

**ENGLISH VOCABULARY ACQUISITION THROUGH  
MOVIES ON THE 11<sup>TH</sup> GRADE STUDENTS OF MAN  
MAJENE**



**THESIS**

Submitted in Partial Fulfillment of the Requirement for the  
Degree of Sarjana Pendidikan (S.Pd) in English Education Study  
Program Tarbiyah and Teaching Training Department State  
Islamic College of Majene

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## ACKNOWLEDGEMENTS

Alhamdulillahirabbil Aalamiin, the researcher deepest gratitude always given to Allah SWT for His permission so that she can complete

the thesis entitled "English Vocabulary Acquisition Through Movies on the 11th Grade Students of MAN MAJENE" as well as fulfillment requirements for a Bachelor of English Education, English Tadris study program, Tarbiyah and Teaching Training Department, STAIN MAJENE. Greetings and prayers are addressed to the final prophet, the chosen messenger, Muhammad Sallallahu 'alaihi wasallam, his families, and all his companions.

The researcher realizes that she cannot complete the thesis proposal without criticism, guidance, and motivation from the people around him. Therefore, the researcher would like to dedicate great honor to them. In this opportunity, the researcher would like to give special thanks to the supervisors, namely Uswatunnisa S.Pd, M.hum and Nur Fadillah Nurchalis S.Pd.I., M.Pd for their time, kindness, and patience in guiding and providing corrections during the consultation. Thanks to his knowledge, the researcher can arrive at this stage. The researcher's gratitude is also addressed to all lecturers, especially those in the English Tadris study program for their support and knowledge.

The researcher's greatest thanks also addressed to the headmaster of MAN MAJENE School, Yusbar S.Pd, English Teacher Rahmi S.Pd, and all officers and teachers that help her during conducting the research. The researcher also wants to thank the 11th-grade students of MAN MAJENE, especially class XI Agama I for their help and cooperation. Special thanks are also given to our beloved parents and extended family for all their prayers, support, and motivation. In addition, the researcher feels blessed for his friends who always have moments of joy and sorrow, in particular, the big family of TBI 2017, and also for all those who cannot be mentioned one by one. The researcher realizes that in presenting this thesis proposal there are still shortcomings, therefore all forms of criticism and constructive suggestions for the researcher will be accepted with pleasure. Finally, the researcher hopes that this thesis can be accepted and useful for those in need.

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**Nurfasyira Andinatantri. 2021.** Thesis on *English Vocabulary Acquisition Through Movies on the 11<sup>th</sup> Grade Students of MAN Majene*. English Education Study Program Tarbiyah and Teaching Training Department Islamic State College of Majene. Supervised by **Uswatunnisa S.pd., M.hum and Nur Fadillah Nurchalis M.Pd**

This research focuses on students' vocabulary acquisition through movies. The objective of this research was to find out whether English movies were effective in influencing students in acquiring vocabulary and at the same time wanting to see what part of speech students acquired through movies. The method used in this research is a quantitative one design group with a pre-experimental approach carried out in 3 sessions, namely pretest, treatment, and posttest. The data collection method was carried out by assessing the pre-test scores compared to the post-test results. The populations in this research were all 11<sup>th</sup>-grade students at MAN Majene, but the sample was only graded 11 Agama 1. The data collection technique was obtained from the pretest, posttest, and treatment results for eight meetings. The data analysis method was carried out by operating SPSS version 22 by looking at the results of statistical descriptive statistics and Inference statistics. The results showed that English movies were effective in influencing students in acquiring vocabulary, it could be seen from the post-test results which were higher than the pre-test. The pre-test score has shown a number of 58.02, while the post-test score has shown a number of 69.27 as well as the part of speech mostly obtained were the noun vocabulary parts showed by 11<sup>th</sup>-grade students of Agama 1 Man Majene.

**Keywords: Vocabulary, Acquisition, Movies.**



# CHAPTER I

## INTRODUCTION

### A. Background of the Research

Vocabulary is a collection of words that a person has in a particular language. Vocabulary can also be said as a set of words that are owned by someone or another entity or are part of a particular language. In a person's language life vocabulary has a very important role, both languages as a thought process and as a means of communication in society. It can be concluded that vocabulary is the number of words in a foreign language (in this case English) in which there is a language component that contains information about the meaning and usage of words in a language.

According to Martinus (2008), vocabulary is one aspect of language that is very important to its existence, and vocabulary is indeed needed to improve all skills in English. Many people think that learning English is difficult; English is not that hard to be mastered. However, to master it requires a clear method and process.

Vocabulary holds an important aspect in English, the aspect possessed in vocabulary can develop 4 skills in English, namely listening, speaking, reading, and writing. Without having adequate vocabulary, students will find it difficult to apply English. It should be realized that learning English vocabulary is one of the researches that needs attention. The more vocabulary lists you have, the greater the chance to become proficient in English. This is supported by Tarigan (2015) that the quality of a person's language skills depends on the quantity and quality of his vocabulary. The richer the

vocabulary a student has determined success in that student's life.

To be able to communicate in a language requires adequate vocabulary mastery. Acquiring vocabulary by learning English and increasing vocabulary memorization can allow us to receive and convey broader and more complex information. By owning and mastering vocabulary, we will know the meaning of words in their context.

The mechanics of vocabulary learning are still lacking, but we can be sure that words are not acquired instantly and need to be learned gradually over time. According to Norquist (2019) Vocabulary acquisition is an essential part of first and second language learning. This incremental nature of vocabulary acquisition manifests itself in several ways to understand a word known as receptive knowledge and is usually associated with listening and reading.

Most students acquire vocabulary by chance through indirect exposure to words at home and at school by listening and speaking, by listening to books read to them, and by reading extensively on their own. Acquiring wider and deeper vocabulary knowledge is paramount in the pursuit of becoming a proficient foreign language speaker.

Speaking of vocabulary, there are many ways to add to vocabulary lists every day. One way is to learn through movies. Learning through movies media is one of the effective learning efforts for now. "Numerous surveys conducted by language educators and scholars have revealed that movies in video format can be an important part of learning because they provide exposure to the real language used in the native and cultural settings in which foreign languages are spoken," says Wilson (2000). They have also found that movies that attract students' interest can positively influence their motivation to

learn. Learning vocabulary through movies media apart from being a motivation can also make the learning process of vocabulary more entertaining and enjoyable because students can enjoy learning more.

Nowadays movies that are in great demand to watch are English movies or foreign movies. English movies or foreign movies are popular among many, especially among teenagers for example fast and furious, avengers, and many others interesting movies in addition to an interesting story, English movies or foreign movies also use English. In the field of English education is very important. The language used in foreign movies or English movies can also influence vocabulary to acquire in English. Usually, someone who often watches English movies or foreign movies, his mastery of English is good. Watching foreign movies or English movies can also affect the skill improvement in mastering English. In this case, the experience in question is when a child or teenager watches western or foreign movies then he or she will experience a change in his English mastery.

Prambudi (2013) states that the most effective way to learn English is to listen to movies seriously. In this way, pronunciation or vocabulary pronunciation will be easy to understand. Students can also know how to pronounce the pronunciation of the original native speakers so that over time they will get used to pronouncing it clearly and correctly. Impressions of live objects in the movie can also attract the attention of students to find out and explore the story in depth. Knowledge, mastery of a lot of vocabulary will increase students' self-confidence to dare to speak in English.

Based on the teaching and learning experience at MAN 1 MAJENE when the researcher did PPL on October 24, 2020, where the researcher entered grade 11 to observe the ongoing

learning process. At the same time, the researcher monitored to find out what obstacle's students experience during the learning process. In addition to observation, the researcher also conducted an interview technique after the completion of the practice. The interview technique that the researcher uses is structured (written), namely by preparing several questions that will be asked to the interviewees first. This is intended so that the conversation in the interview is more focused on the intended purpose and avoids a conversation that is too broad.

In addition, it is also used as a general benchmark and can be developed by the researcher through questions that arise during seminar activities later. From the result of the interview conclusions that the researcher acquire during PPL were the results of teacher performance and the condition of student learning focus there were still several obstacles, one of which was related to students' vocabulary acquisition, especially in grade 11 which was still very lacking in the way of teaching used in general. In addition, educators who cannot still maximize learning media in delivering material affect students' vocabulary acquisition. The teacher has not been able to find the right media to teach vocabulary to students, especially in grade 11.

Most of the time during observation, students tend to be lazy to learn vocabulary because there is no more interesting method that can motivate them to enrich their vocabulary. Sometimes teachers only focus on presenting the material without caring about whether the teaching method is effective and understood by students. In addition, the teacher also has not been able to apply the vocabulary that has been taught in every process of learning English into daily activities, therefore most students only remember the vocabulary during the lesson and when the lesson is over students have forgotten

about the vocabulary being taught. This is the reason that from time to time the vocabulary acquisition they get does not increase.

After doing this procedure, the researcher concluded that most of the students tend to be lazy to learn vocabulary because there is no more interesting method that can motivate them to enrich their vocabulary. Sometimes teachers only focus on presenting the material without caring about whether the teaching method is effective and understood by students.

In addition, the teacher has not been able to apply the vocabulary that has been taught in every English learning process into daily activities, therefore most students only remember the vocabulary during learning, and when learning is finished students have forgotten the vocabulary that has been taught. This is why they don't get upgrades from time to time. So that based on the research problem above, the researcher formulates the research entitled "English Vocabulary Acquisition Through Movies on the 11 Grade Students of Man Majene"

## **B. Problem of the Research**

Based on the background described above, the researcher then raises a problem formulation which is also a reference in determining the title, namely:

1. Is an English movie effective to influence students in acquiring English vocabulary?
2. What parts of speech that the students acquire through the movies?

## **C. Objective of the Research**

The objective of the research is to determine whether English movies are effective to influence students in acquiring English vocabulary. In addition, the researcher also wants to

know the part of speech that the students acquire through movies.

#### **D. Significance of the Research**

The researcher elaborates two significances of the research as follows:

##### 1. Theoretical Significance

This research provides useful information for the school, especially for teachers and students regarding the effectiveness of movie media to teach vocabulary. And from the results of this research, it is hoped that the next researcher can use it in developing vocabulary learning.

##### 2. Practical Significance

- a. For students, the results of this research can be used as a new reference in English, especially in acquiring new vocabulary. From the results of this research, students will not only get new vocabulary in the movie, but students will know the direct pronunciation of native speakers.
- b. For teachers, the results of this research are expected to be a useful new contribution in teaching English, especially vocabulary. Based on the above statement, the teacher must always have new strategies that can attract students' interest in learning, especially in acquiring vocabulary so that students do not get bored with the learning methods they are going to do.
- c. For the next researchers, the results of this research will be a reference to always find the latest ways to teach English, especially vocabulary, such as through movie media which will be applied in MAN 1 MAJENE.

## **E. Scope of the Research**

Based on the issues raised above, this research focuses on the teacher's English language approach or media for vocabulary acquisition. To conduct this research, the researcher focuses on the effectiveness of movie media in acquiring vocabulary and what others obtained from learning through movie media. This research focused on students whether English movies are effective to influence students in acquiring English vocabulary as well as analyzing what kind of vocabulary they would acquire.

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter discusses findings related to previous researchers, some pertinent ideas, and hypotheses.

#### **A. Previous Related Research**

The first related research was conducted by Aftoni, Muh Irfan (2020) from Ikip Pgri Bojonegoro, he conducted research entitled *The effectiveness of teaching vocabulary using English movie "Avatar: The Legend of Korra"* to the tenth grade, MA Abu Darrin Bojonegoro class students in academic years 2019/2020 Which discusses (1) Watching English movies can improve the vocabulary of class students X MA ABU DARRIN BOJONEGORO (2) English movies that use subtitles have an effect on vocabulary understanding which is watched more than once; (3) Watching English movies more than once can help students learn new vocabulary, and can also learn new phrases in English.

The method used by the researcher is the experimental one-group pretest-posttest design. The researcher used a simple random sampling technique. In analyzing the data, the researcher used the SPSS 16.0 program for t-test calculations. At the end of the research, the researcher concluded that based on the results of research at MA ABU DARRIN Bojonegoro, students achieved good achievement in vocabulary mastery after being taught using audiovisual media (movie). The students' vocabulary mastery increased significantly, so teaching vocabulary using movies (audiovisual media) was effective in teaching students.

The second related research was Nurrahmah. S (2020) conducted research entitled *"The Influence of English movie Media with English Subtitles on Student Vocabulary Mastery"* at SMK Taruna Bhakti Depok. This research aims to determine the effect of using English movies with English subtitles on students'

vocabulary mastery of students in class X at SMK Taruna Bhakti Depok.

This research uses quantitative methods with experimental research type. According to Creswell (2012), in the experimental design, participants are the subjects who are placed in two variables, namely the experimental class and the control class. The researcher used a quasi-experimental design to find out the differences between these variables, the X variable, and the Y variable.

According to Megawati (2017), the quasi-experimental method is a research method in the form of quasi-experimental research that uses a research design that cannot fully control the research conditions. This method only allows research with existing conditions. This research was conducted at SMK Taruna Bhakti Depok in class X TKJ 4 as an experimental class and X MM 3 as a control class. The total number of samples is 70 students. Based on the calculations discussed in the previous chapter, it is concluded that the use of movies with English subtitles is effective for improving vocabulary mastery. The results of the research are:

- 1) Students in the experimental class (85.5) get an average score that is better than the control class (74.6)

This shows that there is a significant effect on students' vocabulary mastery after the application of the use of English movies between students in the experimental class and the control class. Finally, the researcher can say that the use of movies with English subtitles in teaching vocabulary helps students and teachers at the same time, it helps students get a lot of new vocabulary and learn English vocabulary in a fun way because students feel interested and motivated in learning vocabulary. The difference is that it focuses more on students' vocabulary mastery through movies with English subtitles.

The third related research entitled "Improving the First Year Student's Vocabulary Mastery through Short Animation Movie at SMPN 13 Malang" was carried out by Anindita (2019) from Brawijaya University. The research objective was to improve students' vocabulary mastery through the use of short animated movies.

The method used in this research was classroom action research which consists of four stages in one cycle. The four cycles are planning, implementing, observing, and reflecting. The instrument used in collecting data in this research was a list of observations to check the implementation of all teaching planning and field notes from observers to provide suggestions to the researcher. In addition, the researcher gave exams to measure students' vocabulary mastery as well as questionnaires to determine student responses to the strategies used by the researcher.

From the previous research, the researcher concludes that short animation movies with English subtitles can improve the first-year students' vocabulary mastery can be seen from the result of pre-test and post-test. In the pre-test, there are only 15 students who pass the minimum passing grade (KKM), or only 46.8% of the total of the students in the class. Whereas, there are 28 students who pass the minimum passing grade (KKM) in post-test or 87.5% of a total of the students in the class. Thus, the improvement of students' vocabulary mastery after they watch three short animation movies is 40.7%.

Therefore, it can be concluded that the use of short animated movies with English subtitles in the first-grade students of SMPN 13 Malang has succeeded in increasing their vocabulary mastery. The difference is that it focuses more on improving the vocabulary mastery of first-year students through short animated movies.

From the three previous studies, the researcher tried to find similarities with the research that the researcher did with the 3 previous studies. The similarity is that the research and the three previous studies both discussed the effect of movie media on learning. Meanwhile, the research conducted by the researcher focuses on students' vocabulary acquisition through English movies. However, in this research, the researcher wants to find out whether English movies effectively influence students in acquiring English vocabulary which will be carried out at MAN 1 MAJENE, especially in grade 11<sup>th</sup>. And this is also what makes the difference because the researcher and the three previous took different research places.

## **B. Some Pertinent Ideas**

The researcher provides some pertinent ideas related to vocabulary and movies below:

### 1. The Concept of vocabulary

In this part, the research tries to explain the definition of vocabulary, kinds of vocabulary, the importance of vocabulary, words and meaning.

#### a. Definition of Vocabulary

Vocabulary is a language component that contains information about the meaning and use of words in the language. In addition, vocabulary is the richness of words that a speaker, researcher, or language has and a list of words arranged like a dictionary, but with a short and practical explanation. Vocabulary is an important aspect in teaching language, as stated by Edward (1997:13), "Vocabulary is one of the important factors in all language teaching; students must continually learn words as they learn the structure and as they practice sound system". Sometimes, it's difficult to determine the words that students related to vocabularies such as

meaning, spoken/written forms, collocations, connotations, grammatical behavior, etc.

Nation (1990) states that learners should also consider vocabulary as a very important element in language learning. The acquisition of vocabulary will help people to acquire, understand, and also improve the knowledge transfer process for better language mastery. Vocabulary is a collection of words of a particular language. It can also be understood as the words used by people in a language. Burns and Broman (1975) define that vocabulary as the stock of words used by a person, class, or profession. People communicate through the information that is shared, and that information is constructed from words. By understanding words in English, students can easily construct their idea and the information they are going to deliver. They can also write a text easier and comprehend their friend's writing because of their knowledge of English words.

From the definition above, it can be concluded that vocabulary is a set/list of words of a particular language including single words, compound words, and idioms that individual speakers of a language might use. This research took 11th-grade students of MAN 1 MAJENE as the subject and English vocabulary as an object.

#### b. Kinds of Vocabulary

According to Nation (2001), there are two kinds of vocabulary. They are receptive and productive vocabulary. Receptive vocabulary refers to the words that native speakers and foreign learners recognize and understand but hardly ever use. It is used passively in either listening or reading. Productive vocabulary is utilized actively either in speaking or writing. Listening vocabulary is generally larger than speaking vocabulary while reading vocabulary is relatively larger than

writing vocabulary. Therefore, it can be concluded that vocabulary can be presented in four units according to Sudarmi (2008) they are listening vocabulary, reading vocabulary, speaking vocabulary, and writing vocabulary. Reading vocabulary consists of the word found by people when they are reading. While listening vocabulary is the words that people hear and understand when they are talking to others or listening to radio and television. Speaking vocabulary includes the words people used in their daily life and conversation. The last is writing vocabulary that consists of the word people use in writing essays, reports, letters, etc.

c. The Importance of Vocabulary

Schmitt (2000) expressed the opinion that vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication. Vocabulary is very important in English lessons because it is impossible to use language without vocabulary. After all language skills use vocabulary. In listening skills, students hear words. In speaking ability, they speak words. In reading skills, they find words. In their writing skills, they use words, and in their ideal pronunciation practice how to pronounce sounds in word contexts. Another expert who states that the significance of vocabulary in language acquisition is Byre (1980), "Vocabulary is the most important part of language," he says".

Vocabulary is the ultimate expression. Having an extensive vocabulary will help you express yourself clearly and communicate well with clarity a linguistic vocabulary is also identical to a thinking vocabulary meaning that you will be able to think concise thoughts with precision. Although much of your vocabulary is built up throughout childhood, it will certainly plateau once you leave education. To keep the

vocabulary in order and expand after this time, it is advisable to read, play word games, or even set your goals or learn a new word each day. This statement is supported by Stahl and Nagy (2005). They explain the importance of vocabulary in a way comparing the difference between people who understand vocabulary and people who don't. They say that a person who knows many words will have more freedom to say what he wants to say, and he will be even more adept at explaining more about the world.

Thornbury (2002) concludes about the importance of learning vocabulary by saying "Without Grammar very little can be conveyed, without vocabulary, nothing can be conveyed". The point here is that it doesn't matter if the grammar or the layout of the use of language is not appropriate in pronunciation, but if you do not know the meaning of the vocabulary, nothing can be understood or expressed. From this statement, it follows that vocabulary is more important than grammar in terms of communication.

#### d. Words and Meaning

##### 1) Words

Vocabulary mastery deals with words and meaning. The teacher should think about what words are suitable to teach the students. Teacher should select and grade the words according to the level of the students in a certain way. So that students will learn much easier. Actually there are many ways that will help students expand their vocabulary and proficiency. Some ways for increasing someone's vocabulary are as follows:

##### a) Word Classification

Words can be categorized into word classes. Hatch and Brown (1995:218) argues that the word classification is based on their functional categories which are called part of

speech. According to Leech (2006: 126) "Word class" (traditional term; part of speech) is a set of words that have the same form, function, and meaning. Meanwhile, according to Richard (1989: 209) "Part of speech is a traditional term to describe the different types of words which are used to form sentences, such as nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions and interjections". The following is a detailed explanation of the word class or part of speech:

- Verb: is an action word. They're going to explain things that nouns do. An example of a verb would be "run". Run is a word to explain somebody or one thing that is moving quicker than a walking speed. Alternative examples of verbs include: sing, watch, play, sleep, study, walk, and think.
- Noun: is a word refers to people, places, and things. Some examples from people are brother, partner, Sarah, Liah, you, me, Chicken. Examples of the places are College, river, Singapore, Market. Meanwhile examples of the things (can be physical things or ideas): table, window, thoughts, memories, and associated knowledge.
- Adjective: is a word to describe the nature of someone or something. Some examples of adjectives are beautiful, smart, kind, polite, and many more.
- Adverb: it is a word that informs us about the how, where, when, or extent of something's execution. According to Gucker (59: 1966), "an adverb is a word used to modify verbs, adjectives, or other adverbs." Adverbs are words that can refer to verbs, adjectives, or other adverbs. There are three types of adverb: a)

Adverb of manner (“how” adverb): This explains us the way in which the action of the verb does or does not happen, such as: cheerfully, quickly, well. b) Adverb of place (“where” adverb): This explains us where the action of the verb does or does not happen, such as: from there, in the store, here. c) Adverb of time (“when” adverb): This tells us when the action of the verb does or does not occur, such as: Saturday, today, tomorrow

- Pronoun: It is a word that can be used in place of a noun, example: they, we, you, he, she, and it.
- Preposition: It is a particle of word, which is used with noun or pronoun. Example: on, in, under, above, at, into, from, etc.
- Conjunction: it joins two or more parts of speech of a similar kind or two or more parts of a sentence. Example: and, but, or, because, however, and although.
- Interjection: it is an exclamation of one or two words that stands alone and is usually a response to surprise, shock or disgust.

## 2) Meaning

There are two different kinds of meaning: they are called connotation and denotation. Connotation which is a meaning that designates the power to produce emotional and interpretive suggestions, and sometimes its meaning can be found in analysis. The meaning of denotation can be found in dictionaries and the definition of word communication in several references. As seen by the connotation and denotation meanings above students cannot merely translate words based on a dictionary. They

have to think carefully the full sentence or those words in context. Before the students look up their vocabulary, they have to try making “intelligent guessing”. The process is known as context-based deduction.

## 2. The Concept of the Movie

In this part, the research tries to explain the definition of a movie, the types of movies, and the movie as a learning media.

### a. Definition of Movie

According to Ayoana (2010), the movie is live pictures that are collectively referred to as cinema. Cinema itself comes from the word kinematic or motion, where the movement is called an intermittent movement, a movement that appears only because of the limited ability of the human eye and brain to capture several image changes in a fraction of a second. This statement is almost the same as Arsyad's (2003) opinion, namely that a movie is a collection of several images that are in the frame, where the frame is projected through the projector lens mechanically so that the screen shows the image becomes alive or moving. The movie is a very influential medium, more than any other media because both audio and visually it works well together in making viewers less bored and easier to remember, due to its attractive format.

The definition of the movie was also put forward by Effendy (1986), which explains that a movie is an audio-visual communication medium whose function is to convey certain messages to another person or group of people. It should be noted that the message of the movie as a means of mass communication can indeed be packaged in any form according to the mission of the movie. The movie itself is capable of sending messages with many purposes, some for entertainment, moral messages, education, information, and so

on. Rabiger (2009) also explains what is meant by the movie, where he argues that every movie is entertaining and also has its charm so that it can make the audience think.

Based on the opinions of the experts above, it can be concluded that a movie is one of the themes of communication media that displays a series of moving images with a storyline played by the actors which is produced to convey messages with many purposes to the audience. Many movies have been circulating to date, with various types, contents, meanings, and others.

#### b. Types of Movies

People usually watch movies for entertainment purposes only. But in fact, movies have many functions ranging from educational, informative, persuasive, and so on. Movies have several types of delivery of messages and meanings it all depends on how the delivery will be made. Pratista (2008) divides movies into three types, namely: documentary movies, fiction movies, and experimental movies. This division is based on the way it is delivered, namely narrative (story) and non-narrative (non-story). Fictional movies have a clear narrative structure, while documentaries and experimental movies do not have a clear narrative structure. The description explanation is as follows:

- 1) Documentary movie is a type of movie that is usually presented in the form of facts and data. In other words, a documentary movie will document a fact or not a mere fictional story. Therefore, documentary movies are used to present facts or events that happened and re-present a fact that exists in life. In documentary movies, the entertainment element is not highlighted. Moreover, documentary movies also have special messages from

predetermined themes. No wonder this type of movie is often used as a medium for social criticism.

- 2) Fictional movies are bound by the plot. In terms of stories, fictional movies often use fictional stories outside of real events and have a scene concept that has been designed from the start. In contrast to documentary movies that do not show entertainment elements, fiction movies tend to besides entertainment. Stories also usually have characters (characterizations) such as antagonists and protagonists, which is very different from the type of documentary movie. Fictional movies are also a type of movie that is mostly liked by all circles.
- 3) Experimental movie is a type of movie that is very different from the other two types of movie. Experimental movies don't have a plot but still have structure. Its structure is highly influenced by the subjective instincts of moviemakers such as ideas, ideas, emotions, and their inner experiences. Experimental movies are generally abstract and not easy to understand. This is because they use personal symbols that they create themselves.

The variety of types of movies is also because a major genre creates complex derivatives. But in general, movies can be divided into several genres, including:

- 1) Comedy; this genre is mostly filled with joke scenes as the main thread of the movie's storyline. The best genre to relieve fatigue is filled with the best movies of all time. Movies that represent the comedy genre are divided into several sub-genres, such as romantic comedies, parodies, and so on
- 2) Adventure; this genre focuses on an adventure plot that is full of puzzles and challenges in various movie scenes

- 3) Action; this genre is always fun to watch especially if there are phenomenal heroes because in the movies there are scenes of fights, battles with weapons, or vehicle speed between a good character (protagonist) and a bad character (antagonist) so that the audience feels the tension anxiety, fear, even being proud of the character's victory
- 4) Romance; this movie genre contains a love story where this genre of movie is also favored by many people and the stories can be seen from various points of view
- 5) Animation; this genre is a type that is processing the image using the help of computer graphics to create the illusion of motion from a series of two or three-dimensional images of objects. The traditional creation of moving-picture animation always begins almost simultaneously with the creation of a storyboard, a series of sketches depicting an important part of the story. This genre is also an animated cartoon with various storylines
- 6) Horror; this genre is also one of the audience's favorites because it always displays scary scenes that make the audience goose bumps because of their feelings of fear. This is because horror movies are always related to the occult or magical world, which is made with special effect animation, or directly from the characters in the movie.
- 7) Fantasy; this movie genre is filled with imagination and fantasy. This genre also involves elements of magic or things beyond the reach of human logic
- 8) Drama; this genre is also a favorite of most viewers and moviemakers in the world because this genre emphasizes the human interests' side which aims to invite the audience to feel the events experienced by the

characters so that the audience feels as if they are in the movie. It is not uncommon for viewers to feel sad, happy, disappointed, even angry or the term young people currently used is "baper" (brittle)

- 9) Crime; this movie genre that features a criminal crime scene as the core of the entire movie
- 10) Thriller; this genre always has a place in the hearts of its fans. The sensation of tension that is felt when watching similar movies can provide a sensation for the audience. This is due to tense and thrilling action. Usually, the type of storyline is the heroes who race against the clock, full of challenging actions and get various help which happens to be urgently needed that must thwart the cruel plans of the more powerful and more fully armed criminals.
- 11) Sci-Fi; this movie genre is mostly filled with its special knowledge which is exactly which is developed to get the basis making a movie plot that focuses on research and technological discoveries in the development of world movies in terms of audio and visual techniques
- 12) Musical; genres in which the characters' songs are woven into the narrative, sometimes accompanied by dancing. The songs are usually the plot to advance or develop the character of the movie, although in some cases they serve only as breaks in the storyline, often as complicated "production figures". A subgenre of musical comedy movies is music, which also includes strong elements of humor.
- 13) War; this genre is by its category, which has a core story and a war background.

c. Movie as a Learning Media

In a teaching and learning process, two very important elements are the teaching method and the teaching media because these two aspects are interrelated. The selection of one particular teaching method will affect the type of teaching media that is appropriate, although there are still various other aspects that must be considered in choosing the media, including teaching objectives, types of tasks, and responses that students are expected to master after teaching takes place and the learning context including characteristics learners.

Arsyad (2007) argues that one of the main functions of the media is as a teaching aid that influences the climate, conditions, and learning environment that are organized and created by teachers. The use of teaching media at the learning orientation stage will greatly help the effectiveness of learning and the delivery of messages and material contained at that time. Besides arousing students' motivation and interest, the media can also help them increase understanding present data attractively and reliably, facilitate data interpretation, and condense information. Teaching media include tools that are physically used to convey the content of teaching material. The teaching media in question consist of, among others, books, tape recorders, cassettes, videos, cameras, video recorders, photos, pictures, graphics, television, and computers. One of the characteristics of teaching media is that the media content and carry messages or information to the recipient, namely students.

Educators should use the right media in the learning process. This is because the use of appropriate media will achieve optimal teaching goals and can increase student interest and learning outcomes. One of the appropriate media is movie media. This statement is supported by Trianton (2013) that movie media is a means of connecting in the form of movies. Movie media is a learning medium that is considered attractive because it can reveal the beauty and facts of moving with sound effects, pictures, and motion, movies can also be played repeatedly as needed. Movies are also very helpful in the learning process because what is visible and heard by the ear is faster and easier to remember than what can only be read or only heard. The use of movie media as a learning medium or learning resource can help teachers and students to establish a more lively communication and interaction, so that the learning messages to be conveyed can be achieved better and more perfectly.

In addition, some of the advantages of movies as a learning medium are:

- 1) Movie is also great for explaining a process. For example, the process of creating the universe
- 2) Movies can present theory or practice from general to specific or vice versa
- 3) Learn the pronunciation straight from the native speaker through the movie
- 4) Movies can be more realistic, abstract things can be seen more clearly
- 5) Movies can also stimulate the motivation of students' activities

### **C. Hypothesis**

A hypothesis is an assumption that is possibly true or possibly also wrong. The hypothesis is a temporary answer to a research problem that is theoretically considered to be influential or not. In this research, the hypothesis can be stated as follows:

- Null hypothesis (H<sub>0</sub>): English movies are not effective to influence students in acquiring English vocabulary in class XI MAN MAJENE
- Alternative hypothesis (H<sub>1</sub>): English movies are effective to influence students in acquiring English vocabulary in class XI MAN MAJENE.

## **CHAPTER III RESEARCH METHODOLOGY**

This chapter presents the overall research design, research variable, population and sample, research location, research

instrument, data collection techniques, and data analysis technique.

### A. Research Design

This research uses a quantitative research method namely pre-experimental design. The researcher used a one-group pretest-posttest design, in which one group was tested before (O), during treatment (X), and after treatment (O) (Gay L.R, et al. 2006). From the outset to the creation of the research design, quantitative research methods have systematic, planned, and well-structured specifications. The following is the research design:

Table 3 1 Design One-group Pre-test & Post-test

<b>O<sup>1</sup></b>	<b>X</b>	<b>O<sup>2</sup></b>
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Where:

**O<sup>1</sup>:** Pre-test

A pretest is a test given to students before they continue treatment.

**X:** Treatment

For treatment, the researcher will give a movie for them to watch where students will acquire vocabulary in the movie

**O<sup>2</sup>:** Post-test

After the students were given treatment, the researcher would give the same test as the pre-test.

## B. Research Variable

### 1. Independent Variable

The Independent variable is the variable that affects or causes changes in the dependent variable. In this research, the independent variable is the use the movie media

### 2. Dependent Variable

The dependent variable is the variable caused or influenced by the independent variable. This variable is what is measured in the experiment. In this research, the dependent variable is students' vocabulary acquisition.

## C. Population and Sample

A population is an object or subject that is in an area and fulfills certain requirements related to research problems (Akdon, 2008). If someone wants to examine all the elements that exist in the research area, then the research is population research. The population in this research were all 11<sup>th</sup> grade students of MAN MAJENE, totaling 153 students consisting of six classes.

**Table 3 2 Research Populations**

Class	Man	Women	Total
XI MIA 1	10	12	22
XI MIA 2	11	10	21
XI IIS 1	19	11	30
XI AGAMA 1	14	13	27

XI AGAMA 2	16	11	27
XI AGAMA 3	14	12	26

The sample is part of the population that is considered representative to be used as a data source. According to McMillan and Schumacher (1984), a sample is a group of people chosen at random from the population. Determination of the sample in this research using the Random Sampling method. The researcher took the students of class XI Agama 1, totaling 27 students. The reason the researcher chose class XI students was that class XI was in the middle between class X and class XII. Class X students have just finished secondary education so they may still have nature at that time, while class XII students have to prepare for the national exam, therefore the searcher will examine students in class XI SMA.

#### **D. Research Location**

This research was conducted in the 11th grade of MAN Majene in the 2021/2022 academic year, located on Jl. Sultan Hasanuddin, Banggae District, Majene Regency, and West Sulawesi Province.

#### **E. Research Instrument**

This research was carried out from September to October 2021. The researcher gave treatment, which is watching the provided movies to students, and then the researcher gave vocabulary test as pretest and posttest to the students to find out the students' vocabulary mastery before and after the treatment. The researcher has held 8 meetings with the aim that students can adapt to the

learning methods and media used. The research plan used in this research was a pre-experimental research design. This research was conducted by applying the Quantitative research method (Gay, 1982) namely:

- a. Pre-test
- b. Post-test

The test given by the researcher was in the form of a vocabulary-related test consisting of 4 types of tests, namely matching, multiple-choice, spelling words, and finding synonyms, totaling 40 questions for pre-test and post-test. The pre-test is intended to determine the achievement of students' English vocabulary before being given treatment, while the post-test is intended to determine whether there is an effect of the movie on students' vocabulary acquisition after being given treatment. The content of the pre-test is same to the post-test.

As for the instrument to analyze the type of vocabulary obtained by the students, the researcher prepared a table to find out what part of speech was obtained by the students. Here's the table:

**Table 3 3 Instrument Analysis Part of Speech**

Students Name	Part of Speech		
	Noun	Adjective	Verb
1.			
2.			

3.			
4.			
5.			
<b>Total</b>			
<b>Percentage</b>			

## **F. Data Collection Procedure**

In terms of collecting this data, the researcher went directly to the object of research to get valid data. To carry out research, the researcher must collect data that contains some of the information needed for their research. In this research, the researcher uses the results of the pre-test, treatment, and post-test results. More details will be explained below:

- a. The researcher tested vocabulary questions that are relevant to movies
- b. The researcher assesses the test results from the vocabulary questions that have been given to determine how much each students' scores
- c. The researcher ranks which students have the lowest score to the highest.

Acquisition of vocabulary through the upcoming movie entitled "Toy Story". The Toy Story movie consists of 4 series, but the researcher only present 2 series. Toy story movie 1 is one hour and sixteen minutes and twenty-five seconds long while Toy story movie 2 is one hour thirty-two minutes twenty-five seconds long. The researcher has held 8 meetings with explanations:

## **1. Pre-test**

Before giving treatment, the researcher gave a pretest. The researcher gave a test related to vocabulary. Here are the details:

The first meeting, the researcher tested the students' initial abilities by giving an initial test before the movie was shown

## **2. Treatment**

The experimental class was given the movie Toy Story Series 1 and 2 to watch together for six meetings, and the researcher treatment is described as follows:

The second meeting:

- a) The researcher screened Toy Story 1 movie in the first forty minutes
- b) The researcher has prepared a vocabulary list within forty minutes, on the condition that the researcher does not inform the students beforehand
- c) After the screening of Toy Story 1 movie with a duration of 40 minutes, the researcher asked the students what vocabulary they could and gave them exercises from that vocabulary.

Third meeting:

- a) The researcher asked again the list of vocabulary they acquire yesterday at the first meeting to reminded them again so they don't forget
- b) The researcher screened the continuation of the Toy Story series 1 movie until it's finished
- c) As before, the researcher has prepared a list of vocabulary in the continuation of the Toy Story 1 movie and did not forget to gave students exercises related to the vocabulary.

Fourth meeting:

- a) The researcher discussed the entire vocabulary that the researcher had prepared or acquired during the screening of Toy story series 1, don't forget to give them practice questions related to the vocabulary which aims to test the extent to which students' abilities

Fifth meeting:

- a) The researcher reminded them about what vocabulary they got from the Toy Story 1 movie so they wouldn't forget it
- b) The researcher screened Toy story 2 movie in the first forty minutes
- c) The researcher has prepared a vocabulary list in forty minutes, on the condition that the researcher does not inform the students beforehand
- d) After finishing the screening of the Toy Story 2 movie with a duration of the first 40 minutes, the researcher asked the students what vocabulary they could and gave them exercises from the vocabulary.

Sixth meeting:

- a) The researcher screened the continuation of the Toy Story 2 movie until it's finished
- b) As before, the researcher has prepared a list of vocabulary that is in the continuation of the Toy Story 2 movie and doesn't forget to give students exercises related to the vocabulary.

Seventh meeting:

- a) The researcher discussed the entire vocabulary that the researcher had prepared or acquired during the screening of Toy story series 2, not forgetting to give them practice questions related to the vocabulary which aims to test the extent to which students' abilities

### **3. Post-test**

After given treatment, the researcher gave post-test question whose contents were the same as the pre-test. Here's the procedure:

Eighth meeting:

- a) The researcher conducted post-test
- b) The researcher asked questions related to the vocabulary obtained by the students during the screening of the Toy Story 1 and 2 movies
- c) After that, the test results from the vocabulary questions given by the researcher are analyzed to be used as research results

## **G. Data Collection Techniques**

### **1. Data Source**

Grade 11 students of Agama I Man Majene participated as data sources in this research.

### **2. Data Type**

The test result data given in the form of pre-test & post-test is the type of data quantitative to be acquired in this research.

### **3. Data Retrieval**

To measure students' initial ability test scores in acquiring English vocabulary using the following formula:

- a. The formula for the score of students who answered the pre-test and post-test questions correctly

$$\text{Score} = \frac{\text{Student's correct answer}}{\text{Total number of items}} \times 100$$

( Gay, 2012)

- b. To determine whether or not vocabulary acquisition is achieved through movie media (Mardapi 2008), it can be seen with the range of values and their categories:

**Table 3 4 The Range of Values and Categories**

Range of values	Categories
75-100	Good
60-75	Enough
<60	Less

- c. Computing the students' scores frequency and rule percentage

$$P = \frac{F}{N} \times 100$$

Where:

$P$  = Percentage

$F$  = Frequency

$N$  = The Total Number of Students.

(Gay,2012)

- d. Computing the students mean score, the researcher uses the following formula when collecting student data:

$$X = \frac{\Sigma X}{N}$$

Where:

$X$  = Mean Score

$\Sigma$  = The Sum of All Scores

$N$  = The Total Number of Samples

(Gay,2012)

- e. Finding out the standard deviation of students vocabulary acquisition:

$$SD = \frac{\sqrt{\Sigma X^2 - \left(\frac{\Sigma X}{N}\right)^2}}{N}$$

Where:

$SD$  = The Total Square of the Students Score

$\Sigma$  = The Total Scores of Students

$N$  = The Total Number of Students

(Gay,2012)

- f. Using the formula to find out the significant difference between the pre-test and post-test scores:

$$D_{TM} = \frac{D}{\text{—————}}$$

$$\frac{\sqrt{\sum D^2 - \left(\frac{\sum D}{N}\right)^2}}{N(N)}$$

Where:

$\underline{D}$  = The Mean Scores

$\sum D$  = The Sum of All Scores

$N$  = The Total Number of Students

$T$  = Test of Significance

(Gay,2012)

## **H. Data Processing & Data Analysis Techniques**

Two statistical methods were used to process the data of the survey results: descriptive statistics and inference statistics.

### **1. Descriptive Statistics**

According to Ghozali (2016), descriptive statistics provide an overview or description of the data from the mean (mean), standard deviation, maximum, and minimum. Descriptive statistics are intended to provide an overview of the distribution and behavior of sample data. In descriptive data analysis, the data analyzed is in the form of quantitative data. Quantitative data in this research is in the form of scores from measurements of vocabulary acquisition and part of speech that can be obtained by grade 11 students of Agama I Man Majene. The Statistical Product and Service Solutions (SPSS) version 22 program will be

used to aid in the calculation of descriptive analysis in this research.

## 2. Inference Statistics

To test the hypothesis, the first process is to do a basic test, such as a normality test.

### a) Normality Test

The normality test is used to determine if the data distribution of the survey is normally distributed. In this research, the researcher performed a normality test using an SPSS version 22 program. The results of the normality test can be seen in the output of the Test of Normality for the Kolmogorov-Smirnov method at the sig value. The data is declared normally distributed if the significance is greater than  $\alpha = 0.05$  (5%).

### b) Hypothesis Test

The hypothesis test used in this research is the individual parameter significance test (t-test). Test the hypothesis of this using the SPSS (Statistical Product and Service Solution) version 22 program.

#### 1) T-test

According to Ghozali (2016), Guidelines for decision making in the paired sample t-test based on the significance value (Sig.) The partial significance test (t-test) aims to determine how much the independent variable (X) affects the dependent variable (Y) and the significance level was determined to be 5%. The decision criteria used in this test are:

- If the t-value is Sig. (2-tailed)  $< 0.05$ , then  $H_0$  is rejected and  $H_a$  is accepted.

- If the t-value is Sig. (2-tailed) > 0.05, then H<sub>0</sub> is accepted and H<sub>a</sub> is rejected.

## **CHAPTER IV**

### **FINDINGS AND DISCUSSIONS**

This chapter presents the research results in the form of research findings and discussion. In searching for the required

elements, the researcher shows all the data collected during the research. While in the discussion section, the researcher analyzed all the data to show the findings. The findings of the research include a description of students' influence in vocabulary acquisition or student development through the use of movie media (pre-test and post-test).

## **A. Findings**

Based on the findings, the researcher used a quantitative method with a pre-experimental research design with a homogeneous sampling type, pretest-posttest design. The population of this research were all 11th graders, which amounted to 153 students, but the sample was only grade 11 Agama 1, which consisted of 27 students at the MAN MAJENE school located on Jl. Sultan Hasanuddin, Majene (Lutang) Regency, West Sulawesi Province. The findings of the data analysis are explained in the research findings, where there are 2 parts of the vocabulary test, namely pre-test, and post-test. Before presenting the media or giving treatment, a pre-test was given to determine the students' vocabulary mastery, and a post-test was given to determine whether there were differences in the students' vocabulary after the treatment.

The findings from the pre-test and post-test revealed that there was an effect of movie media on students' vocabulary. The average result of the pre-test was 58.02 after the pretest was carried out then given treatment in the form of showing a movie where the researcher gave advice regarding the vocabulary in the movie, during the treatment there was an increase which was seen from the posttest results which the average was 69 ,27. As previously explained, the researcher collected the findings of pre-test, treatment, post-test data that answered the effectiveness of acquiring vocabulary through the media of the movie and what

part of speech was obtained the most from the movie. Here's the explanation:

### 1. The Data Analysis of Pre-test

At the first meeting, the researcher conducted a pretest on September 18, 2021, from 09.00 to 10.30 a.m. Before giving the pre-test, the researcher opened the first meeting by asking what vocabulary they knew so far while showing some objects around the class to ask what the English language of these objects was. After the activity, the researcher gave a pre-test of 40 questions with 4 types of tests, namely matching test, multiple-choice, spelling test, and finding synonyms to 24 students.

The researcher concluded that students' vocabulary was severely lacking after examining the results of the pre-test. The following table shows the results of the pre-test students of grade 11 Agama 1

**Table 4 1 List of Scores and Categories for Students of Grade 11 Agama 1  
in Vocabulary Acquisition (Pre-test)**

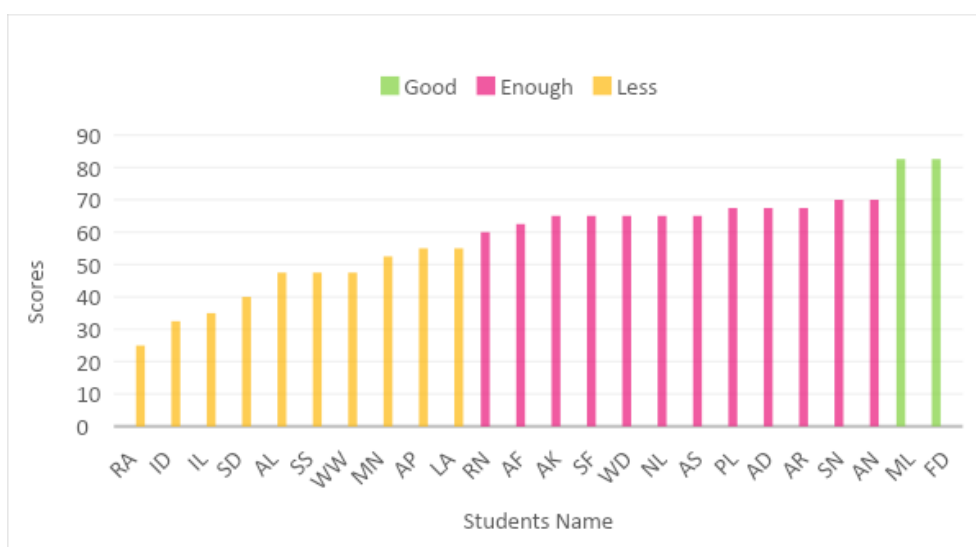
No	Students Name	Scores	Categories
1.	RA	25	LESS
2.	ID	32,5	LESS
3.	IL	35	LESS
4.	SD	40	LESS
5.	AL	47,5	LESS
6.	SS	47,5	LESS

7.	WW	47,5	LESS
8.	NS	52,5	LESS
9.	AP	55	LESS
10.	LF	55	LESS
11.	RN	60	ENOUGH
12.	AF	62,5	ENOUGH
13.	AK	65	ENOUGH
14.	SF	65	ENOUGH
15.	WD	65	ENOUGH
16.	LT	65	ENOUGH
17.	AS	65	ENOUGH
18.	PL	67,5	ENOUGH
19.	AD	67,5	ENOUGH
20.	AR	67,5	ENOUGH
21.	SN	70	ENOUGH
22.	AN	70	ENOUGH

23.	ML	82,5	GOOD
24.	FD	82,5	GOOD
<b>TOTAL</b>		<b>1.392,5</b>	

The researcher also manifests those pre-test scores in the form of a chart as follows:

**Table 4 2 Diagram of pre-test results for students of class XI Agama I Man Majene**



Students with the initials FD answered more questions correctly in the matching test and multiple-choice test, but less in the spelling word test and finding synonyms test. Students with the initials FD can answer questions in the matching test section properly and correctly, because this type of question is relatively easy, and these students are also able to answer questions in the finding synonyms section properly and correctly because these students are among with the most vocabulary during PPL observations.

While students with the initials ML mostly answered questions correctly in the matching and spelling word tests, but less in the

multiple-choice and finding synonyms tests. Students with the initials ML can answer questions in the matching test section properly and correctly, because this type of question is relatively easy, and these students can answer questions in the spelling word test section properly and correctly, maybe because these students have mastered the alphabet in English because only this students have the highest score in the spelling word test. 12 students (50%) are at the (enough) level and 10 students (42%) are at the (less) level.

## **2. Treatment**

It was continued at the second to seventh meeting which was held on 20-29 September 2021 where there were some interesting findings when they were given treatment in Grade 11 of Agama I. After the completion of the movie, the researcher asked questions about the vocabulary used in the conversations in the movie. The researcher asked the students what vocabulary they acquire and what the meaning of the vocabulary was. On the first day of treatment, most students did not know the meaning of the vocabulary they acquire. The researcher gave a signal about the meaning of the vocabulary so that they could find out the meaning of the vocabulary without the researcher mentioning it. If they can't answer it, the researcher will tell them what it means on the condition that this vocabulary must be remembered and its meaning is retained because at any time the next meeting researcher will ask again. In addition, the researcher also asked about the parts of speech obtained and their synonyms and how to spell vocabulary properly and correctly.

When the students were given the treatment, the researcher asked each one by one about the vocabulary they had acquired. When students are asked questions related to meaning, synonyms, or antonyms, students become excited and start discussing things

with their friends to find meaning or other things that match the researcher's question. When students correctly answered the researcher's questions, they were more serious with it. Continuing at the next meeting, they were already very focused on the movie and getting more and more vocabulary to acquire when they are given treatment. When the researcher asked who knew what a vocabulary mean, almost of all them quickly raised their hands to answer. Because every student wanted to answer the researcher's questions as quickly, the class became very crowded.

Additionally, the researcher asked the students to repeat each one of the researcher's vocabulary to improve their pronunciation. The researcher sometimes pause movies so that they can hear native speakers speak live. It can also help students with correct and good pronunciation while helping students increase the amount of vocabulary they have. Through movies they have ideas to express themselves if they have a lot of vocabulary. Because they have a large number of more vocabularies, students are not confused when speaking, writing, or listening. When students gain this confidence, they are often more likely to come forward voluntarily and convey what they want to speak with the ideas they have in mind.

### **3. The Data Analysis of Post-test**

During the treatment at the second to the seventh meeting, the researcher observed the extent to which the vocabulary development they had acquired during the screening of the movie. The researcher observed the conditions and situations to determine whether by using movie media, students were able to acquire vocabulary more easily. To find out whether movie media is effective in influencing students to acquire English vocabulary, the researcher used the same post-test as the pre-test at the eighth

meeting on September 29, 2021. The following table shows the results of the post-test students of grade 11 Agama 1.

**Table 4 3 List of Scores and Categories for Students of Grade 11 Agama 1  
In Vocabulary Acquisition (Post-test)**

No	Students Name	Scores	Categories
1.	RA	10	LESS
2.	NS	35	LESS
3.	SD	37,5	LESS
4.	WW	47,5	LESS
5.	IL	50	LESS
6.	ID	50	LESS
7.	AS	57,5	LESS
8.	AF	70	ENOUGH
9.	AP	70	ENOUGH
10.	AK	72,5	ENOUGH
11.	WD	72,5	ENOUGH
12.	LT	72,5	ENOUGH
13.	AN	75	ENOUGH

14.	ML	77,5	ENOUGH
15.	PL	80	GOOD
16.	AL	82,5	GOOD
17.	SF	82,5	GOOD
18.	LF	85	GOOD
19.	AD	85	GOOD
20.	SS	85	GOOD
21.	AR	87,5	GOOD
22.	RN	87,5	GOOD
23.	FD	92,5	GOOD
24.	SN	97,5	GOOD
<b>TOTAL</b>		<b>1.662,5</b>	

The researcher also manifests those pre-test scores in the form of a chart as follows:

**Table 4 4 Diagram of Post-test Results for Students of Class XI Agama I Man Majene**



The data above shows that from 24 students there are 10 students (42%) who are at the (good) level, 7 students (29%) are at the (enough) level and 7 students (29%) are at the (less) level. The results of the post-test showed that after being given treatment, the average score was higher.

Based on the findings above, it can be concluded that there is an increase in the vocabulary acquisition of students in class XI Religion 1 through movie media. This can be seen from the results of the pre-test which was previously 58.02 after the treatment was given and a post-test was also held to determine whether or not there was a difference between the pre-test & post-test using movie media. The post-test results obtained after being treated were 69.27 and based on the t-test calculation, the data is declared normally distributed if the significance is greater than  $\alpha = 0.05$  (5%).

Based on the explanation that has been given above, it can be concluded that this movie media makes a positive contribution to vocabulary acquisition. This is indicated by the difference in the average score of the pre-test which is lower than the average

score of the post-test. This proves that vocabulary acquisition through movie media provides significant effectiveness for students.

The acquisition of vocabulary through this movie media shows that students are more interested when the teacher uses movie media as a learning medium. Learning while watching is needed so that students are not easily bored in every learning process. Through this movie media, students can also indirectly know which are verbs, which are adjectives, and which are nouns. This statement can be seen from the results of the pre-test & post-test which showed that students obtained 842 nouns, 426 adjectives were obtained and the last 470 verbs were obtained by students.

#### **4. Classification of Frequency and Percentage Score of Students' Vocabulary**

The following table shows the results of the frequency and percentage of pretest and posttest:

**Table 4 5 The Frequency and the Percentage of Pre-test**

No	Interval	Frequency	Percentage
1.	22-55	10	42%
2.	56-65	7	29%
3.	66-75	5	21%
4.	76-85	2	8%
5.	86-95	0	0%
6.	96-100	0	0%

<b>TOTAL</b>	<b>24</b>	<b>100%</b>
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Based on the table above, it is known that 10 students have a value of 22-55 (42%), 7 students who have a value of 56-65 (29%), 5 students who have a value of 66-75 (21%), 2 students who get a 76-85 (8%), and no students scored 86-95 or 96-100.

**Table 4 6 The Frequency and the Percentage of Post-test**

No	Interval	Frequency	Percentage
1.	10-55	6	25%
2.	56-65	1	4%
3.	66-75	6	25%
4.	76-85	7	29%
5.	86-95	3	13%
6.	96-100	1	4%
<b>TOTAL</b>		<b>24</b>	<b>100%</b>

Based on the table above, it is known that 6 students have a score of 10-55 (25%), 1 student who has a value of 56-65 (4%), 6 students who have a score of 66-75 (21%), 7 students who get 76-85 (29%), 3 students who have 86-95 (13%) and 1 student who has 96-100 (4%).

### **5. Parts of Speech Analysis Results**

Based on the problem formulation, it is obtained in the form of a student vocabulary, i.e. word class. The parts of speech used and analyzed are nouns, adjectives, and verbs. When analyzing

the part of speech that students acquire during treatment. The researcher in turn asks for the vocabulary they receive in the movie. Once the data is entered in the table, it can be seen what part of speech they acquired and which word class are the most. Based on the above analysis procedure, the results of the data entered in the table are as follows:

**Table 4 7 The Results of Student Part of Speech Analysis**

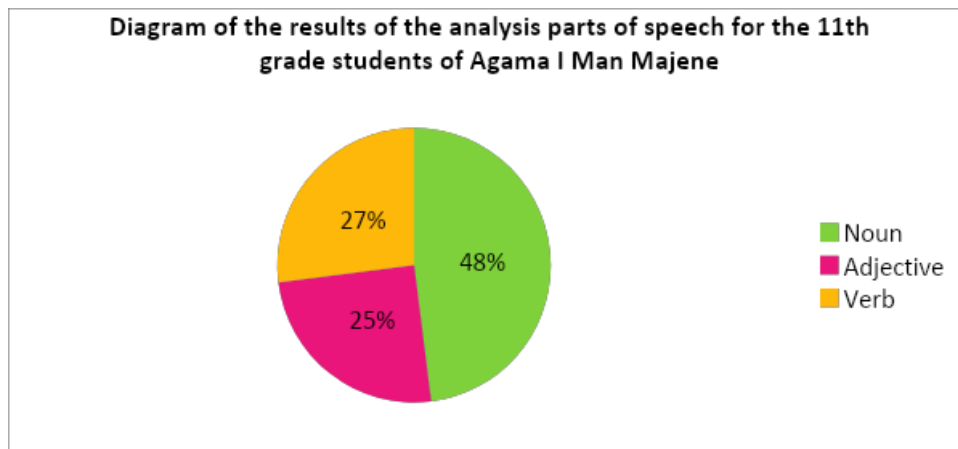
Students Name	Parts of Speech		
	Noun	Adjective	Verb
RA	19	25	21
NS	22	11	15
SD	17	12	15
WW	23	7	11
IL	21	9	14
ID	15	11	18
AS	24	19	16
AF	63	20	24
AP	88	17	20

AK	24	21	17
WD	22	11	23
LT	73	22	21
AN	45	10	11
ML	29	12	19
PL	31	18	25
AL	33	21	29
SF	64	12	19
LF	78	15	22
AD	42	26	17
SS	57	14	29
AR	59	19	16
RN	61	8	24
FD	66	14	17
SN	67	12	27
<b>Total</b>	<b>842</b>	<b>426</b>	<b>470</b>

<b>Percentage</b>	<b>48%</b>	<b>25%</b>	<b>27%</b>
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The researcher also manifests the results of the part of speech analysis in the form of a graph as follows:

**Table 4 8 Diagram of the Results of the Analysis Part of Speech**



Based on the table above, it is known that students acquire nouns as much as 842 (48%), students acquire adjectives as much as 426 (25%), and students who acquire verbs as much as 470 (27%).

## **6. Summary of the Analysis Vocabulary Acquisition test results**

The statistical analysis of the students' pre-test and post-test results, after computing the pre-test and post-test scores of the students.

**Table 4 9 Descriptive Statistics of Students' Pre-test and Post-test**

Variables	Mean	Standard Deviation	Sum	Medium	Minimal Score	Maximal Score	N
Pretest	58,02	14,7438	1392,50	2,49	25,00	82,50	24
Posttest	69,27	21, 2577	1662,50	5,66	10,00	97,50	24

The statistical analysis described in Table 4.9 above shows that among the 24 students, the scores achieved by the students on their posttest increased compared to the pretest. As a result, the average score on the pretest is classified as a low score, while the average score on the posttest is classified as enough score. The conclusion is that the average value at the pretest is 58.02 and at the posttest are 69.27. This shows that the average score of students' vocabulary achievement in the posttest is higher than the pretest, it increases by 11 points.

## **7. Hypothesis Test**

Student data that has been collected is processed and analyzed using the Independent Sample t-test. Before testing the hypothesis, the requirements that must be met are the normality test.

### **a. Normality Test**

Based on the results of the normality test of the research data on the 11th-grade students of Agama I MAN MAJENE, it was found that there was an effect of using movie media on the vocabulary acquisition of the 11th-grade students of Agama I MAN MAJENE, as evidenced by the acquisition of a hypothesis test with a sig value. 0.33 is greater than 0.05 and the absolute value of the most extreme differences is 0.181 and 0.222 is

smaller than 0.269 (based on the table of critical values of the Kolmogorov Smirnov Test), which means that the research data is normally distributed. It is can be seen by the following table:

**Table 4 10 Normality Test**  
**One-Sample Kolmogorov-Smirnov Test**

		Pre Test	Post Test
N		24	24
Normal Parameters	Mean	58.021	69.271
	Std. Deviation	14.7438	21.2577
Most Extreme Differences	Absolute	.182	.222
	Positive	.125	.112
	Negative	-.182	-.222
Test Statistic		.182	.222
Asymp. Sig. (2-tailed)		.039 <sup>c</sup>	.033 <sup>c</sup>

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

### **b. T-test**

To find out the comparison of students' pretest and posttest scores, the researcher presents a table of the results of the students' pretest and posttest achievements before and after being given treatment, with statistical data to prove whether the research is significant or not using the t-test. Through the

computer assistance program SPSS (Statistical Package for Social Science) version 22. It can be seen by the following table:

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pre Test- Post Test	-11.2500	7.8366	1.5996	-14.5591	-7.9409	-7.033	23	.000

Based on the results of the independent sample t-test on research data for the 11th-grade students of Agama I Man Majene, it was found that there was an effect of watching English movies on the vocabulary acquisition of MAN MAJENE students, as evidenced by the acquisition of a hypothesis test with a value of sig 2 tailed 0.000 smaller than 0.05 which means that means H1 is accepted and H0 is rejected.

## B. Discussion

In the discussion section, the researcher discusses data collection along with several theories that say the same thing. Next, the researcher used movie media to introduce vocabulary and presented a description of the data obtained from pre-test and post-test after treatment. Which students can enjoy the learning process while watching and learning. The media movie also makes it easier for students to acquire vocabulary, as it has subtitles that make it easier to match the vocabulary they hear with the vocabulary they see.

As we all know, many factors make students dislike English. One of them is that most students find it difficult to speak English because they don't have the proper vocabulary. Therefore, the researcher used movie media to acquire vocabulary in it. This has been proven in research by Rosmia Citra Lestari (2016), which shows that English subtitles make it easier for students to interpret movies and acquire new vocabulary from them. That

way, students can get information faster because they learn to use movies. In line with the opinion of Kismoko M.I. and Roni, M.R. (2021), the use of movies with English subtitles in teaching vocabulary advantages both students and teachers. It helps students acquire a lot of new vocabulary and learn English vocabulary in a fun and enjoyable way because students feel interested in and motivated to learn vocabulary.

Based on previous research, Ariful Arifin (2018) stated that as students begin to enjoy and absorb the subject more deeply and completely, the student's active learning spirit appears to be more active. This is due to the role of using English-language movie media which makes students eager to show their friends what process is going on in finding vocabulary in movie subtitles. In this research, the researcher chose an animated genre movie, entitled "Toy Story". Apart from the fact that this movie is well known to many people, the story in this movie also does not contain elements that are against SARA and sexuality. Additionally, rather than lectures and theories, movie media is a medium that presents interesting learning visuals.

Looking at the statements of previous researchers on the effectiveness of movie media, it can be concluded that movie media is one of the recommended media for use in learning. By linking the results of the previous research above, it can be said that movie media can help students in vocabulary acquisition because when watching the students' enthusiasm is more active and, indirectly, they are motivated to acquire the vocabulary in the movie. Based on the results of students' scores after being given treatment, it showed a change in scores which were quite good. This shows that there is a significant effect on students' vocabulary acquisition after doing the research "English Acquisition Through Movies on the 11 Grade Students of Man

Majene". From the results of statistical calculations that have been carried out previously, the t-test value of sig 2 tailed 0.000 a significant level of 0.05. This means that this research can influence students to acquire vocabulary through movies because the results of the calculations above explain that H1 is accepted and H0 is rejected and the effect is seen in students looking more enthusiastic and active and being able to add to the list of vocabulary they have every time they are given treatment.

Therefore, movie media can add to the list of vocabulary while also developing confidence in their ability to learn English in class. Many students prepared themselves for the questions that the researcher would give when the movie was finished. Moreover, if the researcher's questions are correctly answered, other students are motivated by their friends who were able to correctly answer the researcher's questions. Moreover, many students are confident in their English abilities, as motivation by friends pushes learners to join in English learning. That's an interesting effect of the treatment in Agama I, grade 11. During the treatment, the students in the class were more active. They freely give their opinion because they are always learning vocabulary.

The data have shown that students improve their grades after being given treatment. When the research subjects were divided into three ideal averages, the data distribution in each category showed that students in the "good" vocabulary level with a score of 75 as many as are 10 students (42%). Meanwhile students in the category "enough" vocabulary level with a score of 60 as many as are 7 (29%) and the last, students in the "less" vocabulary level with a score of 60 as many as are 7 (29%). From this, we can conclude that the vocabulary acquisition of the students in the "good" category was 10 students (42%). This can

be seen from the mean pre-test score of 58.02 and the mean post-test score of 69.27. Therefore, it can be concluded that the average value of student test results increased after being given treatment, namely vocabulary acquisition through the media movie.

Data regarding the analysis of students' part of speech were collected through observations at the time of giving a treatment by interacting directly with students about the vocabulary they had acquired through the media movie. Based on the results of the research, the part of speech data analyzed by grade 11 students of Agama I was nouns, adjectives, and verbs. The data shows that 842 nouns obtained by students, 426 adjectives obtained by students, and the last 470 verbs obtained by students. It can be concluded that the most common type of vocabulary acquired by grade XI students of Religion I Man Majene is nouns.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter presents the research conclusion from the analysis of the findings and discussions. As a result of the data analysis, the following analysis could be concluded.

#### **A. Conclusion**

From the explanation of the findings and previous discussions, the researcher can write the conclusion that movie media can influence students in acquiring vocabulary. This is confirmed by the results of the statistical calculations performed.

Based on the statistical calculation of the t-test, there was an increase in scores before and after treatment using the media movie. This can be seen in the results of the pretest and posttest where the average result of the pre-test score is 58.02 while the average post-test score is 69.27 which means that there is an influence on students in acquiring vocabulary through the movie media with the acquisition of a test using SPSS 22 get the result that the value of sig 2 tailed 0.000 is smaller than the significant level of 0.05 which means H1 is accepted H0 is rejected.

Based on the data analysis procedure obtained by the researcher to find out what types of vocabulary were acquired the most through movies during the research, it showed that students acquired nouns as much as 842 (48%), students acquired adjectives as much as 426 (25%), and students who acquired verbs. as many as 470 (27%). It can be concluded that the most common parts of speech acquired by Grade 11 Agama 1 students is Adjective.

Through the use of movie media, it can make it easier for students to get vocabulary in it, especially when the movie has subtitles. Besides being able to acquire vocabulary, they can also

hear directly from native speakers how to pronounce vocabulary properly and correctly. With the use of this movie media, the way students learn will be different than usual, because through the media, students are more enthusiastic because they watch while learning. So it can be concluded that movie media is effective in acquiring student vocabulary in grade 11 Agama I Man Majene.

## **B. Suggestion**

Based on the results of the previous conclusions from the research that has been done, the researcher gives some suggestions as follows:

### 1. For the teachers

The researcher suggests teachers use movie media as one of the alternative techniques in acquiring vocabulary. This technique can help teachers in teaching English, especially in acquiring students' vocabulary. This can help teachers to stimulate and motivate students to acquire vocabulary by using movie media because from this movie media the students' enthusiasm is more active than usual vocabulary teaching.

### 2. For the schools

The researcher hopes for the process of learning English at school to achieve maximum results, each school must be able to provide facilities that support or provide other options to meet the learning needs of our students.

### 3. For the readers

The researcher hopes that this thesis can be useful not only for English teachers also for the readers of this thesis. The researcher reminds the readers of the importance of teaching English to young learners because students have a burning passion to learn and we must guide them to better quality English. The readers

can try to use movie media such as animation genre examples in the teaching and learning process, especially for teenage students.

#### 4. For the researchers

The researcher realizes that in this thesis there are still many things that need to be improved. Therefore, the researcher hopes for other researchers to cover more aspects that can bring change for teachers, schools, and students.

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# APPENDICES

## APPENDICES 1 RESEARCH LETTER



**PEMERINTAH KABUPATEN MAJENE**  
DINAS PENANAMAN MODAL & PELAYANAN TERPADU SATU PINTU  
(DPM-PTSP)  
Jln. Ammana Wawang No 12 Telp (0422) 21947 Majene-Sulbar



### IZIN PENELITIAN

Nomor : 339/IP/DPM-PTSP/MM/IX/2021

Berdasarkan Peraturan Bupati nomor : 53 Tahun 2018 tentang Pelimpahan Kewenangan Penandatanganan Perizinan dan Non Perizinan kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Majene, serta membaca surat Rekomendasi Penelitian Dari Badan Kesatuan bangsa dan Politik Nomor 070/368/IX/2021 Tanggal 8 September 2021 maka pada prinsipnya kami menyetujui dan **MEMBERI IZIN** Kepada :

N a m a	: NURFASYIRA ANDINATENTRY
Pekerjaan	: Mahasiswi
N I M	: 10256117017
Program Study/Jurusan	: S1. Bahasa Inggris
Universitas	: STAIN Majene
Alamat	: Sepang Desa Lembang-Lembang Kec. Limboro Kab. Polewali Mandar

Untuk melaksanakan Penelitian di Kabupaten Majene dengan Judul "**ENGLISH VOCABULARY ACQUISTION TROUGH MOVIES ON THE 11 TH GRADE STUDENTS OF MAN MAJENE**" dengan ketentuan :

1. Sebelum dan sesudah melaksanakan kegiatan, kepada yang bersangkutan diharapkan melapor kepada pemerintah setempat dan atau tempat penelitian yang akan dilaksanakan.
2. Penelitian tidak menyimpang dari Izin yang diberikan.
3. Mentaati semua Perundang-Undangan yang berlaku dan mengindahkan adat istiadat setempat.
4. Menyerahkan 2 (dua) Exemplar foto cofy hasil Penelitian kepada Bupati Majene Cq.Dinas Penanaman Modal Dan Pelayanan Terpadu Satu Pintu dan Badan Kesatuan Bangsa dan Politik Kab.Majene
5. Surat Izin akan dicabut dan dinyatakan tidak berlaku apabila ternyata pemegang surat Izin ini tidak mentaati peraturan diatas.

Demikian surat izin ini dibuat untuk dipergunakan sebagaimana mestinya.

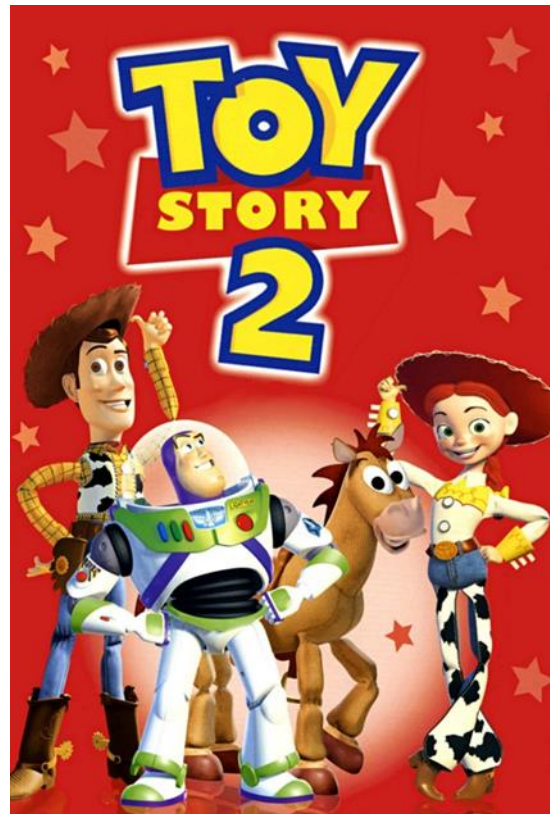
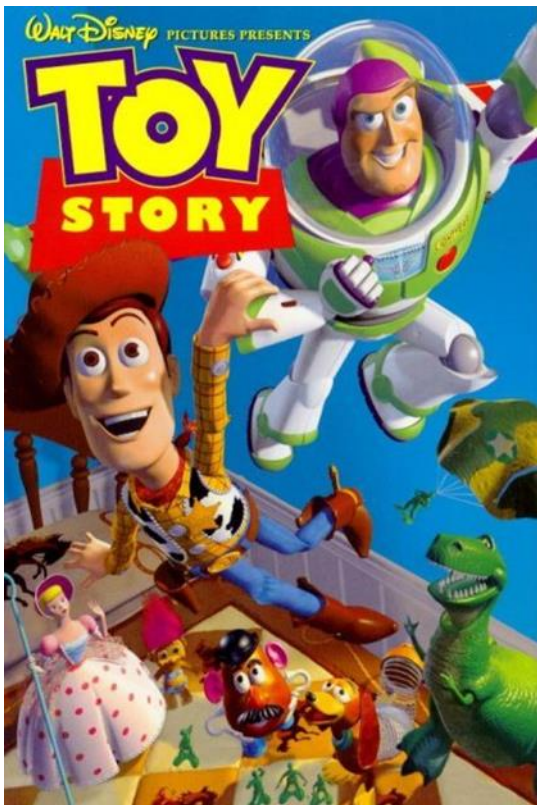
Dikeluarkan di : Majene  
Pada Tanggal : 10-09-2021  
Kepala Dinas



**M. DJAZULI M. SP. MH**  
Pembina Utama Muda  
19690703 199803 1 007

## APPENDICES 2 RESEARCH MATERIALS

The researcher used movie media titled Toy Story series 1 and 2



## APPENDICES 3 PRE-TEST AND POST-TEST QUESTIONS

The content of the pre-test is the same as the post-test

### Vocabulary test

#### ❖ Matching the word with meaning

*Draw a line to match each word on the left with the meaning of the word on the right!*

1. Space ranger	1. Meninggalkan
2. Weakness	2. Tombol
3. Troops	3. Janji
4. Infinity	4. Pasukan
5. Garage	5. Garasi
6. Leave	6. Memperbaiki
7. Quiet	7. Tak terhingga
8. Button	8. Penjaga luar angkasa
9. Repair	9. Diam
10. Promise	10. Kelemahan

#### ❖ **Multiple choice**

*Choose the correct answer from the option a,b,c, or d*

1. The door in this hospital should only be used in an.....situation
  - a. Happy
  - b. Sad

- c. Emergency
  - d. Bad
2. There is cheap.....of sandals
- a. Pair
  - b. Skew
  - c. Disorder
  - d. Blend
3. Yesterday afternoon, Beni took.....at the target animal correctly
- a. Take
  - b. Aim
  - c. Throw
  - d. Blow
4. Fika's wardrobe no longer has empty.....space for the clothes she just bought
- a. Something
  - b. Storage
  - c. Clothes
  - d. Pants
5. The fishy.....of the rest of the garbage, it is very disturbing for passersby in that place
- a. Fragrant
  - b. Delicious
  - c. Sweet
  - d. Stinky
6. Sarah is very.....with her sister for having lost her favorite item

- a. Happy
  - b. Glad
  - c. Upset
  - d. Indifferent
7. .... me that today I will email Fika because I will forget latest
- a. Remind
  - b. Forget
  - c. Give
  - d. Take
8. Roni is sad to accept the.....of this match
- a. Victory
  - b. Defeat
  - c. Misfortune
  - d. Luck
9. The bulldozer will help...the car that fell into the ravine
- a. Push
  - b. Let
  - c. Ignore
  - d. Pull
10. I am so..... in this fun vacation plan
- a. Excited
  - b. Colonized
  - c. Entangled
  - d. Trapped

❖ **Spelling words**

*Spell out the word that will be mentioned by the speaker as in the example below*

Example:  
-MONEY-  
**Em-ou-en-i-wai**

1. **REJECTION**
2. **MISTAKE**
3. **POTATO**
4. **STRING**
5. **SOLDIER**
6. **GLAD**
7. **DANGEROUS**
8. **ENEMY**
9. **TOY**
10. **LOSING**

❖ **Finding synonym**

*Find synonyms of the italicized word under this sentence!*

1. Karsim managed to save a child who was *almost* hit by a car
  - a. Close
  - b. Nearly
  - c. Far
  - d. Already
  
2. Rani gives a *dolly* to sinta
  - a. Puppet
  - b. Statue
  - c. Accessories
  - d. Robot
  
3. Someone didn't *steal* the books from the library
  - a. Give
  - b. Ask
  - c. Search

- d. Rob
4. Rudi bought a new *vehicle* yesterday
- a. Bicycle
  - b. Car
  - c. Transport
  - d. Wagon
5. I will *rescue* all the children in that house
- a. Let
  - b. Help
  - c. Save
  - d. Take
6. He was assigned to *forward* this message in the WhatsApp group
- a. Convey
  - b. Dismiss
  - c. Ignore
  - d. Let
7. He always says something *nonsense*
- a. Right
  - b. Balderdash
  - c. Wrong
  - d. Honestly
8. There is no need to *worry*
- a. Brave
  - b. Sure
  - c. Anxious
  - d. Believe

9. He pointed to a spot *beyond* the trees
- Exceed
  - Resolve
  - Beat
  - Upset
10. The phrase "*excuse*" always comes out of his mouth when he leaves this room
- Return
  - Go
  - Permission
  - Stay

**APPENDICES 4 ASSESSMENT**

$$\text{Score} = \frac{\text{Student's correct answer}}{\text{Total number of items}} \times 100$$

Range of values	Categories
75-100	Good
60-75	Enough
<60	Less

**APPENDICES 5 STUDENT SCORES PRE-TEST AND POST-TEST**

No.	Students	Pre-Test	Post-Test
1.	Alfina	62,5	70
2.	Amanda Putri Angrieni	55	70
3.	Arsila Khairunnisa	65	72,5
4.	Ilham	35	50
5.	Luthfia Adilah	55	85
6.	Muh. Alif Risky	67,5	87,5
7.	Nur Alim Subur	65	57,5
8.	Muh. Irdam	32,5	50
9.	Muh. Luthfi	82,5	77,5
10.	Muh. Naim Sidik	52,5	35
11.	Muh. Wildan	65	72,5
12.	Nur Asda	67,5	85
13.	Nur Auliah	47,5	82,5
14.	Nurfadia	82,5	92,5
15.	Nurul Aini	70	75
16.	Padlu	67,5	80
17.	Rabaniah	60	87,5
18.	Reski Aditya	25	10
19.	Safaruddin	65	82,5

20.	Salsabila	47,5	85
21.	Sandi	40	37,5
22.	Siti Nur Lathifa	65	72,5
23.	Suriani Abdullah	70	97,5
24.	Wawan	47,5	47,5
	<b>Total Score</b>	<b>1.392,5</b>	<b>1.662,5</b>
	<b>Mean Score</b>	<b>58.02</b>	<b>69,27</b>

## APPENDICES 6 NORMALITY TEST

### One-Sample Kolmogorov-Smirnov Test

		Pre Test	Post Test
N		24	24
Normal Parameters <sup>a,b</sup>	Mean	58.021	69.271
	Std. Deviation	14.7438	21.2577
Most Extreme Differences	Absolute	.182	.222
	Positive	.125	.112
	Negative	-.182	-.222
Test Statistic		.182	.222
Asymp. Sig. (2-tailed)		.039 <sup>c</sup>	.033 <sup>c</sup>

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

**APPENDICES 7 T-TEST**

**Paired Samples Statistics**

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pre Test	58.021	24	14.7438	3.0096
Post Test	69.271	24	21.2577	4.3392

**Paired Samples Correlations**

	N	Correlation	Sig.
Pair 1 Pre Test & Post Test	24	.970	.000

**Paired Samples Test**

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pre Test - Post Test	-11.2500	7.8366	1.5996	-14.5591	-7.9409	-7.033	23	.000

## APPENDICES 8 DOCUMENTATION















Researcher, **Nurfasyyira Andinatantri** was born in Polewali Mandar Regency, precisely in the hamlet of Sepang, Lembang-lembang Village, Limboro District, on January 29, 1999, she is the fifth child of 7 siblings from Amiruddin and Nurmadina. The researcher completed his education at Elementary School at SDN 040 Lembang-lembang in Limboro District, Polman Regency in 2011. In that year the researcher continued his education at MTSN 1 Polman, Tinambung District and graduated in 2014 then continued his high school at SMA Negeri 2 Majene in in 2014 and completed in 2017.

In 2017 the researcher continued his education at one of the higher education institutions in Majene, namely the Majene State Islamic High School (STAIN) for the S1 Tadris program in English, Department of Tarbiyah and Teacher Training.