

**THE USE OF MOVIES' SCENES AS VOCABULARY LEARNING
ACTIVITY IN JUNIOR HIGH SCHOOL**

A Thesis

**Presented to the Department of English Language Education as Partial
Fulfillment of the Requirements to Obtain the Degree of *Sarjana Pendidikan*
in
English Language Education**



Submitted by

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APROVAL SHEET

THE USE OF MOVIES' SCENES AS VOCABULARY LEARNING

ACTIVITY IN JUNIOR HIGH SCHOOL

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Approved on 1st December 2020

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RATIFICATION SHEET
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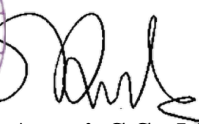
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STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written by myself. This thesis does not contain of other people's work, except those cited in quotation and references as a scientific paper should.

Yogyakarta, 1st December 2020



Yogi Rahman H

15322062

MOTTO

“All is well and all will be, that’s the only mystery of life we need to understand
on time”

(Priya Jain)

“And he found you lost and guided you”

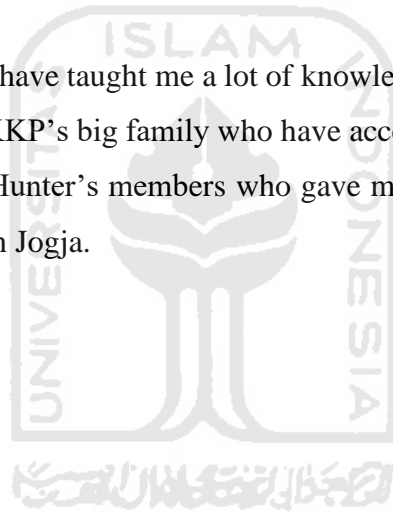
(Ad duhaa, Surah 7)



DEDICATION

On behalf of Allah, I dedicate this thesis to myself who is always struggling for challenges in life. And especially for:

1. My parents, my sister, and my brother who always support and pray for me.
2. My friends: Dayang, Saza, Mayke, Desfa, Vee, Wendi, Ade, Fanji, Ilham, Rofi, Ridho, Marvy, Adil, who always cheer and push me up in all conditions.
3. My lecturers who have taught me a lot of knowledge.
4. The whole IPRY KKP's big family who have accepted and facilitated me.
5. The whole Ukhti Hunter's members who gave me precious memories and experience while in Jogja.



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Bismillah hirrahmaanirrahim, all praises to Allah SWT who has been giving us many pleasures, and also peace to our Prophet Muhammad SAW who had brought us from the darkness to the lightness. In this opportunity, the researcher enables to finishes this best practice as a partial fulfillment of requirements to obtain the *Sarjana Pendidikan* degree in this English language Education Department of Islamic University of Indonesia.

The researcher realizes that there still many weaknesses of this thesis and still far from perfection. Suggestions and criticisms are needed for this thesis improvement and will be greatly accepted by the researcher. And the researcher hopes this thesis could provide meaningful benefits to reader and can useful for others.

Yogyakarta, 1st December 2020

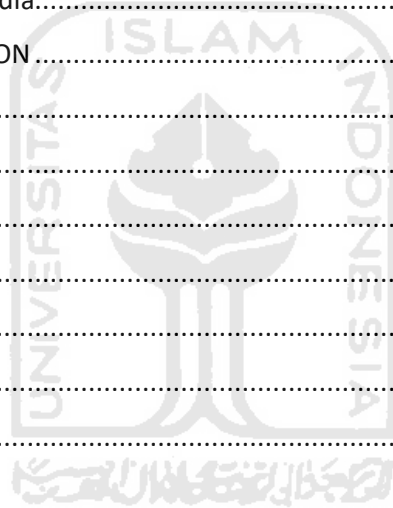


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ABSTRACT

This study aims at describing the activities as implied by the author during his internship program. Through the use of movie scenes that were embedded in the worksheets and powerpoint, he integrated that as an enrichment of his students' vocabulary. This practice was used to fulfill the practical gap that the teachers rarely used authentic materials during the teaching. Most of the teachers used textbooks only to support their learning activities. After having these activities, the author found that the students were more engaged and excited to learn vocabulary. They also mentioned that the movie scenes were good to build their vocabulary enrichment.

Keywords: movie as authentic materials, vocabulary learning, junior high school



CHAPTER I INTRODUCTION

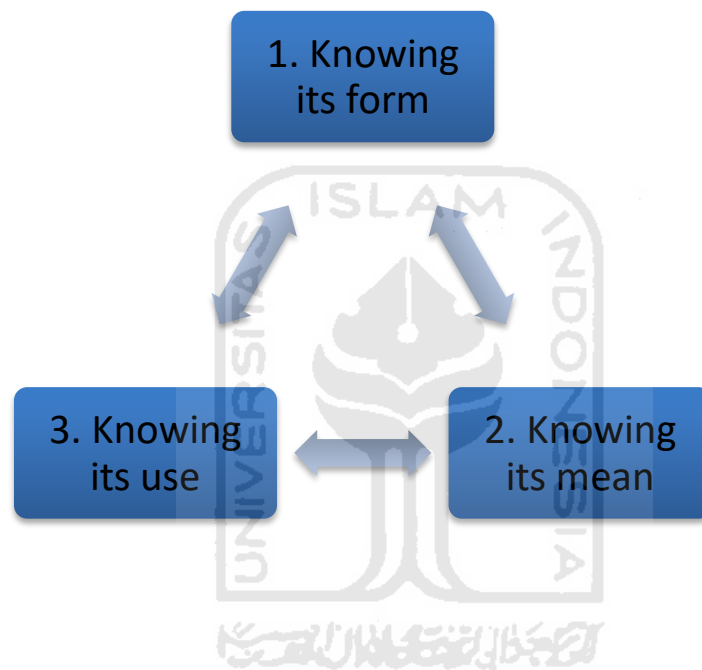
Vocabulary is the important thing to learn English language. According to Deighton (2005), vocabulary knowledge is one of the most important elements that students should master in order to learn and acquire new language. It is important because it is the basis of language that links the major language skills including speaking, reading, listening and writing. Having a rich vocabulary can be a gate for the learners to master their English language, further, vocabulary plays a pivotal part in learners' language learning and also in their language proficiency since it can affect how well they listen, speak, write and read (Renandya & Richard, 2002). However, the finding during observation in Junior high school shows the limited vocabulary knowledge or lack of vocabulary that can be a serious problem when learners need to practice their English language. For those reasons, vocabulary should be regarded as one of the essential aspects of English language learning.

A practical gap was found during observation in Junior high school. The teacher tends to be less effort in developing materials and the teacher prefers to teaching English by using textbooks. According to Gilford (2016), many teachers were unfamiliar with vocabulary instructional strategies and faced dilemmas on how to introduce new vocabulary in their daily teaching practices. There are at least three aspects in which learners need to acquire vocabulary which is (1) knowing its form, (2) knowing its meaning, and (3) knowing its use (Nation, 2000).

CHAPTER II CONSTRUCT

A. Vocabulary

Vocabulary learning is one of the least efficient ways of developing learners' vocabulary knowledge (Nation, 2000). According to Nation (2000), there are three aspects in which learners need to acquire vocabulary. The aspects are stated as follows:



Knowing its form can help learners to understand the word and learners can explain the word form. For example :

1. Can the learners repeat the word accurately if they hear it?
2. Can the learners write the word correctly if they hear it?
3. Can the learners identify known affixes in the word?

The second one is knowing the meaning of the words. For example :

1. Is the word a loan word in the L1?

2. Is there an L1 word with roughly the same meaning?
3. Does the word fit into the same sets as an L1 word of similar meaning?

The examples above are important because it can help learners to communicate or avoid misunderstanding. The third one is knowing its use can help learners to use the word. For example :

1. Does the word fit into a predictable grammar pattern?
2. Does the word have the same collections as an L1 word of similar meaning?
3. Does the word have the same restrictions on its use as an L1 word of similar meaning?

On other hand, O'Connor (2005) stated how to build a good vocabulary. There are four points that should be marked. The points are stated as follows: Words, Meaning, Sentences practice, and Dictionary.

According to Brown (1945), vocabulary is divided into two kinds, they are:

1. Active vocabulary (Productive vocabulary). Active vocabulary is words which students understand, can pronounce correctly and uses constructively in speaking and writing.
2. Passive vocabulary (Receptive vocabulary). Passive vocabulary is words that recognize and understand when they occur in a context, but it cannot produce correctly itself. It refers to language items that can be recognized and understood in the context of reading or listening and also called receptive vocabulary.

In accordance with Brown (1945), Harmer (1991) classifies vocabulary into two types, they are:

1. Active vocabulary, active vocabulary refers to words that students have learned and are expected to be able to communicate.

2. Passive vocabulary refers to words that students will recognize when they meet them.

B. Movies' Scene as Media

Movies and videos are known as one kind of visual media. They show both sound and pictures. According to Gomathi (2017), the video is a useful means of communication and a powerful medium of sharing information and valuable aid in teaching and learning language. And he also said that videos and movies are more effective than traditional textbooks. The textbooks are only show dead words and sentences. Learning by using movies and videos can help students to understands the new language and remember them for longtime. Learning by using movies and videos will give a chance to get acquainted with native voice, make the students feel comfortable and absorb new language without being aware of learning new words.

According Merita Ismaili (2013), using movies in the EFL classroom attract students' attention, present language in a more natural way that found in course-books. In accordance with Merita, Raniah Hassen Kabooaha (2016) concluded that movies are powerful instructional media that can help developing students' language skills.

CHAPTER III IMPLEMENTATION

In this section, researchers describe steps of learning activities and the implementations of movies' scenes.

A. Activity 1

In this activity, students are invited to watch movie scenes that I have collected from several movies about asking and offering help.

I showed a collection of movie scenes to the students and asked them to watch the movie carefully and take a note in order to get more vocabularies and information about the words of asking and offering helps from the movie. After that, I asked the students about the vocabularies that often appear on the video and allowed them to write down the words or vocabularies they had found in the board, this way is order to build the ideal relationship between teacher and students which is similar to the strategies as suggested by Zhen (2016). Therefore, the students and teacher have a good communication also increase students engagement in learning activities.

Then, I explained what the video talked about and why students have to understand the words that came out from the video. Until the students felt good about the explanation, I gave an example about asking and offering help using one of the words from the movie and also how to answer and reject help.

B. Activity 2

In this activity, students have to practice. After all the video had been watched, I asked them to pronounce the vocabularies that had been found from the movie, in order to exercise their pronunciation and dialect.

Then, I gave them an example using conversation in order to ask them to have a group discussion to make a dialog, therefore the learning process will be more active and enjoyable. Next, I asked them to perform in front of the class with their own dialog that had been discussed with their own group which means they need to use the vocabularies from the movie and use similar dialect like the movie and also good intonation.

In terms of developing critical thinking, making learning more enjoyable, effective, and efficient for writing classes, movies play an important role, as well. Also pronunciation can be fostered with watching movies. This study intends to examine the role of watching movies in language learning, in particular the study investigating whether the use of movies in language learning motivates learners to develop their language proficiency (Aliyev & Albay, 2016).

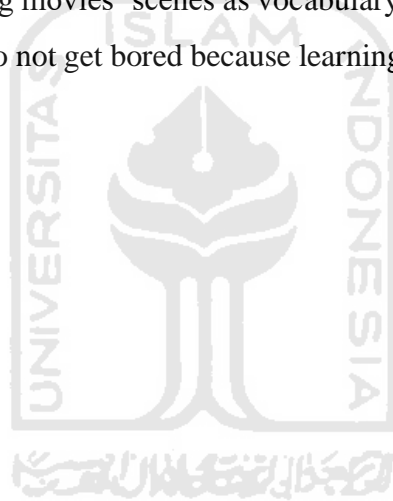
C. Activity 3

In this activity, students are expected to understand the lessons about asking and offering help also how to answer and reject help by using a post test.

Post test contains material about asking and offering help.

CHAPTER IV CONCLUSION

The conclusion of this research are that using movies' scenes as vocabulary learning can improve learners' vocabulary knowledge and willingness to learn, and learners are more enthusiastic in learning because when learners learn vocabulary using movies' scene they immediately hear how the native speakers speak and how it is pronounced. And using movies' scenes as vocabulary learning is a solution for teachers so that students do not get bored because learning only uses material from books.



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APPENDIX

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

| | |
|--------------------|--|
| Satuan Pendidikan | : SMPN 1 Pakem |
| Mata Pelajaran | : Bahasa Inggris |
| Kelas / Semester | : VIII / 1 |
| Materi Pokok | : Asking and Offering Help |
| Alokasi Waktu | : 4JP (2 Pertemuan x 80 menit) |
| Fokus Pembelajaran | : Speaking (berbicara) dan Listening (mendengar) |

A. STANDAR KOMPETENSI :

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.
3. Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, dan budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.
4. Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, dan budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.

B. KOMPETENSI DASAR

- 3.1 Merespon makna yang terdapat dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, dan meminta, memberi dan mengingkari informasi, meminta,

memberi, dan menolak pendapat, dan menawarkan / menerima / menolak sesuatu.

C. INDIKATOR

1. Menyebutkan ekspresi meminta dan menawarkan bantuan
2. Membedakan ekspresi meminta dan menawarkan bantuan
3. Membuat dialog meminta dan menawarkan bantuan
4. Menampilkan dialog di depan kelas secara berpasangan

D. TUJUAN PEMBELAJARAN

Pertemuan 1

Siswa dapat :

1. Menyebutkan ekspresi meminta dan menawarkan bantuan.
2. Membedakan ekspresi meminta dan menawarkan bantuan.
3. Menirukan contoh dialog ekspresi meminta dan menawarkan bantuan berpasangan di depan kelas.

Pertemuan 2

Siswa dapat :

1. Mengulas kembali secara singkat pembelajaran tentang teks interaksi interpersonal lisan dan tulisan yang menyatakan ekspresi meminta dan menawarkan bantuan.
2. Mengerjakan soal post test tentang teks interaksi interpersonal lisan dan tulisan yang menyatakan ekspresi meminta dan menawarkan bantuan.
3. Bersikap peduli, kreatif, percaya diri, dan bertanggung jawab.

E. Materi Pembelajaran

1. Materi Pembelajaran Reguler

- **FAKTUAL**
Video dan teks interpersonal lisan dan tulisan.
- **FUNGSIONAL**
Fungsi sosial teks
Menyatakan ekspresi meminta dan menawarkan bantuan.
- **STRUKTURAL**
Struktur teks
 - a. Could you please give me a hand? Sure/sorry I can't., dan semacamnya.
 - b. May I help you? Yes please/ no thanks., dan semacamnya.
- **KONSEPTUAL**
Unsur kebahasaan
 - Kosakata : help, please, sure, certainly, thanks, pass, lend, no problem, I'm busy.
 - Tata bahasa : can, will, may, shall, could, would, might.

- Penggunaan nomina nominal singular dan plural secara tepat, dengan atau tanpa ;a, the, this, that, these, those, my, their, dsb secara tepat dalam firasa nominal.
- Ucapan tekanan dan tanda baca.

F. Pendekatan dan Metode Pembelajaran

- Pendekatan : Scientific Approach.
- Metode : watching video and roleplay

G. Media Pembelajaran

- Laptop, LCD projector, sound system.

H. Langkah langkah Pembelajaran

- Pertemuan 1

| Kegiatan | Dekripsi kegiatan | Waktu |
|--------------------|---|----------|
| Pendahuluan | 1. Guru membuka kelas dengan salam dan menyapa murid murid. 2. Guru meminta murid untuk memperhatikan video pada layar. 3. Guru menanyakan murid apa yang akan dipelajari setelah menonton video pada layar. | 10 menit |
| Inti | 1. Guru menanyakan kata apa yang sering muncul pada video yang sudah ditayangkan. 2. Guru memberi contoh kata “CAN” pada layar. 3. Guru meminta murid membaca contoh kalimat pada layar. 4. Guru menjelaskan kata (can,will,shall,may,could,would,should,dan might). 5. Guru memberi contoh kalimat <i>asking for help</i> pada layar dan meminta murid untuk membacanya. 6. Guru memberi contoh respon dari <i>asking for help</i> pada layar. 7. Guru memberi contoh kalimat <i>offering for help</i> pada layar. 8. Guru memberi contoh respon dari <i>offering for help</i> . 9. Guru memberikan contoh 2 dialog di layar dan meminta siswa untuk memilih salah satu dialog untuk di peragakan bersama teman sebangku di depan kelas. | 25 menit |

| | | |
|----------------|--|---------|
| Penutup | <ul style="list-style-type: none"> Guru menanyakan kepada siswa apa saja yang sudah di pelajari pada pertemuan tersebut dan guru menyimpulkan hasil pembelajaran. | 5 menit |
|----------------|--|---------|

• **Pertemuan 2**

| Kegiatan | Deskripsi kegiatan | Waktu |
|--------------------|--|--------------|
| Pendahuluan | <ol style="list-style-type: none"> Guru membuka pertemuan dengan salam dan menyapa murid murid. Guru memberi game kepada murid untuk mengingat kembali pelajaran yang sudah diberikan pada pertemuan sebelumnya. | 10 menit |
| Inti | <ol style="list-style-type: none"> Guru memberi post test kepada murid untuk menguji pemahaman siswa atas materi yang diberikan. Guru membahas post test yang telah dikerjakan murid. | 20 menit |
| Penutup | <ol style="list-style-type: none"> Guru memberi hadiah kepada murid yang mendapat skor tertinggi pada post test. Guru menutup pertemuan dengan salam. | 10 menit |

I. Penilaian Hasil Belajar

1. Teknik Penilaian

- Penilaian Pengetahuan : Tes Tertulis
- Penilaian Keterampilan : Menyusun, Melengkapi, Membuat dialog sederhana.

2. Bentuk Penilaian
– Tes Tertulis : Pilihan Ganda

Pakem, 24
Agustus 2018

Guru Pembimbing

Guru PLP

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HAND OUT

Pertemuan 1

Video



a. **Asking and Offering Help** (meminta dan menawarkan bantuan)

| | |
|-------|--------|
| Can | Could |
| Will | Would |
| Shall | Should |
| May | Might |

Examples of asking help :

- Can you help me?
- Could you please give me a hand?
- Would you like to help me?
- Would you mind to come to my house?
- Could you pass the salt over there, please?
- Could you please open the door?
- Could you lend me some money?
- Can you please come here for a second?

Responses for accepting for help

- Okay
- Yes, I can
- Okay, no problem

- Sure
- Certainly
- No problem

Respon for declining for help

- I'm sorry I can't
- Sorry, I can't do it
- Sorry, I'm busy
- You better manage it on your own
- I'm afraid I can't do it

Example of offering help :

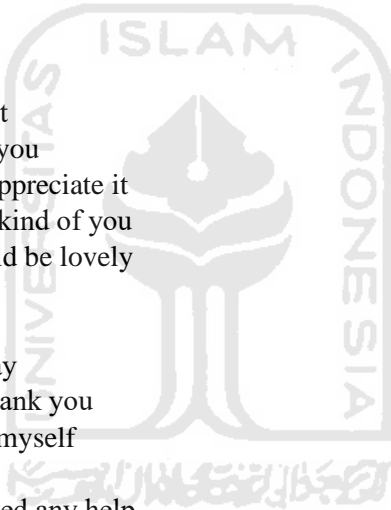
- May I help you?
- Would you like to help me?
- Would you like a cup of tea?
- May I give you a hand?
- Shall I bring you a pillow?
- Shall I help you with your project?

Accepting offers

- Thank you
- Yes, please
- I'd like it very much
- I'm pleased to do that
- With pleasure thank you
- Yes please, I really appreciate it
- Thank you, it's very kind of you
- Yes, please that would be lovely

Declining offers

- No thanks
- I can't, thanks anyway
- No, I really won't, thank you
- It's okay, I can do it myself
- No thank you
- No thanks, I don't need any help
- Don't worry, I will do it myself



b. Dialogues

Dialogue 1

- Anita : Hello Ms. Ratu you looks so busy, may I help you?
 Ms. Ratu : Yes I am. Could you please bring students' homework books in my table?
 Anita : Sure, and where should I bring it to?
 Ms Ratu : Please bring the books to your class, and say sorry to your friends that I may coming late to the class.
 Anita : Okay Miss Ratu. Is there anything else?
 Ms Ratu : No it's enough. Thank you very much for your help Anita.
 Anita : Your welcome.

Dialogue 2

Mr. Jack : Hello waiter, can you come here for a second?
 Waiter : Sure. What can I help you sir?
 Mr Jack : Could you bring me some salt?
 Waiter : Yes sir. and would you like to try some coffee? We have the best quality in this town.
 Mr. Jack : Wow it would be really lovely to try it.
 Waiter : Ok sir, is there anything can i help you with?
 Mr. Jack : No thanks, I think it's enough.
 Waiter : Okay I will bring it to you now.

Pertemuan 2

Post Test

1. Bryan: Nugy, where are you?
 Nugy: I'm in the house. What's matter?
 Bryan: oh _____ .
 Nugy: I'd like to help you. For what?
 Complete the dialogue above with suitable expression
 A. Would you like some help?
 B. Sorry, I can't help you
 C. Could I possibly ask you to help me?
 D. Let me help you
 E. No, you don't need to help
 2. Elsa: Will you help me to build a snowman?
 Olaf: Yes, of course. _____ .
 Complete the dialogue above
 A. I won't
 B. I will
 C. I will not
 D. Will I?
 E. Shall I?
 3. Romy: May I help you ?
 Deny: Hmmm. **Don't bother yourself, thanks.**
 The underlined sentence express
 A. Asking help
 B. Giving help
 C. Offering help
 D. Refusing an offer
 E. Accepting an offer
- Complete the dialogue below (for questions number 4 and 5)**
 Mr Iqbal: Jon, come here please!
 Andy: Yes, sir. I'm coming.
 Mr Iqbal: (4) _____ the goods to the shop, please?
 Andy: With pleasure, sir.
 Mr Iqbal: Don't forget to put into the correct case!
 Andy: (5) _____, sir.
 Mr Iqbal: Thanks.

4. The suitable expression is
- Can you bring
 - Can I bring
 - May I bring
 - Don't bring
 - I would like to bring
5. The suitable expression is
- Sorry, I can't
 - I wish I could help you
 - I'm busy
 - I need some help
 - Don't worry

Complete the dialogue below (for questions number 6 and 7)

Anita : Hello Ms. Ratu you looks so busy, (6)_____?

Ms. Ratu : Yes I am. Could you please bring students' homework books in my table?

Anita : Sure, and where should I bring it to?

Ms Ratu : Please bring the books to your class, and say sorry to your friends that I may coming late to the class.

Anita : Okay Miss Ratu. (7)_____?

Ms Ratu : No it's enough. Thank you very much for your help Anita.

Anita : Your welcome.

6. The suitable expression is
- Could you help me?
 - Would you help me?
 - May you help me?
 - Can you help me?
 - May I help you?
7. The suitable expression is
- May you help me?
 - Is there anything else?
 - Is it enough?
 - May I help you?
 - Is it enough?

Answer the following question based on dialogue below(for questions number 8-10)

Mr. Jack : Hello waiter, Can you come here for a second? (8)

Waiter : Sure. What can I help you sir?

Mr Jack : Could you bring me some salt?

Waiter : Yes sir. and would you like to try some coffee? We have the best quality in this town.

Mr. Jack : Wow it would be really lovely to try it.

Waiter : Ok sir, is there anything can i help you with?

Mr. Jack : No thanks, I think it's enough.

Waiter : Okay I will bring it to you now.

8. What does the underlined sentence mean?
- Mr. Jack asked the waiter to come to him.

- B. Mr. Jack asked the waiter to bring some salt.
 - C. The waiter offered what to do to help Mr. Jack.
 - D. The waiter asked to Mr. Jack to come to him.
 - E. The waiter can not help Mr. Jack.
9. What did the waiter say to offering help to MR. Jack?
- A. Can you come here for a second?
 - B. What can I help you sir?
 - C. Could you bring me some salt?
 - D. Okay I will bring it to you now.
 - E. No thanks, I think it's enough.
10. Where doe the conversation take place?
- A. School
 - B. Market
 - C. Restaurant
 - D. Home
 - E. on the street

Kunci Jawaban

- 1. c 6. e
- 2. d 7. b
- 3. b 8. a
- 4. a 9. b
- 5. e 10.c



