TEACHING VOCABULARY THROUGH MOVIE TO IMPROVE VOCABULARY MASTERY OF THE FIRST GRADE STUDENTS AT SMPN 26 BANDAR LAMPUNG

(A Script)

By
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**FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG
BANDAR LAMPUNG
2017**

ABSTRACT

**TEACHING VOCABULARY THROUGH MOVIE TO IMPROVE
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Lydia Amalia

Vocabulary is one of the English components that is needed to be mastered by the learners. When learners are learning a new language, they should have enough vocabularies in order to make use of their language into four language skills that are listening, speaking, reading, and writing. Without vocabulary, it is difficult for the learners to express their opinions, ideas, and feelings. Therefore, it is important to choose appropriate media when a teacher teaches vocabulary in a class.

The aims of the research were: i) to find out the improvement of students' vocabulary mastery after they were being taught through movie as the media of instruction, and ii) to find out students' difficulties with respect to the implementation of movie. The subjects of the research were 24 students of class VII G of SMPN 26 Bandar Lampung in 2016/2017 academic year. The research used one group pretest and posttest design. The vocabulary test and interview were used to collect the data. The data in form of scores were analyzed by using Repeated Measure T-Test of SPSS 16.0. for windows.

The result showed that there was a statistically significant improvement of the students' mean score between the pretest and the posttest with significant level $p<0.05$ ($p=0.000$). Furthermore, adjective is the type of vocabulary that improves the most among the other types. The second finding revealed that the students found it difficulty in understanding the difficult words or phrases, the native speakers' pronunciation, and the native speakers' speed rate. Even though the students find difficulties, the students are able to improve their vocabulary mastery. This suggests that movie can be used as an alternative media in teaching vocabulary.

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A Script

Submitted in a Partial Fulfillment of
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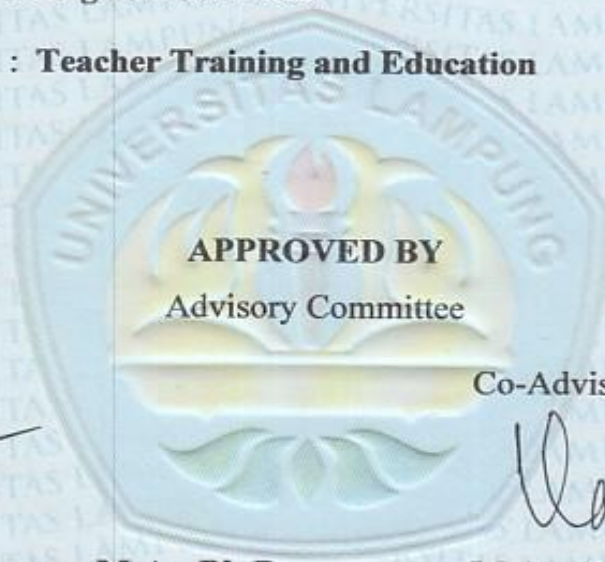
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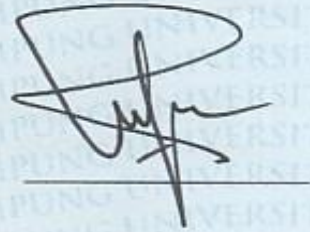**Mahpul, M.A., Ph.D.**
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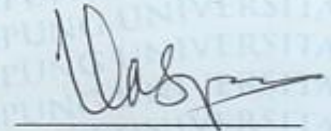1. Examination Committee

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CURRICULUM VITAE

The writer's name is Lydia Amalia. She was born in Banda Aceh, on August 10th, 1994. She is the first child of Abri Firdaus and Ainuriza. She has one brother, Donny Dwi Utomo.

She started her study at elementary school, SDN 1 Perum Kemiling Permai, Bandar Lampung in 2000, moved to SDN 1 Lambheu, Banda Aceh in 2002 then moved to SDN 2 Beringin Raya, Bandar Lampung in 2003 and graduated in 2006. In the same year, she continued her study in SMPN 14 Bandar Lampung and graduated in 2009. Then, she continued her study at SMA Persada, Bandar Lampung then continued to SMAN 7 Bandar Lampung. In 2012, she was registered as a student of English Education Study Program of Teacher Training and Education Faculty in Syiah Kuala University then pursued to University of Lampung in 2013. Then, she carried out Teaching Practice Program (PPL) at SMPN 1 Bangunrejo, Lampung Tengah from July to August 2016.

DEDICATION

This paper is proudly dedicated to:

My beloved family

My beloved friends in English Education Study Program 2012

My Almamater, University of Lampung

MOTTO

Surely there is ease after hardship. Aye, surely there is ease after hardship

(Q.S. Al-Inshirah: 6-7)

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Gratitude and honor are addressed to all persons who have supported the writer in completing this script. Therefore, the writer would like to express her respect and best gratitude to:

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The writer hopes this script can give a positive contribution to the educational development and also for those who want to accomplish further research. The writer realizes that this script is far from the perfection. There may be weaknesses

and mistakes. Therefore, the writer would be grateful to accept any comments and suggestions.

Bandar Lampung, 03 August 2017

The Writer

Lydia Amalia

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I. INTRODUCTION

This chapter deals with the background of the problems, formulation of the research question, objectives of the research, uses of the research, uses of the research, scope of the research and definition of terms.

1.1. Background of the Problem

Vocabulary is one of the English components that needs to be mastered by the learners. When learners are learning a new language, they should have lot of vocabulary in order to make use their language into four language skills that are listening, speaking, reading, and writing. In other words, if the students master vocabulary, the students will be able to produce so many sentences easily either in spoken or written in learning English. It is difficult for the learners to express their opinions, ideas, and feelings if they have limited vocabulary. They will find difficulties in arrange a sentence to express or mastering their language skills because of having too limited vocabularies. Therefore, vocabulary mastery must be the first priority in English teaching and learning.

According to David Wilkins in Thornbury (2002:13) state that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. In relation with that statement, Dellar and Hocking in Sukrina (2013) who say that we will see most improvement if we learn more words and expressions. It means that students will improve much if they learn more words and expressions. Even if students' grammar is excellent, they just won't be able to communicate their meaning without a wide vocabulary.

In Indonesian government, English is considered as the first foreign language which is taught formally from Junior High School through Senior High School in Indonesian education system. In the Curriculum 2013 for Junior High School, learning English is not only in the class but also at home and society. The teacher is not the only learning source. The students must be active to explore many sources to increase their knowledge. They can get it from many sources, such as books in the library, movie from the television or articles from the internet.

The Guidelines of SMP Curriculum of English, graduation of Junior High School is expected to master vocabulary in order to be able to communicate whether in spoken or written form. The first year students of Junior High School are expected to master 1000 words after finishing their study. It is difficult to be reached since the students often lose interest when they find that foreign language study is the same as other subject, learning on the book only without any practice. And as a result, the students faced a difficulty in comprehending the meaning of the sentence and to express their idea whether in spoken or written form.

However, since English is not Indonesian national language, to master vocabularies of foreign language by learners is difficult. Many students find problems in mastering it. Based on the researcher's experience in teaching training at SMPN 1 Bangunrejo in 2016, it was found that most of the students have big problem in learning English. One of basic problems is lack of vocabularies. It is also in line with the pre-observation in SMPN 26 Bandar Lampung, the teacher says that the students get problem in understanding the difficult words or phrases. It happens because they may lack of vocabulary.

Besides, most of students lack of motivation. The students easily got bored, more passive, and worried to learn English because the English teacher lack of ability in using media, especially in teaching vocabulary. English teacher only used text book and white board in teaching learning process. They just pay attention to what the teacher's explanation or rewrite the vocabulary that's written by the teacher on the white board. The teacher just force the student to memorize some words, as a result, it makes student can not memorize some words well. Therefore, most of learners only master simple vocabularies like animal, clothes, things in the classroom etc.

In order to solve this problem, a teacher should help students to learn the vocabularies by using media to conduct teaching and learning process in the class. According to Davies (1996:8) in Wiranata (2015), English teachers should try to vary the teaching to improve the students' ability in leaning English. The teacher has to look for ways that can be used to make students' interested in

learning English. According to Lyne (2001) the students' interest is one of the main factors to achieve the goal of teaching learning English. For that reason, movie is medium that can be used to improve students' motivation in learning English.

Based on the principle above, the researcher purposes movies to improve the students' vocabulary mastery. Movie is one of the audio visual aids that contains picture and voice so the students can see and hear directly. Webb (2010) argues that by making use of films or movies in the classroom, students can enhance their vocabulary awareness and they can even make their pronunciation and intonation much better. According to Sherman (2003), films are a shift the conventional and offer students realistic learning environments. By using movie, the students are hoped to enjoy and pleasure to learn english vocabulary, make clear the message, can save the teacher energy, can motivate the student to learn, can increase the quantity of teaching and learning.

Based on the explanation above, the researcher plans to use some strategies to teach. The researcher wants to conduct an experiment on the use of movie as alternatives technique to improve students' vocabulary mastery and to attract students in learning a English. By using the movie, the students become more interested in mastery vocabulary because they study without feeling bored. Movie make be the students interested in study English it will be a good experience, and a good experience can be unforgetable experience. In this moment students can be a good human in remembering vocabulary.

This is why the researcher would like to apply a new technique methodology to teach English in this school by using movie entitled "Teaching Vocabulary through Movie to Improve Vocabulary Mastery of the First Grade Students at SMPN 26 Bandar Lampung".

1.2. Formulation of the Research Questions

In reference to limitation of the problems explained above, the formulations of the problems as follows :

1. Is there any improvement of students' vocabulary mastery after being taught through movie as the media of instruction at the first grade of SMPN 26 Bandar Lampung ?

2. What are the students' difficulties with respect to the implementation of movie to improve vocabulary mastery at the first grade of SMPN 26 Bandar Lampung ?

1.3. Objectives

In relation the research problems formulated above, the objectives of this research are :

1. To find out the improvement of students' vocabulary mastery after being taught through movie as the media of instruction at the first grade of SMPN 26 Bandar Lampung.

2. To find out the students' difficulties with respect to the implementation of movie to improve vocabulary mastery at the first grade of SMPN 26 Bandar

Lampung.

1.4. Uses

The researcher hopes that the result of the analysis may be useful contribution for educational research particularly to improve students' vocabulary mastery through movie. The researcher gives the input as follows:

1. Theoretically, the significances of this research are expected :

   a. The results of the research may be useful to support existing theories on vocabulary.

   b. To be used as a reference for further research.

   c. To enrich the theory about students' vocabulary mastery.

2. Practically, the significances of this research are expected :

   a. As information for English teachers to find an alternative technique when teaching vocabulary.

   b. As information and reference for other researchers who are interested in the research related to teaching vocabulary.

1.5. Scope

This research was conducted for students in grade VII G of SMPN 26 Bandar Lampung in the second semester in 2016/2017 academic year that consisted of 24 students. This research focused on seeing the improvement of students' vocabulary mastery on content words and students' problems in learning vocabulary through movie. The movie that used in this study was describing people, things and animals, particularly, describing people, things and animals

related to the syllabus of the second semester for first grade of Junior High School.

1.6. Definition of Terms

In order to specify the topic of the research, the researcher provides some definitions of the terms related to the research. These are the definitions of some terms which are related to the reseach:

1) *Vocabulary* is a set of words known to a person or other entity, or the part of a specific language.

2) *Teaching vocabulary* is a process to make the students understand the meaning of word in different language and use it in appropriate context by using some kind of techniques.

3) *The Mastery of English Vocabulary* is the knowledge of vocabulary by understanding the meaning of the words.

4) *Media* is one of component in communication. It means that the communicator and communicant is a media in teaching and learning. In other word it can be said that mediator of all the equipment or something that used to transfer message or information from teacher to students in teaching-learning process.

5) *Movie* is a series of moving pictures which is able to show picture with sound coming out through stereo sound.

6) *Improvement* is an effort in changing low previously to be higher.

This chapter already discussed the introduction of the research includes the explanation about the background of the research, research questions, objectives of the research, uses of the research, scope of the research, and definiton of terms. Those were discussed in order to provide an insight to this research. In the next chapter, the writer tries to describe more about the theories that used in this research.

II. FRAME OF THEORIES

This chapter presents the review of previous researches and related literature including concept of vocabulary, types of vocabulary, content words, vocabulary mastery, teaching vocabulary, definition of movie, the criteria for selecting movie, types of movie, teaching vocabulary through movie, the procedure of teaching vocabulary through movie, advantages and disadvantages using movie, theoretical assumption, and hypothesis.

2.1. Review of Previous Researches

There have been several studies dealing with teaching vocabulary through movie that have been conducted by other researchers Aisyarani (2014), Rahman (2012), Margono (2011), Handayani (2015), Nurhanifah (2012) and they can be used as references for the research .

Aisyarani (2014) conducted a study about teaching vocabulary by using animation video to the eleventh grade students of MA Nahdlatul Muslimin. The objectives of this research are to find out whether or not there is significance of the difference between the vocabulary mastery of the eleventh grade students of MA Nahdlatul Muslimin taught by using animation video. Design of this research is an experimental research. The result shows that the students' vocabulary mastery of

the eleventh grade students at MA Nahdlatul before being taught by using animation video was sufficient. The mean is 64, and the standard deviation is 13.4. Meanwhile the Vocabulary Mastery of the eleventh grade students at MA Nahdlatul Muslimin in the academic year 2013/2014 after taught by using animation video was categorized good. The mean is 85.45 and standard deviation is 11.55. Moreover the calculation of t-observation (to) 9.58 was higher than t-table (tt) 2.04 in level of significance 5%. Based on the result above, the researcher suggested that the English teacher is expected to be able to use Animation video as a media to teach the students in vocabulary mastery.

In Rahman's research (2012), he conducted a study about correlations between frequency of watching English movies and vocabulary mastery and to measure students' frequency of watching English movie and their vocabulary mastery. The design research that used was correlation with the reason the teacher can know students' habit about watching English movie when they are at home and students' vocabulary mastery. This research conducted test of frequency watching English movies and vocabulary mastery. The techniques which were used to collect the data are questionnaire and achievement test. The result shows that there is a significant correlation between students' frequency of watching English movies and their vocabulary mastery. The researcher suggested that the teachers have to be selective on choosing a suitable method in teaching and learning process.

In addition, Margono (20011) conducted research about the use of cartoon film in teaching English verbs at the second grade of SMP Negeri 18. She investigated the effectiveness of teaching English verbs by using cartoon films. The method of the research is an experimental study. The data were obtained by giving test to the experiment class and control class after giving different learning to both classes. The instruments used to collect the data were documentation and test. There are two kinds of test. They are pre-test and post-test. The result of the research is the mean of English verbs score of experiment class (the students taught using cartoon film) are 74,23 and the mean of English verbs score of control class (the students taught using non-cartoon film) are 70,4. There is a difference in English verbs score between students taught using cartoon film and those taught using non-cartoon film. Based on the research results, it is suggested that it will be better if the English teachers find out appropriate and interesting teaching media as student need.

In line with previous research studies that are related to this research is Handayani research (2015). The research is conducted to improve students' vocabulary mastery at fifth grade of Elementary school 016 Rambah Samo through Cartoon movie. This research used Classroom Action Research (CAR) which conducted to solve the students' problem in Vocabulary Mastery. This research conducted in two cycles, in every cycle consist of plan, action, observation and reflection. The data were gathered through qualitative and quantitative data. The finding of this research indicated that the implementation of cartoon movie was successful since there an improvement of students' vocabulary mastery. Based on the finding

mentioned, the researcher suggests that English teacher could implement cartoon movie media in teaching English vocabulary mastery.

Moreover, in learning English, the students faced several difficulties during the process, it might be caused by the situation of the class, the materials or the students themselves. Nurhanifah (2012) did a research deals with the students problems in learning English and how to overcome. The findings showed almost all of the students problems in learning all English language skills. The students' most common problems in learning English were related to the problems in catching what is being spoken by the speaker, pronunciation, vocabulary, and so on. In general, their problems were related to low motivation, bad study habit, and attitude toward learning. External factors, however, such as the classroom condition also hampered them in learning English in the classroom. Based on the finding, it is suggested that the students be aware to their problems in learning English. The teacher is also suggested to be more concerned with the students' problems in learning English. Other educational practitioner, such as the headmaster and the committee are suggested to concern more with the facilities that support the teaching and learning process, for instance, the condition of the classroom.

Considering the previous research above, movie can be used as a media and it is effective to teach vocabulary in classroom. Beside, to find whether the significant improve students' vocabulary mastery. The different between this research and other previous research was this research focuses on the four kinds of vocabulary

(nouns, verbs, adjectives and adverbs) and students' difficulties with respected to the implementation of movie.

2.2. Concept of Vocabulary

Every language in this world has a list of words. This word is used to express human feelings or ideas in oral and written form. Every word in a language always has specific meaning, both literal and semantic meaning. And people used suitable vocabularies to express their feelings or ideas in order to be understood in oral or written text. By using vocabulary people can communicate each other in order to ask or deliver an information. This is why vocabulary has an important role in language use.

Nueman and Dwyer (2009: 385) say that vocabulary can be defined as "words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)". In addition, Hanson and Pandua (2011) state that vocabulary refers to words we use to communicate in oral and printed language. In order to communicate effectively using oral and printed language, learners must be able flexibly to use words that we recognize and understand. In other words, vocabulary helps the learners to use a language including English in the form of oral and written language.

Other definitions of vocabulary is stated by Cahyono (2011:153) says that "vocabulary is core component of language proficiency and it provides much of the basic for how well learners listen, speak, read and write". Similarly, Cameron

(2001) states that vocabulary as one of the knowledge areas in language, plays a great role for learners in acquiring a language. It means that, vocabulary is a set of words known to a person or other entity, or the part of a specific language in the form of oral and written language.

From the definition above, the researcher concludes that vocabulary is a basic knowledge and useful material in the form of words which are always used by learners in learning a certain language. In context of learning foreign language, vocabulary is a part of language components including content words such as noun, verb, adjectives and adverb. If the learners have already mastered a large amount of vocabulary and can used effectively, it is believe that it easier for them to conduct effective communication with others.

2.3. Types of Vocabulary

Some experts have classified types of vocabulary. According to According to Nation (2001), there are two kinds of vocabulary. The type of vocabulary is divided based on the vocabulary knowledge, namely receptive and productive vocabulary. The types of vocabulary will be discussed below.

a. Receptive vocabulary

Receptive vocabulary is words that the learners recognize and understand when they occur in context, but which cannot produce correctly. It is vocabulary that the learners recognize when they see it in reading context but do not use it in speaking and writing. The receptive vocabulary is also called as a passive process because the learner only receives thought from others. In language application, the

receptive vocabulary is considered the basic vocabulary. It is much larger than productive vocabulary because there are many words recognized when the learner hears or reads but do not use when he speaks or writes.

b. Productive vocabulary

Productive vocabulary is the words, which the learners understand, can pronounce correctly, and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thought to others.

Fries (1974:45) classifies English vocabulary or words into four types, they are:

1. **Content words**

   Content words represent the name of objects or things, that is concrete noun (book, chair and pen), an action that is verb (swim, sit and fly), the qualities of these things, that is adjective (big, strong and sharp) and adverb (at school and).

2. **Function words**

   Function words are words which are used as a means of expressing relation grammar and structure. Function words include determiners for example, (which, this, that, each, much, some and many), conjunctions (and, but, or, because and after), prepositions (in, at on, during and until), pronouns (I, you, him, her and them), auxiliary verbs (are, be, have and do), modals (may and could), and quantifiers (some and both).

3. **Subtitute words**

Subtitute words are words which represent the individual things or specific action as subtitutes for whole form classes of words. In other words, subtituted words are indifinite pronouns such as anybody, anyone, anything, everybody, nobody and nothing.

4. **Distributed words**

Distributed words are words distributed in use according to grammatical matter as presence of a negative such as, either, too, or yet.

Based on the statements above, vocabulary has some types on the purpose. This research focused on the content word because content words consist of word that can be associated into and it has various parts such as noun, verb, adjective, and adverb. The kind of text as a material to learn vocabulary is a descriptive text, because it is a kind of text which is based on the curriculum in junior high school.

2.4. Content Words

Content words are a useful one in analyzing vocabulary. Based on words classification by Fries (1974:45), content words represent the name of subject or things, that is called noun (book, chair and pen), action done by with these things, that is called verb (swim, sit and fly), the qualities of these things, that is adjective (big, strong and sharp), and the word that adds more information about place, time, manner, that is called adverb (morning and at school). The followings are the further explanation of kinds of content words:

2.4.1. Nouns

Nouns have sometimes have been defined in terms of the grammatical categories to which they are subject. Such definitions tend to be language-specific, since nouns do not have the same categories in all languages. In line with this statement, Macfadyen (2007) says that a noun is a word used to name a person, animal, place, thing, and abstract idea.

However this type of definition has been criticized by contemporary linguists as being uninformative. Nouns also can be identified by using our five senses. For example: *there are table, chair and book in that room.* For further explanation, Macfadyen (2007) says that noun can be classified into six types:

1. Concrete noun is a noun that names anything (or anyone) that can be perceived through physical sense. Concrete noun (*book*) such as in *There is a book on the table.*

2. Abstract noun is usually the name of quality, state, or action.

   a. Quality, for example: *goodness, kindness, darkness and brightness, honesty, wisdom and bravery*. As in: "*The brightness of the sunshine made me squint after an afternoon spent in a darkened movie theater.*"

   b. State, such as: *childhood, boyhood, youth, health, sickness, death and life*. As in: "*With age and experiencecomes wisdom.*"

   c. Action, for example: *laughter, movement, judgment, struggle, fight, flight and treatment*. As in: "*Your judgement of the situation is not a very good one.*"

3. A proper noun is a name applied to specific persons, place or things. Proper noun begins with capital letters, such as: *Mr. Brown and Jakarta*. As in: (1) "*Mr. Brown is an English lecturer in my college*", (2) "*Jakarta is the capital city of Indonesia*".

4. Countable noun (count noun) is a noun with both a singular or plural form, and it names anything (or anyone) that can count. For example: *chair and book*. As in: (1) "*There are two chairs in this room*", (2) "*I have a table in my bedroom*."

5. Non-countable noun is a noun which does not have a plural form and which refers to something that could not count as usual. A non-countable noun always takes a singular verb in sentence. The example of non-countable noun are *sugar and sand*, as in (1) "*I need some sugar for a cup of my coffee*", (2) "*He makes a sand palace in the beach*."

6. Collective noun is the name of group of person, things, or animals taken together and spoken of as one whole. The examples of collective nouns are *committee and class*. As in (1) "*The school committee held a meeting today*," (2) "*That class is very noisy*."

In this research, concrete nouns were chosen as the material in teaching vocabulary by using movie media. The reason of using concrete nouns in teaching vocabulary was based on the knowledge of the first grade students who are familiar with concrete nouns.

2.4.2. Verbs

In many languages, verbs are inflected (modified in form) to encode tense, aspect, mood, and voice. A verb may also agree with the person, gender, and/or number of some its arguments, such as its subject, or object. According Macfadyen (2007), verbs have a role to express actions or activities that subject of a sentence has. Verbs have tenses: present, to indicate that an action is being carried out; past, to indicate that an action has been done; future, to indicate that an action will be done. Example: *"Ana goes to school."* Further, The followings are the several types of verbs based on Ginger (2016):

1. Action verbs express specific actions, and are used any time you want to show action or discuss someone doing something. As in: *"Andra kicks the ball."*

2. Transitive verbs are action verbs that always express doable activities. These verbs always have direct objects, meaning someone or something receives the action of the verb. As in: *"Johariaz writes a letter for his wife."*

3. Intransitive verbs are action verbs that always express doable activities. These verbs always have no direct objects, meaning someone or something receives the action of the verb. As in: *"The train arrives at 3 p.m"*

4. Irregular verbs are those that do not take the regular spelling aptterns of past simple and past participle verbs.As in: *"Anna ate a piece of cake yesterday."*

5. Regular verbs are those that take the regular spelling aptterns of past simple and past participle verbs. As in: "*Annandhi cooked a plate of fried rice yesterday.*"

Based on the kinds of verbs above, transitive verbs were chosen as the material in teaching vocabulary by using movie media. The reason was because transitive verbs used in a daily life such as: conversation, reading, writing, etc.

2.4.3. Adjectives

Adjective is a "describing word", the min syntactic role of which is to qualify a noun or noun phrase, giving more information about the object signified. For example: "*The book in there is big and heavy*". Harmer (2004:37) defines that an adjective is a word that gives more information about a noun or pronoun. An adjective is a word that indicates a quality of the person or thing referred by noun. According to Khamying (2007) there are eleven types of adjectives:

1. Descriptive adjectives are used to attribute or qualify people, animals, things, or places in order to describe its features. For example: "*The rich man lives in the big house*".

2. Proper adjectives are used to modify noun in terms of the nationality, this type is originate from proper noun. For example: "*He employs a Chinese book*".

3. Quantitative adjectives are used to modify noun for particular details in quantifying. For example: "*He ate much rice at school yesterday*".

4. Numeral adjectives are used to modify noun for particular details in exact quantifying which is divided into three perspectives: cardinal number (exact quantity), ordinal number (hierarchical number), and multiplicative number (double number).

    a. Cardinal number, as in: "*My hand has five fingers*".

    b. Ordinal number, as in: "*I am the seventh son of my family*".

    c. Multiplicative number, as in: *"Some roses are double".*

5. Demonstrative adjectives are used to point out or indicate a particular noun or pronoun using the adjectives, such as *this, that, these, and those*. For examples: (1) "*That book belongs to Dini",* (2) "*I really like those shoes."*

6. Interrogative adjectives are used to ask questions about nouns or in relation to nouns such as *who, which, what, whose, and where*. For examples: (1) "*Whose book is this?"* (2) "*What is your favorite color?"*

7. Possessive adjectives are used to show who own or possesses something such as *my, your, our, his, her, your, and their*. For examples: (1) "*That is my bag*", (2) "*That is your pen*".

8. Distributive adjectives are used to modify noun by dividing or separating into different parts. For example: *"Every soldier is punctually in his place."*

9. Emphasizing adjectives are used to modify noun by highlighting or emphasizing the texts. For example: *"Ani is my own girl-friend".*

10. Exclamatory adjectives are used to modify noun by using interjection words. For example: *"What a man he is!".*

11. Relative adjectives are used to modify noun and combine sentence which

are related between the first and second sentences. For example: "*Give me what money you have*".

Based on the eleven types of adjective above, the researcher used descriptive adjectives and numeral adjectives in teaching vocabulary because based on the curriculum of Curriculum 2013, qualitative adjective is learned in the first grade students at SMPN 26 Bandar Lampung.

2.4.4. Adverbs

An adverb is a word that changes or simplifies the meaning of a verb, adjective, other adverb, clause, or sentence expressing the manner, place, time, or degree. Adverbs are words like slowly, now, soon, yesterday. Macfadyen (2007) says that an adverb can modify a verb, an adjective, another adverb, a phrase, or a clause. It provides information about the manner, place, time, frequency, certainty, or other circumstances of the activity denoted by the verb or verb phrase. Example: *"I went to market yesterday.*" Macfadyen (2007: 1-21) summarizes the category of adverbs into five, they are:

1. Adverbs of manner

These adverbs tell us the manner or way in which something happens. They answer the question "how?" such as *easily, happily, loudly and quickly*. For example: (1) "*She speaks loudly*", (2) "*They solved the problem easily.*"

2. Adverbs of place

These adverbs tell us the place where something happens. They answer

question "where?" such as *by, near, here and there*. For example: (1) "*The school near from my house*", (2) "*They will come here.*"

3. Adverbs of time

These adverbs tell us something about the time that something happens such as *now, later, soon, and tomorrow*. For example: (1) "*He will come back soon*", (2) "*She will go to Jakarta tomorrow.*"

4. Adverbs of frequency

These adverbs tell us how often something is done or happens such as *often, once, twice and always*. For example: (1) "*John nevers smokes*", (2) "*They always come in time*".

5. Adverbs of degree

These adverbs tell us the level or extent that something is done or happens such as *fairly, rather, too and very*. For example: (1) "*She was almost finished*", (2) "*These cake are absolutely wonderful.*"

Based on some kinds of adverbs which are classified by Macfadyen (2007: 1-21), the researcher used some types of adverbs, they are: adverbs of manner, adverbs of place, and adverbs of time. They were chosen by the researcher as the material in teaching vocabulary by using movie because based on the curriculum adverbs of manner, adverbs of place, and adverbs of time must be mastered by the students of the first grade students at SMPN 26 Bandar Lampung.

2.5. Vocabulary Mastery

In order to understand the language, vocabulary is crucial to be mastered by the learner. Sunarti (2010) say that vocabulary means a group of words, which have been mastered by the students after the process of teaching and learning. It is in line with Mukti (2012) who state that vocabulary mastery is the ability to use knowledge of words that are taught when students are learning a foreign language and it is not only understanding the meaning of words, but also having no difficulty in pronouncing, spelling and using them.

From the definition above, we can conclude that vocabulary mastery is the ability to control, command, decide, and rule the vocabulary as a useful and fundamental tool for communication and acquiring knowledge in oral and written text. Vocabulary mastery plays an important role and it has to be considered that vocabulary mastery is one of the needed components of language. In another word, students get difficulties in mastering any language skill without mastering vocabulary first.

2.6. Teaching Vocabulary

In learning a languge, vocabulary becomes the most important things to be improved when the learners want to be success to improve their skill. Thornbury (2002) states that teaching words is a crucial aspect in learning a language as languages are based on words. When the students have a lot of vocabulary they would make more words to express their ideas. Vocabulary should be learned and skills should be practiced.

Teaching vocabulary is the studying second language because vocabulary is the basic material to master the four language skills that is speaking, reading, writing and listening. Without understanding and mastery vocabulary, the students get difficulties to studying English language. Vocabulary is also an important factor in all languages. Schaefer (2002) states that good vocabulary teaching is the creation of context in which students constantly use relevant vocabulary in their reading, listening, writing, and speaking. Without a sufficient vocabulary, students cannot communicate effectively or express their idea in both of oral and written form.

Kustardjo (1988:24) says that there are five ways of teaching vocabulary as explained below.

a. **Teaching vocabulary through creativity**

The teacher should allow many choices to the students, as they want to learn. The teacher can be make such techniques which enables the students to be creative in producing vocabulary, such as, game, movie, picture, drama, and so on.

b. **Teaching vocabulary through context clues**

The teacher uses a context clue of the surrounding the context such as by giving synonym, antonym, etc. for example: *"She never comes late"; late=unpuctual ; late >< on time.* In short, teaching vocabulary through context clues means a teaching process where the students and the teacher

should find the "clues" of the word(s) that will be came before or after the word.

c. Teaching vocabulary through guessing

The teacher can encourage the students to guess first and then consult have a good rationale. The teacher can give example by pronouncing a sentence, then the students guess the word that teacher means. For example: The teacher can draw five pictures on the board. Teacher then pronounces the word and asks one of the students to point out one of the picture of cat or lion pronounced as (kæt) or ('lÎ-ən), students think relevant to the word pronounced by the teacher. So, it can be said that teaching vocabulary through guessing is the teaching process where the students should guess first, then consult to the dictionary to get the right answer.

d. Teaching vocabulary through definition

The teacher guides the students to define the meaning of the word and to arrange the word in to correct sentence, for example: a dancer is a person who dances.

e. Teaching vocabulary through derivation

Derevation is the process of forming a new word on the basis existing word, e.g. *happiness* in form of *suffix* and *unhappy* in form of *prefix* from the root word *happy*. Teaching vocabulary through derivation involves nouns, verbs, adjectives, and adverbs. For example, the use of word "learn" in the sentence "The students learn English twice every week". Then, the word "learn" can be added suffix –er to be a noun such as in sentence "Every English learner should have a dictionary to be guide for studying". Thus, teaching vocabulary through

deriviation is a tecahing process where the students and the teacher can develop one word which has its meaning becomes more than one word and have different meaning.

Teaching vocabulary would be less effective if the teacher can not match the technique. A good technique could make the students interested in learning vocabulary and easier to remind the meaning. Regarding to the five ways of teaching vocabulary above, the researcher interested in two ways that is teaching vocabulary through creativity and through context clues technique that can be assumed as an interactive technique to teach vocabulary and are relevant with those ways proposed by Kustardjo. Furthermore, teaching vocabulary is a process to make the students understand the meaning of word in different language and use it in appropriate context by using some kind of techniques.

2.7. Definition of Movie

Movie is one of the visual aids that show picture with sound coming out through stereo sound. As Harmer (2001: 282) state that movie can be used as a visual aid in the teaching and learning process. But movies or films can also be used to teach people about history, science, human behavior and any other subjects. Some films combine entertainment with instruction, make the learning process more enjoyable. In all this forms, cinema is an art as well as a business, and those who make motion pictures take great pride in their creation (Mery: 2011). In this study, the writer uses movie as media of teaching English vocabulary.

Meanwhile, Azhar (2011:49) defines movie as picture in a frame where frame by frame is projected through the projector lens mechanically so that the pictures in the screen looks alive. An opinion movie given by Jesse (2007) states that movie is a photographic record of an artistic performance, but not an art form in it's own right.

Based on the definition of movie, the researcher conclude that movie is a photographic record of history, science, and human behavior that projected through the projector lens and shown in the cinema or television.

2.8. The Criteria for Selecting Movie

When selecting movie for used in the classroom, certain general criteria should be kept in mind. Widiastuti (2011) suggests that there are several criteria in selecting movie:

a. Watchability

It is related to the question is the video interesting and would a young learner want to watch this.

b. Completeness

The ideal video clip tells a complete story or a section of a story. This idea of completeness is important for young learners whose primary motivation for watching a video is enjoyment

c. Length

The length of the clip is important. It shouldn't be long, perhaps between 30

seconds and 10 minutes depending on the learning objective.

d. Appropriateness of Content

The content should be suitable for young learners. It should also be suitable for viewing in all cultures.

e. Level of Maturity

Children mature very quickly. It is should be matched with their level of maturity in order to make them understand the concepts in the video.

f. Availability of Related Materials

Many authentic videos now come with ready made materials that can be used for language teaching. Other videos may have been adapted from books, which could be used in the classroom to support the video.

2.9. Types of Movie

According to Harmer (2001:284), there are three basic types of video or movie. They are off air programs, real world and language learning movies.

a. Off air programs

The programs recorded from a television channel should be engaging for our students, and of a sensible length. We have to consider their comprehensibility too. Apart from overall language level, some off-air video is also extremely difficult for the students to understand, especially where particularly marked accents are used or where there is a high preponderance of slang or regional vernacular. The best programs and excerpts are ones which we can use for a

range of activities including prediction, cross cultural awareness, teaching language, or as spurs for the students' own creativity.

b. Real-world movie

There is no reason why we and our students should not use separately published videotape material such as feature films, exercise "manuals", wildlife documentaries or comedy provided since there are no copyright restrictions for doing this.

c. Language learning movie

The main advantage of specially made movies is that they have been designed with the students at a particular level in mind. They are thus likely to be comprehensible, designed to appeal students' topic interests and multi-use since they can not only be used for language study, but also for a number of other activities as well. The danger of language learning movies, however, is that they fail the quality test either because the production is poor, the situations and the language are inauthentic, or the content is too unsophisticated. Our choice, therefore, has to be limited to those sequences which our students will accept and enjoy.

The type of movie was used in this research is language learning movie related to the topic of the students' material at the first grade student. By using this movie the students can understand the vocabulary (both the oral form and the written form) easily and interesting.

2.10. Teaching Vocabulary through Movie

Teaching English as the foreign language for Indonesian students is not easy. The teacher is asked to use a suitable technique or media to teach effectively because effective teaching is the basic factor for the successful learning process including learning vocabulary. The use of media such as movies give positive effect to improve the student's vocabulary and more easy to understand the lesson.

The media could help students interested to the material and motivated the students in teaching learning process. Movie is one of instrument to make communicate between teacher and student become effective so the student not bore about the lesson. As we know that vocabulary is one of component which has to be mastered and acquired in learning new language.

According to Harmer (2003:282) there are many reasons why video can be a special, extra dimension to the learning experience:

1) **Seeing language in use**

Students not only can hear the language but also they can see it. By watching video, students can see the real condition of language in use, such as students can see the facial expression and the gesture when native speakers are saying some words or expressions.

2) **Cross culture awareness**

Video can help students who want to see westerns' culture by watching it in

their classroom. It is especially when they want to know how their body language are when they are inviting someone out, or how American speaks to waiters. Video is also a great value in giving students a chance to see all of cultures from other countries. In order that, by using video students can see the culture.

3) The power of creation

Students suddenly get some considerable power when they use video camera. They can make video that could be unforgettable moment by them. It can be good media because they can remember all of vocabulary inside of the video they made and it can enrich their vocabulary mastery. The task of video making can make students creative.

2.11.   The Procedure of Teaching Vocabulary through Movie

In improving students' vocabulary mastery, the researcher would like to present the application of movie as a media in teaching vocabulary. The researcher's purpose is to make it easier for students to improve their vocabulary mastery. The followings are the steps of learning vocabulary through movie.

a.   Pre-activity

1.   Teacher starts the class and talks about general thing

    Teacher: *Good morning students, how are you today?"*

    Students: *Good morning miss! We are fine. How about you?*

    Teacher: *I'm fine too, thank you.*

2.   Give some questions to the students about the material that will be

learned.

Teacher: *Have you ever watch a movie before?*

Students: *Yes we have Miss!*

Teacher: *What kind of the movie that you watched*?

Students: *It was about cartoon movie Miss.*

Teacher: *How do you like it*?

Students: *I like it because it is interesting.*

Teacher: *Alright, how about if we now watch movie today, and you will retell the story?*

Students: *Ok, miss!*

b. **Whilst activity**

Observing

1. Teacher informed to the students about the describing people, animals and things that will be showed in movie.

Questioning

2. Teacher and the students discuss about the movie.

Teacher: *Alright, after you watch the movie can you tell me how many characters are there?*

Students: *There are two character miss*

Teacher: *Who are they?*

Students: *They are Jane and John*

Teacher: W*hat do you think about Jane*?

Student: *Jane is beautiful, young woman with long blond hair.*

Teacher: W*hat do you think about John?*

Students: *John is handsome, young man with blond hair and green eyes.*

Teacher: You were just describing people by their looks. It is called a description.

3. Teacher explains the task that is going to be done by the students to make paragraph from brainstorming.

Teacher: Alright, class. Now we are going to learn about describing a person, animals, and thing.

Students: That is alright, Miss.

4. Teacher shows a sample of the task.

Teacher: (show a slide of movies in LCD) Do you all can see this? Can you describe it?

Students: Yes, We can, Miss.

5. Teacher tests the students about vocabulary related to the task.

Teacher: In a description, it is often to use noun, verb, adjective, adverb words. Now, let us try to say everything that can be said as a description.

Students: Yes, Miss!

Teacher:(explain about descriptive text)

Associating

6. Teacher divides students into some groups consist of four students. The teacher divided the group by asking them to count one to four. Students with the same number will be in the same group.

7. Teacher asks the students to pay more attention to the character that they get and take note any important information of the movies.

Teacher: *Alright students, let us watch the movie one more time*

Students: *It is fine miss.*

Teacher: *I want you to pay attention to the character that you get and take note any important information of the movies.*

Students: *Alright miss!*

Teacher: *Do you understand?*

Students: *Yes, we have understood!*

Teacher: *Do you have any questions?*

Students: *No, we do not have any question.*

8. Teacher plays the movie one more time.

Communicating

9. Teacher explains the task and asks the students to do the task in their own group.

Teacher: *Now, I want every group to analyze every words which is contain of noun, verb, adjective, and adverb, and think to possible meanings of the unfamiliar words about the object that I will show you in the movie. Then, make a simple sentences about describing people, animal, and things.*

Students: *Alright, Miss!*

C. Post activity

1. Teacher evaluates the students' performance

Teacher*: Alright students, how do you feel about the describing people,*

animal and thing from the movie ?

Students*: We are happy miss!*

Students: *It was exciting!*

Students: *That is difficult miss!*

Teacher: *I think you are doing a good job, it just you should focus on your*

grammar in the sentences, and you should have a lot vocabulary

to make you easier to make sentences.

2.   Teacher gives student homework to watch another movie at home.

Teacher*: For the next meeting, I want you, all of you to watch this movie. I*

will give it to your friend and he will distribute it to all of you.

Students: *Alright miss!*

3.   Teacher closes the class.

Teacher: *Alright class, I think it is enough for today. Do not forget to do*

your homework and see you next meeting!

Students: *See you! Thank you.*

2.12.   Advantages and Disadvantages Using Movie

a.   Advantages of Using Movie

Movie can be both a good stimulator and helpful illustrator. Movie can also assist students in framing an experience around the movies scene, replace the current visual material to a use of printed material. Movie offers scenes that can serve as targets use and bring diversity to the classroom experience. Moreover, Nasution (2005:104) states that the advantages of using movie in teaching and learning

process are:

1)   Movie is very good in describing a process, if necessary by using a "slow motion".

2)   Each student can learn something from the movie, from the clever one or less intelligent.

3)   Movies can take a child from one country to another country and from one period to another period.

4)   Movie can be repeated if necessary to add clarity.

b.   Disadvantages of Using Movie

The major disadvantage with film, movie and television is that they can be one-way form instruction. Students are passive receivers of the information. Occasionally, it is also difficult for the teacher to preview a program and this increase the possibility of not being appropriate for particular group of students. In other words, the students are passive subject that only watch and listen on movie. It is difficult for the teacher to review the lesson through movie, however if the amount of students are wide. In line with that, Azhar (2011:50) states that the disadvantages of using movie in teaching and learning process are:

1)   English movie generally is expensive and cost a lot of time.

2)   When the movie showed, the pictures will keep changing making all students are not able follow the information given through the movie.

3)   Movies not always appropriate with the needs and desired learning objective.

This disadvantages can be solve by teacher's help which lead the students to take apart such as repeating the word that mentioned in the movies and simulating the conversation based on movie. This disadvantages doesn't make education institute stop using movie in their teaching learning activity, because many ways to make interaction between students, teachers, and movie that is used in teaching activity.

2.13. Theoretical Assumption

Based on the theories above, the researcher assumed that vocabulary is one of the important parts to be able to communicate in English well. Therefore, the teacher should have appropriate media in teaching vocabulary. It made students easier to understand more about vocabulary. Movie was good media which have a good impact for students understanding in learning vocabulary because they can see and hear directly, so the students were easier in accepting the information and be interested and active in the teaching learning process.

Thus, the researcher was interested in implementing movie that could be used to improve the students' vocabulary mastery at the first grade of SMPN 26 Bandar Lampung.

2.14. Hypothesis

Regarding the theories and theoretical assumption above, the researcher formulates the hypothesis as follows, there is a significant improvement of the first grade students' achievement in learning vocabulary after being taught by using movie at SMPN 26 Bandar Lampung.

That were explained about review of previous researches, concept of vocabulary, types of vocabulary, content words, vocabulary mastery, teaching vocabulary, definition of movie, teaching vocabulary through movie, the procedure of using movie, advantages and disadvantages of using movie, theoretical assumption and hyphotesis.

III. METHODS

This chapter provides an overview of setting of research, population and sample, design, data collecting technique, instruments, try out of the instrument (validity, reliability, level of difficulty, and discrimination of power), data collecting procedure, data analysis, and hypothesis testing.

3.1. Setting of the Research

a. Place of Research

Location of research is a place where research is done. The research was conducted in the second semester of the first grade students at SMPN 26 Bandar Lampung. The school is located in Kemiling, Bandar Lampung. Based on the interview done by the researcher to the English teacher, it was known that students in class VIIG of SMPN 26 Bandar Lampung were lack of vocabulary toward students' comprehension. This problem leads the students in getting bad score of their English final test. The researcher was interested to find new way to improve students' vocabulary mastery by using movie as a media to make it happens.

b. Time of Research

This research was conducted in the second semester of academic year of 2016/2017. It was carried out from January to February 2017. In conducting the actions, the researcher followed the English schedule of this school.

3.2. Population and Sample

In this sub chapter, the reseacher explains about the population and sample that is used in this research. The population of this research was the first grade students of SMPN 26 Bandar Lampung. There were eight classes as the population and there was one class as the sample of the research that taught by using movie. Each class consisted of 23-27 students. The population of this research was class VII G of SMPN 26 Bandar Lampung academic years 2016/2017, because the English teacher said that the students of class VII G had lower score among the other classes. There were 24 students consisting of 13 females and 11 males in the class. After choosing the class, the students were given different topics related to describing people, animals, and things in terms of single words in form of content words (nouns, verbs, adverbs and adjectives) by using movie.

3.3. Design

The design of the research was the one-group pretest-post test design. The design used to find out the significant improvement of students' vocabulary mastery before and after using movie as teaching media. Based on the design, the students were given pre-test to measure students' vocabulary mastery before the researcher giving treatments and post-test. The formula can be seen as follows:

$$\textbf{T}_1 \qquad \textbf{X} \qquad \textbf{T}_2$$

<div align="right">(Hatch and Farhady, 1982:20)</div>

Notes:

    T_1: pretest for students' vocabulary mastery before treatment is given

    T_2: post test for students' vocabulary mastery after treatment is given.

    X: teaching vocabulary through movie

The interview was conducted in this research after the students got the treatments of learning vocabulary through movie. The researcher used interview in order to know the students' difficulties in learning vocabulary through movie.

3.4. Data Collecting Techniques

In this research, the research used techniques of collecting the quantitative and qualitative data. The techniques of collecting data that was used were vocabulary test and students' data from interview. The vocabulary test was used to find the improvement of students' vocabulary mastery. Meanwhile interview was given to the students to find out the students' difficulties with respect to the implementation of movie in learning vocabulary. In detail, those techniques were explained as follows:

a. Try out

This test has an aim at knowing the validity and reliability of the test. The test is administered before the pre-test. Total items are 50 in the form of multiple choice with four options (A, B, C, and D) and it is allocated within 90 minutes.

b. Pretest

The pretest was conducted before the treatment administered. The pretest is used in order to determine the basic quality of students' vocabulary mastery in terms of single words in form of content words (nouns, verbs, adverbs and adjectives) before the students being taught by using movie. The material based on the curriculum for the first grade of junior high school students. The pre-test consists of 40 items in the form of multiple choices with four options (A, B, C, and D). The pre-test was administered once and conducted in 90 minutes.

c. Posttest

The posttest was conducted after the treatment administered. It used to investigate the significant difference of student's vocabulary mastery in terms of single words in form of content words (nouns, verbs, adverbs and adjectives) after being taught by using movie. This test consist of 40 items in the form of multiple choice with four options (A, B, C, and D) and time allocation is 90 minutes. The posttest was administered once.

d. Interview

The interview was done for every student in VII G class, in which the students' answer were classified and generalized as the resource. The interview was held at the end of the research to find out the students' difficulties with respect to the

implementation of movie in learning vocabulary. A set of interview consist of six questions. In this research, the researcher used semi structure interview. This was one kinds of interview in which a list of questions were prepared and later developed to gain the information needed. The interview was recorded using mobile phone and transformed into interview transcripts.

3.5. Instruments

The instruments of this research were vocabulary test and interview to collect the data. The vocabulary test was used in order to find out the answer of research question of this research. The amount of test items was 40 questions. The questions consist of content words in terms of nouns, verbs, adverbs and adjectives which are in form of multiple choices. Both pre-test and post-test basically were same. The students were given a chance to answer the questions for about 90 minutes in both tests. Meanwhile, the interview is conducted at the end of the research to know the students' difficulties with respect to the implementation of movie in learning vocabulary. The interview is focus on every student in VII G as experimental class. A set of interview consists of 6 items.

3.6. Try Out of the Instrument

After choosing the subjects of the research, the tryout of test was carried out. Total item of tryout test was 50 questions. This research used the result of the try out test to measure the validity, reliability, level of difficulties, and discrimination power.

3.6.1. Validity

A test can be said valid if the test measure the object to be measured and suitable
with the criteria (Hatch and Farhady, 1982: 250). According to Hatch and Farhady
(1982) there are two basic types of validity; content validity and construct
validity. The test uses for collecting the data covers two validities: content and
construct validity.

a. Content Validity

Hatch and Farhady (1982) state that content validity is the extend to which the test
measures a representative sample of the subject matter content, the focus of the
content validity is adequacy of the sample and not simply on the appearance of the
test. Content validity is intended to know whether the test items are good
reflection of what were covered. The test items are adapted from the materials. To
the content validity, the writer gave the material suited with the syllabus of the
first grade of junior high school. In other words, the writer made the test based on
the materials in English Curriculum (13) for Junior High School. To measure the
agreement of the test which has been development based on individually. The
following is table of distribution of the vocabulary test.

Table 3.1. Specification Used to Judge the Content Validity

No	Word Classes	Distribution	Total	Percentage
1	Nouns	1, 2, 3, 4, 18, 23, 24, 25, 26, 32, 41, 48	12	24%
2	Verbs	5, 17, 19, 20, 22, 29, 30, 31, 33, 38, 42, 49, 50	13	26%
3	Adverbs	6, 7, 8, 9, 10, 12, 13, 15, 28, 34, 43, 45	12	24%
4	Adjectives	11, 14, 16, 21, 27, 35, 36, 37, 39, 40, 44, 46, 47	13	26%
Total			**50**	**100%**

b. Construct Validity

Construct validity examines whether or not the test actually is in line with the theory of what it means to know and whether the test is in line withthe school curriculum. A test can be considered valid in its construction if the test items measure every aspect that suitable with the specific objectives of the instruction. In this case, the test is designed by word classes of vocabulary in terms of single words in form of nouns, verbs, adjectives and adverbs. If all items in the test have measured vocabulary test, the instruments has fulfilled construct validity (Setiyadi, 2006).

3.6.2. Reliability

Reliability refers to the whether the test is consisted on its scoring and gives us an indication of how accurate the test score are (Shohamy, 1985: 70). In achieving the reliability of the pre-test and post-test of vocabulary, *split half reliability* used in this study. The researcher divided the 50 items of vocabulary test into two randomly based on odd and even number. The test given to the students are also divided into two groups randomly. Then the researcher compared the result. If both of the tests give relatively same outcome, the it can be said that the test is reliable (Setiyadi, 2006: 18). To measure the coefficient of reliability between odd and even group, the researcher uses the Pearson Product Moment as follows:

$$r_{xy} = \frac{n\sum xy - (\sum x)(\sum y)}{\sqrt{\{n\sum x^2 - (\sum x)^2\}\{n\sum y^2 - (\sum y)^2\}}}$$

(Hatch and Farhady, 1982)

The formula can be expanded as follows:

r_{xy} is coefficient of reliabilty between odd and even number

n that is number of students who followed the test

$\sum x^2$ as total square of x (total score of odd number)

$\sum y^2$ refers to total square of y (total score of odd number)

$\sum xy$ means total score of odd and even number

Based on the criteria of reliability, the try-out of vocabulary test had average reliability that is 0.599. After getting the coefficient correlation between odd and even numbers, then the researcher continue to put them into reliability formula Spearman-Brown's Prophecy to know the coefficient correlation of the whole items. The formula of Spearman-Brown's Prophecy as follows:

$$r_{11} = \frac{2 \times r_{xy}}{1+ r_{xy}}$$

Where the formula above can be illustrated below:

r_{11} means reliability coefficient

r_{xy} refers to the coefficient of reliabilty between odd and even number

Based on the criteria of reliability, the vocabulary test had high reliability that is 0.749. Besides, the reliabilty calculation was also calculated through SPSS16.

Table 3.2. Reliability Statistics by using SPSS16

Correlation Between Forms		.599
Spearman-Brown Coefficient	Equal Length	.749
	Unequal Length	.749
Guttman Split-Half Coefficient		.749

In this case, the coefficient of rank correlation was analyzed with the standard of reliability as follows:

1. 0.80000 - 1.0000 belongs to very high reliability

2. 0.60000 - 0.7900 means that it has high reliability

3. 0.40000 - 0.5900 refers to average reliability

4. 0.20000 - 0.3900 as low reliability

5. 0.0000 – 0.1900 refers to very low reliability

(Slameto, 1998)

3.6.3. Level of Difficulty

Level of difficulty is used to classify the test items into difficult items and easy ones. The items should not be easy for the students.To see the difficulty of the test items; this research uses this following formula:

$$LD = \frac{U+L}{N}$$

In practice, the formula can be expanded as follows:

LD as level of difficulty

U means the proportion of upper group students

L refers to the proportion of lower group students

N that is the total number of the students following the test

The criteria are:

< 0.30 belongs to difficult question

0.30 – 0.70 refers to average question

> 0.70 means that it is an easy question

{Heaton 1975:182 in Hayani (2012)}

The difficulty level of the test is presented in the table below.

Table 3.3. Difficulty Level of Test Items

Number of Item	Computation	Criteria	Decision
2, 9, 17, 28, 32, 33, 37, 40, 44,49.	< 0.30	Difficult	Dropped
1, 2, 4, 5, 6, 7, 8, 10, 11, 12, 13, 14, 15, 16, 18, 19, 20, 21, 23, 25, 27, 28, 30, 31, 34, 35, 36, 38, 39, 41, 42, 43, 45, 46, 47, 48	0.30 – 0.70	Average	Administered
22, 24, 26, 50	> 0.70	Easy	Dropped

Based on the table above, it can be inferred that there were ten items which its computation result below 0.30. It means that the items were difficult. Therefore, the items were dropped. Moreover, there were also four items that were dropped since its result above was about 0.70. In the other words, it was too easy. Meanwhile, there were 36 items which resulted the number of difficulty level in

range 0.30 up to 0.70. The items were categorized into average so that they could be administered.

3.6.4. Discrimination Power

The discrimination power (DP) refers to the extent to which the item differentiates between high and low level students on the test. To know the discrimination power of the test, the researcher uses the following formula:

$$DP = \frac{U - L}{1/2 \ N}$$

Notes:

DP   : Discrimination Power

U   : The total of correct answer of the higher group

L   : The total of correct answer of the lower group

N   : Total number of students

The criteria are:

DP	: 0.00 – 0.19	Poor
DP	: 0.20 – 0.39	Satisfactory
DP	: 0.40 – 0.69	Good
DP	: 0.70 – 1.00	Excellent
DP	: - (Negative)	Bad items (should be omitted)

The criteria are:

1. If the value is positive discrimination – a large number or more knowledgeable students than poor students get the item correct. If the value is zero, it means that there is no discrimination.

2. If the value is negative, it means that more low students then high level students get the item correct.

3. In general, the higher, the discrimination index, the better. In classroom situation most items should be higher than 0.20 indexes.

{Shohamy, 1985: 81 in Hayani (2012)}

The following is the table of discrimination power of the test items.

Table 3.4. Discrimination Power of Test Items

Number of Item	Computation	Criteria	Decision
1, 2, 3, 5, 8, 9, 10, 12, 13, 15, 17, 18, 19, 20, 21, 22, 24, 25, 26, 28, 29, 30, 31, 32, 33, 34, 36, 37, 38, 39, 40, 41, 42, 44, 46, 48, 49	< 0.20	Poor	Dropped
4, 6, 7, 11, 14, 16, 23, 27, 35, 38, 43, 45, 47, 50	≥ 0.20	Good	Administered

Based on the table above, it is shows that there were 37 test items which resulted the number of discrimination power less than 0.20. The criteria of them were poor which meant that those items could not discriminate the upper group and the lower group students well. Therefore, the 37 items were dropped. Meanwhile, there were 15 items that showed number of discrimination power more than 0.20. Thus, those items were administered.

3.7. Research Procedure

The procedures of the research are as follows:

1. Determining the population and sample of the research: the sample of the research was the first grade students of SMPN 26 Bandar Lampung.

2. Selecting the instrument material: The materials were searched and added from internet and based on the students' handbook of junior high school.

3. Trying out the instrument (test of vocabulary mastery).

4. Administering the pre-test: pre-test was administered for about 90 minute on first week, it was conducted before the treatment, it was done to check student vocabulary mastery.

5. Giving treatment: the treatments was given by using movie as media in teaching learning the vocabulary, it was given in three times in three meetings for the treatments. In those three meetings the students were guide to understand the single words in form of content words (nouns, verbs, adverbs and adjectives).

6. Conducting post-test: In order to see the improvement of student's vocabulary mastery, the posttest was conducted in the class after they are being given the treatment. The test was almost same with the pretest.

7. Conducting the interview: In order to know the students' difficulties with respect to the implementation of movie in learning vocabulary.

8. Analyzing the data: In quantitative data, after scoring pretest and posttest, the data was analyzed by using SPSS16 software program. It was used to find out the means of pretest and posttest and how significant the improvement is. A set of interview consist of six questions. The researcher analyzed the students'

answer from the interview so that their problem in learning vocabulary could be known.

3.8. Data Analysis

In analyzing the collected data, the researcher used some formulae by Arikunto. First of all, the researcher used the following formula in scoring the students' tests.

$$S = \frac{R}{N} \times 100$$

Where :

S = score of the test

R = right answer

N = total of the items

(Arikunto, 1993)

After scoring the pre-test and post-test, the researcher calculated the average score of both pre-test and post-test by using the formula below.

$$\overline{X} = \frac{\sum x}{n}$$

Where:

$\overline{X}$ = average score (mean)

Σx = total score of students

N   = total of students

The data was also analyzed by using *SPSS 16.0* with the analysis of *Repeated Measures T-Test* in order to know the significance of the treatment effect and to know whether or not the hypothesis was acceptable.

3.9. Hypothesis Testing

After collecting the data, the researcher analyzed them in order to find out whether the use of movie could increase the first grade students' vocabulary mastery related to describing people, things and animals. Hypothesis testing is intended to see whether the hyphotesis that is proposed in this research is accepted or not, to test the hypothesis, Repeated Measures T-test was conducted at the significant level of 0.05 ($P<0.05$).

The hypotheses were as follows:

H_0:   There is no a significant improvement of students' vocabulary mastery after being taught by using movie of the first grade student at SMPN 26 Bandar Lampung.

H_1:   There is a significant improvement of students' vocabulary mastery after being taught by using movie of the first grade student at SMPN 26 Bandar Lampung.

3.10. Schedule of The Research

The table below drawed the schedule of the research that were used in conducting

this research.

Table 3.5. Research Schedule

No.	Meeting	Day/Date	Activities
1	1st meeting	January 25th, 2017	Giving try-out to the experimental class.
2.	2nd meeting	January 26th, 2017	Giving pre-test to the experimental class.
3.	3rd meeting	February 2th, 2017	Giving the first treatment by using lesson plan 1 and observing the situation of the class and also the students.
4.	4th meeting	February 4th, 2017	Giving the second treatment by using lesson plan 2 and observing the situation of the class and also the students.
5.	5th meeting	February 9th, 2017	Giving the third treatment by using lesson plan 3 and observing the situation of the class and also the students.
6.	6th meeting	February 10th, 2017	Giving post-test to the experimental class.
7.	7th meeting	February 11th, 2017	Conducting the interview.

In short, there were seven meetings in this research. Four of them were the

meetings for doing the tests (tryout, pretest and posttest) and interview, and the

rest were the treatment meetings.

Those were the explanations of whole chapter about the methods and the data

analysis that used in conducting the research.

V. CONCLUSIONS AND SUGGESTIONS

This chapter presents conclusions that are based on the result of the data analysis and discussions in the previous chapter. It also presents some suggestions for English teachers and other researchers who want to try to use movie as a media in teaching vocabulary.

5.1. Conclusions

In line with the results of the data analysis and discussion, the writer draws following conclusion:

1. There was a significant improvement of students' vocabulary mastery after being taught by using movie. It was proved by the mean and also the gain in pretest and posttest. In pretest, the mean of the studens score is 48.29 and in the posttest it was improved to be 69.37. And the gain is 21.08. Movie was able also in improving types of vocabulary (content words). The vocabulary that got the highest improved adjectives which was 9 (45%), followed by nouns 5.5 (27%), verbs 3.6 (18%) and adverbs 2.1 (10%). Rationally, adjectives were familiar vocabulary related to the topic of describing people, animals and things While the result of the hypothesis which showed that t-value was higher than t-table (12.408>2.068) and Significance 2 tailed

(p=0.000, p<0.05). In other words, H_O was rejected and H_1 was accepted. It meant that there was significant improvement of students' vocabulary mastery after being taught by using movie. So, teaching vocabulary through movie as media of instruction is appropriate and effective to be used in improving students' vocabulary mastery.

2. There were some difficulties the students faced in learning process through movie. It can be seen in the result of interview. Based the result of interview, the researcher found out that the difficulties mostly faced by students were difficulty in understanding the difficult words or phrases, the native speakers' pronunciation, and the native speakers' speed rate.

5.2. Suggestions

Referring to the conclusions above, some suggestions can be listed as follows:

1. In this study, the researcher apply movie in teaching vocabulary dealing with describing people, animals, and things of single words in form of content words (nouns, verbs, adverbs, and adjectives). For the next researcher who will apply this media in language teaching, it is important to be considered to use this media in other topics developed other skills and language components. In addition, the next researcher is also suggested to use movie as media in teaching vocabulary with different research design or approach.

2. English teachers are recommended to apply movie since movie as an alternative media in order to help students in developing and improving their vocabulary mastery, and also be used for other subjects.

3. Based on the result of the interview, the researcher found the students' difficulties during the learning process, the students' difficulties with respect to the implementation of movie during the treatment process, they were difficulty in understanding the difficult words or phrases, the native speakers' pronunciation, and the native speakers' speed rate. The next researches are recommended to investigate the way to overcome the students' difficulties.

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