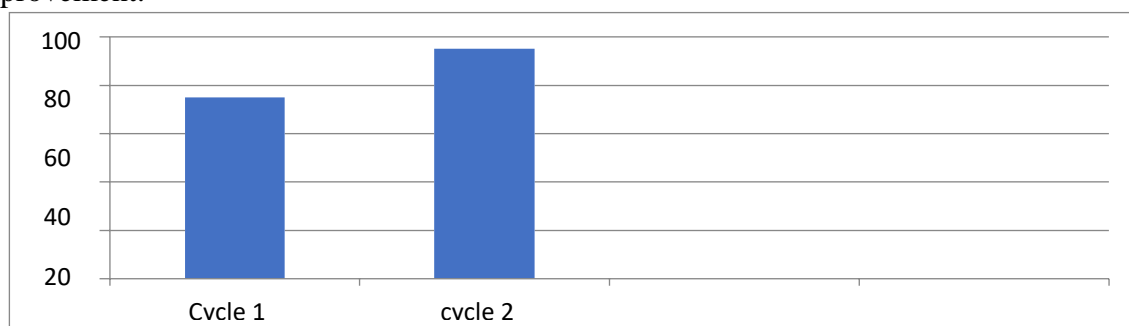


Figure 2. The Students' Improvement in Vocabulary Score in the Second Cycle

The diagram showed that post-test 3 was higher than post-test 2. the result of the students vocabulary achievement in cycle II, there was an increase of students in the cycle. mean score from the mean class 72,33.increased to 86,17. or from 3 students who passed the score above the minimum mastery criterion to 23 students. that means there was a 0,77% of mean score improvement.

Table 3. The percentage of the student activeness

Cycle	Student activeness				Average score
	Meeting (%)				
	1	2	3	4	
Cycle (1-2)	80	92	111	115	398
Cycle (3-4)	58,6%	64,3%	72,3%	86%	281%

Primary data: (Isra Hidayanti, 2023)

The table above illustrates the average level of student activity in providing resources for the teaching and learning process. the percentages from the first meeting and the second meeting for cycle I are 58,6% and 64,3%. respectively, while the percentages from the third meeting and the fourth meeting for cycle 2 are 73,3% and 86%. Cycle 1 and Cycle 2 both had an average score of 281%.

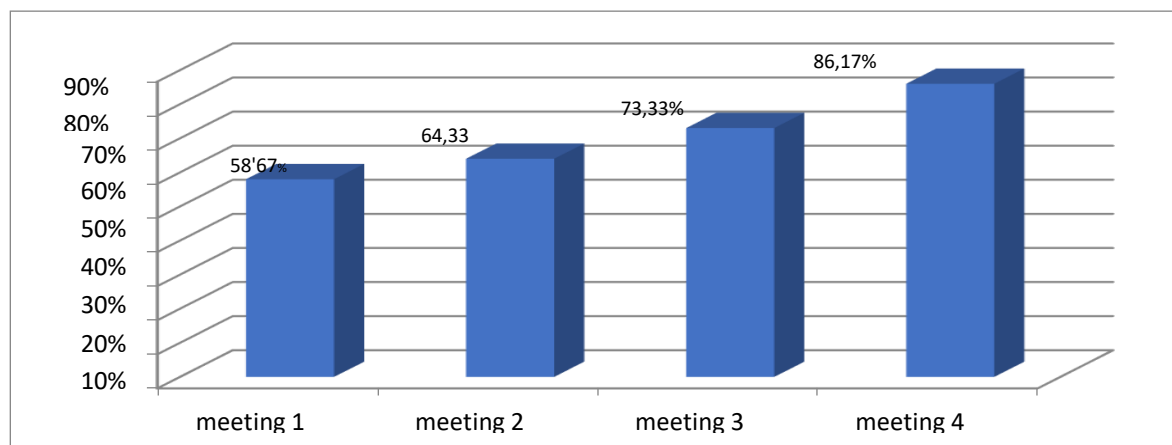


Figure 3. The student observation vocabulary enhance

The diagram up top demonstrates the students involvement in learning by utilizing folktale movies to enhance vocabulary. the percentages from the first and second meetings for cycle 1 are 58.6% and 64.3%. respectively, while the percentages from the third and fourth meetings for cycle 2 are 72.3% and 86%. the combined average for cycles 1 and 2 is 282%.

The used of folktale movies to enhance students vocabulary

The use of folktale movie to increase vocabulary. based on the results obtained by using folklore movie given in class. the data collected from the test described in the previous results section shows that the use of folktale movie can significantly increase student vocabulary. the results of the test scores in cycle 2 were much better than the test scores in cycle one. students ability increased significantly from 58.67 during the pre-test then 64.33 in post-test 1 then 72.33 in post-test 2, and in post-test 3 it increased to 86.17. the use of folktale movies as a learning medium has been proven to be able to increase students vocabulary. This study aligns with (Lamante, 2020) who concluded that the use of folktale is a good medium for increasing student vocabulary this study found a significant increase in students mean scores on the post-test compared to the pre-test.

The application of folktale movie to enhance students vocabulary

In the first and second cycles of research, students were asked to watch a folktale that had been prepared by the researcher. then to make it easier for students to understand the contents of the story and learn vocabulary, a list of the texts of the folktale they watched was made. then students are given exercises related to folktale movies which they must answer. this exercise is given to students to strengthen their vocabulary enhance. the results apply obtained from this activity are 1) students become more active in interacting in class during the teaching and learning process; 2) their vocabulary increases and the results obtained in post-test 1, post-test 2 and post-test 3 can be compared with the results of the pre-test; 3) the vocabulary exercises

given to students and the post-test results showed an increase in students vocabulary mastery; and 4) their awareness in learning English also increases. so in the two folktale that are given, students understand better to learn vocabulary easily. hey seem confident, not shy, and comfortable in carrying it out. According to (Ismawati, n.d. 2018) folktale media can help students to understand vocabulary anda language in pleasant situations.

CONCLUSION

Based on the results of the study above the writer can conclude that the utilizing folktale movies can enhance vocabulary and help them to remember and keep their vocabulary. students become active and more interested to learn vocabulary. related to the students achievement, there were 0,77% who passed the minimum mastery criterion-criteria minimum (KKM) 80 with the improvement of the students mean score from the pre-test to the post-test of the second cycle, in which their mean score of vocabulary derived 86,17 It achieved the criteria success. It means that utilizing folktale movies can increase student activity in learning English, especially in increased vocabulary teaching.

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