

THE EFFECT OF 'LEARN ENGLISH WITH TV SERIES' IN INCREASING VOCABULARY SIZE FOR THE THIRD GRADE STUDENTS AT SMAN 2 MAROS

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ABSTRACT

This study aims to determine the students' vocabulary size taught by using Learn English with TV Series as a learning medium. The research method used in this research was pre-experimental with a pre-test and post-test group design. The sample was the class XII MIPA at SMAN 2 Maros consisting of 30 students selected using probability sampling with a simple random sampling technique. The instrument used were a multiple-choice, true-false item, matching test, and vocabulary level test. The collected data was then analyzed using SPSS. The result indicated that the average score of the post-test (90.40) was higher than the pre-test (49.97). It was supported by the one-sample T-Test where Sig. (2-tailed) $0.000 < 0.05$, which had a good and significant effect on students. The result of the vocabulary level test also indicated that the students at level 2000. Therefore, the students' vocabulary size was increased using Learn English with TV Series YouTube Channel at SMAN 2 Maros.

Keywords: Vocabulary Size, Learn English with TV Series, Vocabulary Level Test

INTRODUCTION

Vocabulary is the most important basic that must be had by everyone who wants to learn English. Not only for learning a language but also vocabulary is the word the child uses for starting to speak. Consequently, the child who wants to identify the vocabulary of English must start from the basics. Knowledge of vocabulary is very important to understanding and producing a second language. Alderson (2005) stated that language ability is largely a function of vocabulary size. It can be said that most of the person's ability is measured by how much vocabulary size they know.

High school students may already know a lot of basic vocabulary. They learned it when they were at the junior high school level. However, most are still learning basics, especially vocabulary. The largest their vocabulary size, the easier it is to master other skills in English subjects.

A preliminary study with the theme 'Self-Assessment Survey' was conducted on the 3rd-grade students at SMAN 2 Maros who had studied Vocabulary courses. The questions asked

whether there was any improvement in their vocabulary after studying English subjects or not. For various reasons, most of their answers are 'no'. One of the reasons is that the teachers use less relevant methods, mostly because they are difficult to memorize and reapply in daily life.

Thornbury (2002) stated that If students spent most of their time studying grammar, English would not frequently improve. They would get the most improvement if learning more vocabulary and expression. However, the facts show that many high school students still have difficulty understanding and using vocabulary in learning English.

Teachers have an active role in the learning process and students themselves. To increase senior high school students' vocabulary size, teachers must use the most effective method. Since technology and social media are increasingly sophisticated, students must use them better to learn vocabulary. Therefore, the researchers were interested in using a slightly different teaching method and is expected to increase students' vocabulary, especially in the third-grade senior high school, namely Learn English with TV Series.

'Learn English with TV Series' is a YouTube channel created by a YouTuber from the United Kingdom, dedicated to all YouTube users who want to learn or improve their English. This channel uses serials from TV to make the subscribers interested and make it easier to learn English from TV series that the public loves, such as cartoons and famous films worldwide. This channel not only brings us into a film atmosphere but also helps us while learning English or broadens our horizons with various kinds of vocabulary that may be unfamiliar to our ears. It not only tells more vocabulary but also explains the meaning of that word in English. This YouTube channel provides a sensation to watch TV series while learning vocabulary.

There were many vocabularies that the 3rd-grade students of SMAN 2 Maros have not known. Since their vocabulary knowledge is very poor, they find difficult to speak English, considering that many of these students have very basic and comprehensive vocabulary knowledge. Therefore, the researchers were interested in conducting this research as an aspiration for introducing learning media 'Learn English with TV Series' to teach vocabulary.

REVIEW OF LITERATURE

Definition of Vocabulary

Vocabulary is very important, especially in English as a foreign language. According to Linse (2005), vocabulary is a collection of words that a person knows. In addition, Richards in Renadya (2002) stated that vocabulary is the core component of language proficiency and provides many bases for how well learners speak, listen, read, and write. Hatch and Brown (1995) also defined vocabulary as a list or set of words for a particular language or a list or set of words that speakers of a language might use. Besides, According to Ur (1996), vocabulary can be defined roughly as the words teachers teach in a foreign language. Harmer (2001) also said that vocabulary is the core of a language. The definition of vocabulary conveyed looks simple but very meaningful because

without the existence of the vocabulary itself, it is very clear that a language could not be formed, or it could be said that vocabulary had a framework in a language, word for word, that could form a language.

Vocabulary Size

Vocabulary size is the amount of vocabulary mastered by a person, especially in learning a foreign language. A person's proficiency in getting a foreign language can be seen from the number of vocabularies they know. Nation (2000) said that the goal of vocabulary size is to estimate how many more common words a person knows based on a test of his/her knowledge or a sample from items of a word frequency list. Shahov (2012) also argued that valuable insights had been gained from the receptive test. It is possible to estimate and predict the amount of learners' vocabulary size using the Vocabulary Size Test (VST).

Nation (2008) classified vocabulary frequencies into four categories based on how often they occur in language. First, high-frequency words are the highest word frequencies used in all types of language usage. They can be used in formal or informal situations, written and spoken texts such as newspapers, novels, and academic texts of about 2000 words families. Second, academic words are official vocabulary and often appear in academic papers such as theses or official letters. This word group comprises 570-word families officially registered in the Academic Word List (AWL) by Coxhead (2000). Third, technical words are vocabulary used in certain fields, such as biology, physics, psychology, etc. Usually, this word has a different meaning according to its area. A technical vocabulary usually appears more frequently than other vocabulary groups. The last is that low-frequency words are the remainder of the vocabulary in a language. They rarely appear in large text. English itself has many low-frequency words usually, native English speakers master a vocabulary of only about 20,000 words, and this also depends on the education level of each person.

Common Words

According to the Oxford English Corpus (OEC), part of speech is provided for most words. Still, the part-of-speech category varies between analyses, and not all possibilities are listed. According to Haspelmath (2001), words can be classified by various criteria, such as phonological properties (e.g., monosyllabic vs. polysyllabic words), social factors (e.g., general vs. technical vocabulary), and language history (e.g., loanwords vs. native words). He also says there is a long tradition of classifying words into the ten-word classes or parts of speech (noun, verb, adjective, adverb, pronoun, preposition, conjunction, numeral, article, interjection). The researchers did not discuss all parts of speech or common words in this study. There were only a few words to learn: nouns, verbs, and adjectives. This happens because the Learn English with TV Series displayed only discussed those common words.

Vocabulary Level Test

The Vocabulary Levels Test (Nation, 1983; Schmitt, Schmitt, & Clapham, 2001) indicates the word frequency level that should be used to select words for learning. The Vocabulary Level Test (VLT) was first developed by Nation (1983), and the latest version was made by Schmitt, Schmitt, & Clapham (2001). VLT is perhaps the most widely used measure of L2 lexical knowledge (Read, 2000). It has been called the closest thing to a standard vocabulary test available. It is a diagnostic test measuring vocabulary size (Nation, 2008). As a diagnostic test, it is used to look at the students' current vocabulary level, which can help the researchers decide on what vocabulary level the students should focus on.

The vocabulary Level Test consists of two blocks, one on the left and one on the right. The right block consists of 6 words numbered 1 to 6 as answer choices, while the left block consists of 3 definitions with blanks. Participants must choose the options available on the right based on the definition in the left block by putting the check mark of the selected word in the blank. The new forms consist of five levels measuring vocabulary knowledge at 1000, 2000, 3000, 4000, and 5000 levels. Items for the tests were sourced from Nation's (2012) BNC/COCA word lists. This study presented initial evidence supporting the validity of two new equivalent forms of the VLT.

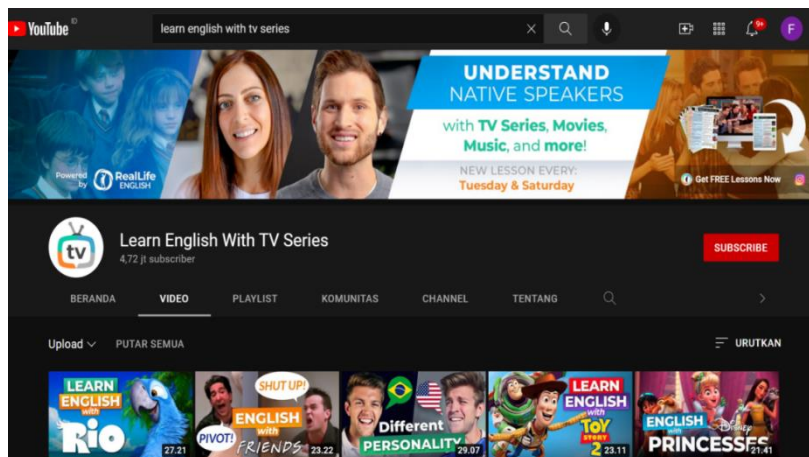
Vocabulary Size that Students Need

According to Adolphs and Schmitt (2003) that 2,000 to 3,000-word families, high-frequency words, are needed to participate effectively in everyday oral communication. While Nation (2012) argued learners need around 6000 words in families to read novels written for teenagers, watch movies, and participate in friendly conversation and need around 8000 and 9000 for reading newspapers, novels, and some academic texts.

Learn English with TV Series

Learn English with TV series is a YouTube Channel created by three YouTubers: Ethan, Andrea, and Ollie. Ethan speaks with an American accent, Andrea with a British accent, and Ollie with an Australian accent. They created this YouTube channel in 2016 to improve English understanding using TV shows, movies, and talk shows. They not only use YouTube as a place for learning but also have an Instagram account with a method that is no less exciting in learning English. The following link is an accent to learn English with TV series <https://m.youtube.com/c/LearnEnglishWithTVSeries>. Here is a figure from the YouTube channel learn English with TV series:

Figure 1: Learn English with TV Series



In this study, the researchers used a Disney movie, which is also part of the Learn English with TV series, as a medium for learning vocabulary to make students interested in learning from famous Disney films. This video is a clip of some movies from Disney movies: Disney movie COCO, Frozen II, Mulan, Up, Cinderella, and Ratatouille. However, only six videos were used as learning media to increase students' vocabulary size.

METHOD

Research Design

This study used experimental research. Arikunto (2010) said that one group pretest-posttest design is a research activity that provides a pre-test before, after, and then giving the final test (post-test).

Population

The population is the entire subject to be studied with the same characteristics. The population of this study was 84 students of class XII MIPA at SMAN 2 Maros, divided into three classes, namely MIPA 1, MIPA 2, and MIPA 3.

Sample

The researchers used probability sampling with a simple random sampling technique to select the sample. Ten students in each class, MIPA 1, MIPA 2, and MIPA 3, were determined using lottery numbers. Thus, the sample was 30 students from a total population.

Research Instrument

The test is conducted to determine the extent of the students' vocabulary size ability and whether the treatment given to students is effective or not in increasing their vocabulary size. The test was carried out twice, before and after treatment, called pre-test and post-test. The form of the test was multiple-choice, true-false items, and matching. In this form, the researchers analyzed students' accuracy in answering the questions provided in the test.

The vocabulary level test also provided in this study aimed to see if there was an increase in students' vocabulary size in each meeting. After watching Learn English with TV Series video, students took a vocabulary level test according to the video they watched. It consisted of two blocks, one on the left and one on the right. The left block consisted of six words as answer choices, while the right block was three definitions with blanks. The students must choose the options on the left based on the definitions in the right block.

Data Collecting Procedures

All data are gained for eight meetings. The first meeting was a pre-test; the researchers distributed tests to students to answer. The second to seventh meetings were treatment and a vocabulary level test; the researcher showed videos from Learn English with TV series for six meetings with different videos. A vocabulary level test was distributed to determine the students' vocabulary size development at each meeting. Then, the last meeting was a post-test.

Data Analysis Technique

SPSS stands for Statistical Package for the Social Sciences and is an application used to perform advanced data analysis. The uses of SPSS in this research were: 1) to calculate data analysis on the pre-test and post-test, such as mean, standard deviation, maximum and minimum data values in the study, their variance, normality, and hypothesis tests. The following table is the students' classification scores:

Table 1. Score Classification

Scale	Classifications
90–100	Excellent
70–89	Very good
60–69	Fair
50–59	Poor
0–49	Very poor

FINDINGS AND DISCUSSION

Findings

The results carried out by researchers were based on the objective of this research. The analysis data of the pre-test, post-test, and Vocabulary Level Test is presented as follows:

The Results of Students' Vocabulary Size on the Pre-test and Post-test

The pre-test and post-test were carried out in written tests and distributed to students before and after treatment. The following table illustrates the students' scores before and after treatment:

Table 2. Students' scores in Pre-Test and Post-Test

No.	Name	Class	M/F	Pre-test	Post-test
1	Shalihatunnisa	XII MIPA 2	F	60	80
2	Alif Muammar	XII MIPA 2	M	57	97

3	Muhammad Taufik Asaf	XII MIPA 2	M	55	68
4	Auliyah Mariah	XII MIPA 2	F	53	88
5	Andi Arif Jaya Kusuma	XII MIPA 2	M	47	66
6	Muh Akbar Ikhzak	XII MIPA 2	M	47	82
7	Susi Susanti	XII MIPA 2	F	44	97
8	Zainal Abidin Zakir	XII MIPA 2	M	44	82
9	Aditya Tri Prayoga	XII MIPA 2	M	44	97
10	Rahmawati	XII MIPA 2	F	43	73
11	Mawar Citra Lestari	XII MIPA 3	F	50	93
12	Ahmad Asyari	XII MIPA 3	M	39	84
13	Nur Afni	XII MIPA 3	F	39	95
14	Andri Firansyah	XII MIPA 3	M	39	93
15	St Rohani	XII MIPA 3	F	37	91
16	Nur Amaliyah Futri	XII MIPA 3	F	35	88
17	Miftahul Khair	XII MIPA 3	M	35	91
18	Azizah Az-Zahrah	XII MIPA 3	F	35	93
19	Tiz'sya Amaliah	XII MIPA 3	F	33	88
20	Auliah Febrianti	XII MIPA 3	F	28	88
21	Indriani	XII MIPA 1	F	68	100
22	Nur Indah	XII MIPA 1	F	68	100
23	Dwi Lestari	XII MIPA 1	F	66	97
24	Nabila Salsabila	XII MIPA 1	F	66	100
25	Anis Zahra	XII MIPA 1	F	64	100
26	Nur Miftahul Windah Zahra	XII MIPA 1	F	62	100
27	Annisa Fitriah	XII MIPA 1	F	62	91
28	Putri	XII MIPA 1	F	62	100
29	Suci Ayu Anugerah	XII MIPA 1	F	62	93
30	Fitra Novilani	XII MIPA 1	F	55	97
Average				49.97	90.40
Classification				Very Poor	Excellent

Table 2 illustrates a significant increase in the students' scores obtained in the pre-test and post-test. The students experienced an increase in their vocabulary after learning the learning materials using Learn English with TV Series. In addition, students' learning progress was also measured by comparing the students' mean scores on the pre-test (49.97) and post-test (90.40). Therefore, the students' vocabulary size increased from very poor to excellent. The classification of the results in pre-test and post-test describes in the following table:

Table 3. The Classification of the Students' Scores

Scale	Classification	Pre-Test	Post-Test
90–100	Excellent	-	19
70–89	Very good	-	9
60–69	Fair	10	2

50–59	Poor	5	-
0–49	Very poor	15	-

Table 3 describes the students’ score classification in pre-test and post-test. No students were classified as very good or excellent in the pre-test. However, after students got treatment using Learn English with TV Series, their vocabulary increased. There were 19 and 9 students classified as excellent and very good, respectively.

The Results of Students’ Vocabulary Level Test

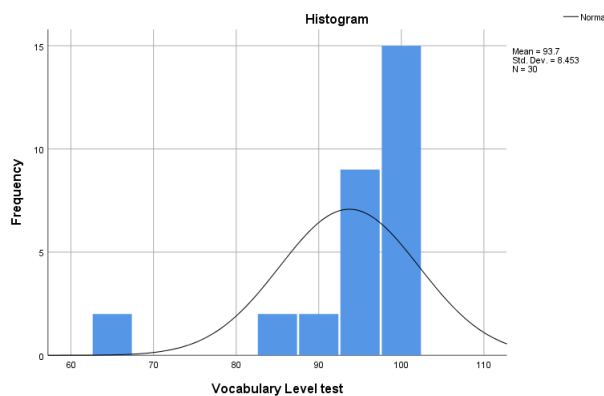
A vocabulary level test was distributed to students after each treatment. Vocabulary level test consists of treatment material in the Learn English with TV Series, namely, Disney movie COCO, Frozen II, Mulan, UP, Cinderella, and Ratatouille. And the results present as follows:

Table 4. Vocabulary Level Test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Coco	30	86	100	97.20	5.391
Frozen II	30	60	100	93.37	10.414
Mulan	30	60	100	93.37	10.414
Up	30	66	100	89.23	8.776
Cinderella	30	60	100	95.50	10.881
Ratatouille	30	53	100	93.57	9.867
Total	30			93.70	

Table 4 illustrates the results of the vocabulary level test. The lowest score was 53, and the highest was 100 out of 6 VLTs with different videos and vocabulary. In addition, the students’ average score was 93.70. Therefore, the students were considered to have mastered this 2000 level. The following figure presents the frequency of students’ vocabulary level scores:

Figure 2. Frequency of Students’ VLT Score



Assumption Test

The implementation of the normality test used the Kolmogorov-Smirnov test. According to Yassi (2018), before testing a research hypothesis, it is necessary to test the sample distribution to find out whether the sample is normal or nonnormal. The data of the normality test illustrates as follows:

Table 5. Normality Test

		Tests of Normality					
		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Result	Posttest	.165	30	.360	.868	30	.100
a. Lilliefors Significance Correction							

Table 5 shows the result of the normality test. The significant value is 0.360 with a significant level of 0.05 which means greater than 0.360. Therefore, the post-test data is normality distributed.

T-Test

The hypothesis of Learning English with TV Series was tested to determine whether it was accepted or rejected. If Sig. (2-tailed) < 0.05, Ho (null hypothesis) was rejected, and H1 (alternative hypothesis) was accepted. However, if Sig. (2-tailed) > 0.05, Ho (the null hypothesis) was accepted, and H1 (alternative hypothesis) was rejected. One sample test was conducted on the SPSS as follows:

Table 6. One Sample T-Test

		One-Sample Test					
		Test Value = 0					
	t	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference		
					Lower	Upper	
Post-test	52.978	29	.000	90.400	86.91	93.89	

Table 6 illustrates one sample t-test, Sig. (2-tailed) = 0.000 < 0.05. The result indicated that the Learn English with TV Series effectively increased vocabulary size for the third-grade students at SMAN 2 Maros. Therefore, Ho was rejected, and the alternative hypothesis (H1) was accepted.

Discussion

This research used the Learn English with TV Series to increase students' vocabulary size. Six video Disney movies were used to teach students about many vocabularies, including nouns, verbs, and adjectives. According to Baskoro (2009), we can also participate in uploading videos to YouTube's servers and sharing them worldwide. In this statement, it can be concluded that this YouTube video uploaded by Ethan, Andrea, and Ollie, had to participate worldwide, which is very helpful in teaching students, especially vocabulary. According to Kaharuddin (2018), teaching is fulfilling students' needs, experiences, and feelings and making specific interventions to help them

learn particular things. In addition, there are three main stages in Discourse Analysis for English Language Teaching, the first is pre-teaching (planning), the second is while teaching (giving instruction), and the last is post-teaching learning outcomes (Kaharuddin, 2018).

The objective of this research was to use a vocabulary level test to increase vocabulary size. The vocabulary levels test indicated the word frequency level that should be used to select words for learning (Schmitt & Clapham, 2001). It consists of two blocks, one on the left and one on the right. The right block consists of 6 words numbered 1 to 6 as answer choices, while the left block consists of 3 definitions with blanks. Students must choose the options available on the right based on the definition in the left block by putting the check mark of the selected word in the blank.

The results of VLT indicated that students showed the best result in Coco of Disney movies. There were 14 words out of 15 words that had been provided in the test. In the Disney movie Frozen II, Mulan, Up, Cinderella, and Ratatouille, students knew about 10, 12, to 13 words. Students learned about 74 words from 90 noun, verb, and adjective words of vocabulary. The students' vocabulary in this test only covered level 2000, where this level was still fairly moderate.

CONCLUSION

Learning English with TV Series effectively increased the vocabulary size of third-grade students at SMAN 2 Maros because it could help them expand their vocabulary size. They could find new vocabulary in Learn English with TV Series, especially in Disney movies. Therefore, the teachers or lecturers can use Learning English with TV Series in teaching vocabulary.

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