

**IMPROVING STUDENTS' VOCABULARY MASTERY THROUGH
SHORT MOVIE OF THE FIRST GRADE STUDENTS
AT SMAN 15 BANDAR LAMPUNG**

(Undergraduate Thesis)

By

Revina Damayanti



**ENGLISH DEPARTMENT STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND ARTS EDUCATION
UNIVERSITY OF LAMPUNG
BANDAR LAMPUNG
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**Submitted in a Partial Fulfillment
of The Requirement for S-1 Degree**

In

**The Language and Art Education Department
of The Faculty of Teacher Training and Education**



**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
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ABSTRACT

IMPROVING STUDENTS' VOCABULARY MASTERY THROUGH SHORT MOVIE OF THE FIRST GRADE STUDENTS AT SMAN 15 BANDAR LAMPUNG

By

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Vocabulary is one of the English components that needs to be mastered by the learners, yet most of the students have big problems in mastering vocabulary. Based on the researcher's observation PLP, it was found that at X and XI class had lack of vocabularies. The objectives of this research were to find out i) the significant improvement of students' vocabulary mastery after being taught through short movie at the first grade of SMAN 15 Bandar Lampung and ii) the type of vocabulary which improves the most. The approach of this research was quantitative. There were 30 students of the first grade chosen. Vocabulary tests were used to collect the data. The researcher used a *single group pretest-posttest* design. The data were also computed by using SPSS 25.0 for Windows. The result showed that the mean of students' vocabulary score was getting higher after the teacher utilized short movie, by having the number of 77.13. In addition, the gain of the test was 0.1832. It was found out that the students got higher enhancement in mastering the words of verb. The gain for this aspect was 0.25824. Besides, the mean of the tests were also increased from 6.3 in pretest to 7.3 in posttest.

Keywords: vocabulary, vocabulary mastery, short movie

Research Title : **IMPROVING STUDENTS' VOCABULARY MASTERY THROUGH SHORT MOVIE OF THE FIRST GRADE STUDENTS AT SMAN 15 BANDAR LAMPUNG**

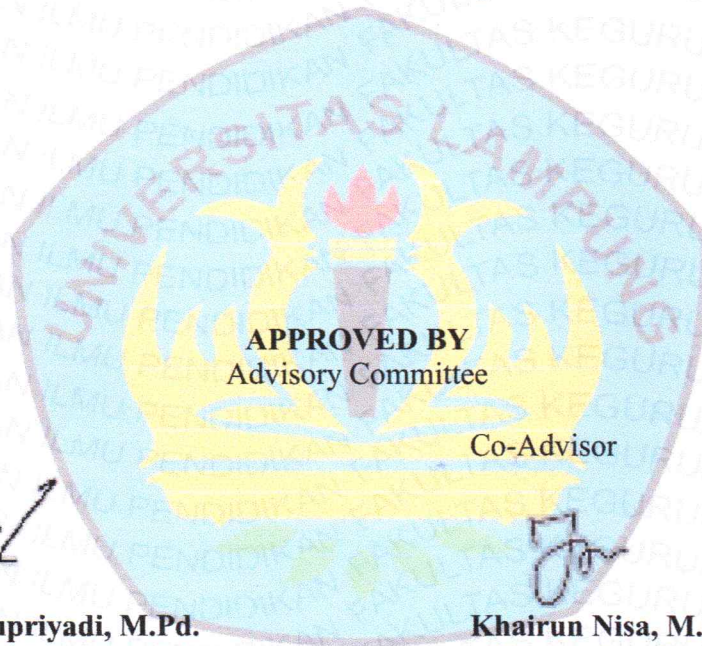
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Menyatakan bahwa skripsi ini adalah karya saya sendiri. Sepanjang pengetahuan , saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

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CURRICULUM VITAE

The writer's name is Revina Damayanti. She was born in Tangerang on June 20th 1999. She is the first child of Ekwan Tarmizi and Nurnaningsih. She has one elder sister named Nessya Dwi Ananta, also she has one younger brother named Arsatya Albian Rasyid.

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MOTTO

“Always be yourself no matter what they say and never be anyone else even if they look better than you.”

DEDICATION

By the name of Allah Subhanahu Wa Ta'Ala who blesses my life, this script is proudly dedicated to all teachers and students who survive to improve education in Indonesia, my alma mater, parents, brothers, sisters, friends, and you.

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Author,

Revina Damayanti

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I. INTRODUCTION

This chapter presents the introduction to this study. It deals with background to the study, formulation of the problems, objective of study, uses, scope, and definition of key terms.

1.1 Background of the Study

According to Cahyono (2011:153) stated that “Vocabulary is a component of language proficiency and it provides much of the basics for how well learners listen, speak, read and write”. 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 a lot of vocabulary in order to make use of 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 arranging a sentence to express or mastering their language skills because of having too limited vocabularies.

Vocabulary is the important element in learning English it is the first step for the students if they want to achieve their goal in learning English skill. Vocabulary is an essential part of language and always be the first thing to learn a language. It is considered basic, either written or spoken. In schools, the students are introduced and taught English like other important subjects as one of compulsory subjects (Syarifudin, 2014).

According to David Wilkins in Thornbury (2002:13) that without grammar very little can be conveyed, In relation with that statement, Dellar and Hocking in Sukrina (2013) who say that we will see more 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 Elementary School through Senior High School in Indonesian education system. In the Curriculum 2013 for Senior 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, movies from the television or articles from the internet.

The Guidelines of SMA Curriculum of English, graduation of Senior 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 Senior High School are expected to master 1500 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 subjects, 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. In line with previous research studies that are related to this research is Rahman's research (2012), He conducted a study about correlations between frequency of watching English. Based on the researcher's observation PLP, it was found that most of the students have big problems in learning English. One of the basic problems is lack of vocabularies especially at X and XI class. Like the teacher says that the students get problems in understanding the difficult words or phrases. It happens because they may lack vocabulary.

Besides, most students lack motivation. The students easily got bored, more passive, and worried about learning English because the English teacher lacks the ability in using media, especially in teaching vocabulary. English teacher only used a textbook and white board in the teaching learning process. They just pay attention to the teacher's explanation or rewrite the vocabulary that's written by the teacher on the white board. The teacher just forces the student to memorize some words, as a result, it makes the student unable to memorize some words well. Therefore, most learners only master simple vocabularies like animals, 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 learning 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 and learning English. For that reason, movies are a 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 Harmer (2001), animation movies are series of images that are projected onto a screen to create the illusion of motion in the form of animation. Animation movies can be described as the creation of the illusion of motion through a rapid sequence of still images. Thus, the researcher defines animated movies as fast moving images and colored text with sound.. By using movies, the students are hoping to enjoy and enjoy learning english vocabulary, make clear the message, can save the teacher energy, can motivate the student to learn, and can increase the quantity of teaching and learning.

This is why the researcher would like to apply a new technique methodology to teach English in this school by using short movie entitled "Improving Students' Vocabulary Mastery Through Short movie of The First Grade Students at SMAN 15 Bandar Lampung" The researcher hopes that with the use of English Movie especially Short movie they will more understand and have many vocabularies.

1.2 Formulation of the Problems

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

1. Is there any significant improvement of students' vocabulary mastery after being taught through short movie at the first grade of SMAN 15 Bandar Lampung?
2. What type of vocabulary which improves the most after being taught through short movie at the first grade of SMAN 15 Bandar Lampung?

1.3 Objective of Study

Based on the statements of problems above, the purpose of the study are:

1. To find out the significance improvement of students' vocabulary mastery after being taught through a Short movie at the first grade of SMAN 15 Bandar Lampung.
2. To find out the types of vocabulary in the learning process by using Short movie to improve vocabulary mastery at the first grade of SMA 15 Bandar Lampung.

1.4 Uses

The researcher hopes that the result of the analysis may be a useful contribution for educational research particularly to improve students' Vocabulary mastery through Short movies. 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 is conducted for students in grade X of SMA 15 Bandar Lampung in the first semester in the 2020/2021 academic year that consist of 30 students. This research focuses on seeing the significance of students' vocabulary mastery on content words and students' problems in learning vocabulary through short movies. The Short movie that is used in this study is describing people, things and animals, especially, related to the syllabus of the first semester for first grade of senior high school.

1.6 Definition of Key Terms

1. Media

Media is every tool to convey information or messages from one place to another place. The teaching learning process also uses media to make the process run effective and interesting. And here, movies are a tool as a media Teaching tool to improve students' Vocabulary.

2. Animated Short movie

The audio visual media or moving picture which has the duration is about 5 until 15 minutes. It is a fun movie and brief about the animation only.

3. Vocabulary

Vocabulary is a set of words known to a person or other entity, or the part of a specific language. Vocabulary is an important and easiest component in English when we learn it

II. REVIEW OF RELATED LITERATURE

This chapter presents the review of previous researchers and related literature including concept of vocabulary, types of vocabulary, content words, vocabulary mastery, teaching vocabulary, vocabulary size, definition of 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 Researchers

There have been several studies dealing with Teaching Vocabulary through Movies that have been conducted by other researchers Sanjaya (2014), Dedi Efrizal (2017), Rahman (2012) and they can be used as references for the research. In Sanjaya's research (2014) "The Use of Animation Film in Improving Students Narrative Writing Ability". The purpose of this study was to find out whether the text is taught narration by using animated films can improve writing skills student narration. It turns out that in teaching using animated films can improve student narrative writing ability in all aspects of writing ability. Because it teaches narrative writing using film can be used as a technique or media that is suitable for improving students' narrative writing skills.

Dedi Efrizal (2017) "Improving students mastery through English movies for first year students at MAN 01 Kota Bengkulu". The Classroom Action Research design applied in this study was a collaborative classroom action research. It means that the researcher collaborated with the English teacher as an observer and collaborator. The study was carried out in three cycles. Each cycle consisted of three meetings. The data were gathered in this study through field

note and test. The result of the study showed that there was improvement on students' vocabulary mastery. Most of the students gradually gained good scores at the end of each cycle.

In line with previous research studies that are related to this research is 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 Movies and their vocabulary mastery. The design research that was used was correlated with the reason the teacher can know students' habit about watching English movies when they are at home and students' Vocabulary mastery. This research conducts a test of frequency watching English Movies and Vocabulary mastery. The techniques which are used to collect the data are questionnaire and achievement tests. 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.

Considering the previous research above, Short movies can be used as a media and it is effective to teach Vocabulary in the classroom. Beside, to find whether the significantly improve students' Vocabulary mastery. The difference between this research and other previous research is that this research focuses on the improvement of vocabulary and students' difficulties in the learning process by using short movies.

2.2 Concept of Vocabulary

In this concept of vocabulary the researcher discusses definition of

vocabulary, kinds of vocabulary, vocabulary size.

2.2. 1 Definition 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 with each other in order to ask or deliver 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 as stated by Cahyono (2011:153) says that “Vocabulary is a component of language proficiency and it provides much of the basics 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 the context of learning foreign language, Vocabulary is a part of language components including content words such as nouns, verbs, adjectives and adverbs. If the learners have already mastered a large amount of Vocabulary and can use it effectively, it is believed that it is easier for them to conduct effective communication with others.

2.2.2 Kinds of Vocabulary

According to Nation (2001), there are two kinds of vocabulary. They have a 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. One's listening vocabulary is generally larger than his speaking vocabulary while his reading vocabulary is relatively larger than his writing vocabulary. Therefore it can be concluded that vocabulary can be presented in four units. They are reading vocabulary, listening, and 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 writing vocabulary that consists of the word people use in writing essays, reports, letters, etc. In relation to kinds of vocabulary, Nation (2001) states that there are four kinds of vocabulary in the text:

- 1) High frequency words. These words are almost 80% of the running words in the text;
- 2) Academic words. Typically, these words make up about 9% of the running words in the text;
- 3) Technical words. These words make up about 5% of the running words in the text;
- 4) Low frequency words. These are the words of moderate frequency that did not manage to get into the high frequency list. They make up over 5% of the words in an academic text.

2.2.3 Vocabulary Size

In the following part there is information dealing with the number of vocabulary items. In regard to this statement, there will be some issues discussed.

1. Vocabulary size needed by a First Language Learner

Nation and Waring (197:7) state that the learners clearly need to know the 3,000 or high frequent words of the language. These words should be provided priority before focusing on the other vocabulary until these words are well learned. They also say that after these high frequency words are learned, the next focus for the teacher is on helping the learners to learn the low frequency words. The kinds of strategies that can be conducted are: (1) guessing from the context, (2) using word parts and technique to remember foreign languages—first language word pairs. A way to manage the learning of Vocabulary is through indirect and incidental learning, such as extensive reading, problem-solving group work activities and formal classroom activities. In addition, they add that vocabulary frequency lists play an important role in curriculum design and in

setting learning goals. It doesn't mean that a course design should have lists as the reference when they consider the vocabulary component of a language course and teachers need to have reference lists to judge whether a particular word deserves attention or not, and whether or not a text is suitable with a class.

2. Vocabulary size needed by Indonesian Learners

It is clearly stated in the Curriculum and Basic Course Outline that the objective of Teaching English at SMA is that the students have interest and ability of using English, especially for reading. Besides, they are also expected to be able to listen, speak and write simple compositions by using more advanced structure and Vocabulary of 2,500-3000 items (Department of Education and Culture, 1994:3). The Vocabulary items are learned for six years and its classification is listed in the table below.

Table 2.1 :The List of Vocabulary Items

No	School	Class	Number of items
1	SMP	I	250
		II	250
		III	500
2	SMA	I	500
		II	500
		III	500
Total			2500

(Depdikbud, 1994: 4)

Hopefully, after graduating from Senior High School, the students are expected to be able to use English in listening, speaking, reading and writing with Vocabulary size around 2,500 items

1) Studies on Vocabulary size of Indonesian Learners

There are many studies carried out by some linguists on Vocabulary size of Indonesian Learners. Hazzenberg and Hulstij as cited by Kwelju (2002:20) points out that this condition is not favorable for reading. Readers need more or less 5,000 word families of high frequency words in order to be able to read easily, and for reading a novel at least one needs 7,000 word families. Moreover, many researchers see that realistically one needs to have a minimum 10,000 words to be able to read many kinds of books at university. Furthermore, the students' knowledge of *collocation* is very limited too. By referring to the data picturing the Vocabulary size of SMP and SMA of Indonesian students, I can identify that the students' lack of Vocabulary are very serious. I Can also assume that the Vocabulary size of SMA students in Indonesia is below 2,500 words.

Finally, I can point out that the Vocabulary mastery of students in Indonesia should be improved as much as possible so the main aim of English Teaching-learning process in Indonesia could be reached.

2.3 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:

2.3.1 Nouns

Nouns have sometimes 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 tables, chairs and books 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 experience comes 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. Proper noun is a name applied to specific persons, places or things.

Proper nouns begin 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 a sentence. The examples of non-countable nouns are *sugar and sand*, as in (1) “*I need some sugar for a cup of my coffee*”, (2) “*He makes a sand palace on the beach.*”

6. Collective noun is the name of a group of people, 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 are chosen as the material in Teaching Vocabulary by using Short movie media. The reason for using concrete nouns in Teaching Vocabulary is based on the knowledge of the first grade students who are familiar with concrete nouns.

2.3.2 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 of its arguments, such as its subject, or object. According to Macfadyen (2007), verbs have a role to express actions or activities that the

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 patterns 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 patterns 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 are chosen as the material in Teaching Vocabulary by using Short movie media. The reason is because transitive verbs are used in daily life such as: conversation, reading,

writing, etc.

2.3.3 Adjectives

Adjective is a “describing word”, the main 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 to by a 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 nouns in terms of the nationality, this type originates from proper nouns. For example: “*He employs a Chinese book*”.
3. Quantitative adjectives are used to modify nouns for particular details in quantifying. For example: “*He ate a lot of rice at school yesterday*”.
4. Numeral adjectives are used to modify nouns 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 owns 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 nouns by dividing or separating into different parts. For example: *“Every soldier is punctually in his place.”*
9. Emphasizing adjectives are used to modify nouns by highlighting or emphasizing the texts. For example: *“Ani is my own girl-friend”*.
10. Exclamatory adjectives are used to modify nouns by using interjection words. For example: *“What a man he is!”*.
11. Relative adjectives are used to modify nouns and combine sentences which are related between the first and first 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 2013, quantitative adjective is learned in the first grade students at SMA 15 Bandar Lampung.

2.3.4 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 the question “where?” such as by, near, here and there. For example: (1) “The school near 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 never 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 cakes are absolutely wonderful.”

Based on some kinds of adverbs which are classified by Macfadyen (2007: 1-21), the researcher uses some types of adverbs, they are: adverbs of manner, adverbs of place, and adverbs of time. They are chosen by the researcher as the material in Teaching Vocabulary by using Short 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 SMAN 15 Bandar Lampung

2.4 Concept of Movie

In this concept of movie the researcher discuss about definition of movie, and types of movie

2.4.1 Definition of Movie

According to Hornby (2006:950) movie means a series of moving pictures recorded with sound that tells a story, shown at cinema/movie. Movies 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, making the learning process more enjoyable. In this study, the researcher uses movies as media of Teaching English Vocabulary. According to Marshall cited in (Susanti, 2011:17) said that short movies can stimulate the learning atmosphere and easily can be replayed, making it possible to clarify or further discussion. Short movies are effective media, it can stimulate the students’ English skills ,maintain their motivation, interest and provide the authentic language that is used in the movie.

Short movies help the teacher create an enjoyable class and make the students excited in the learning process.

Short movies are audio visual media, it has the motion picture and we can hear the voice of the speaker and it can be replayed in more one time. According to Bhavard in (Gusparia et. al., 2014) said that using animation video could improve the students' English skills, he said that technology might offer a lot of options which can be used not only to make teaching interesting but also more effective and productive in terms of students' improvement. It means that the animated short movie can improve the students' ability and score of their English skills. So, a short movie is suitable media to develop the students' ability and to use in the teaching learning process.

2.4.2 Types of Movie

Based on (Brodwell and Thompson cited in Akmla, 2011:25). There are 3 types of movies.

1. Documentary Film

A documentary film supports to present factual information about the world outside the film. As a type of films, documentaries present themselves as factually trustworthy. According to Bardwell and Thompson there are two types of documentary films, they are: a). Compilation films; produced by assembling images from archival sources. b). Direct cinema; recording an ongoing event „as it happens“ with minimal interference by the filmmaker.

2. Fictional Film

A fictional film presents imaginary beings, places or events. Yet, if a film is fictional, that does not mean that it is 22 completely unrelated actualities. For one

thing, not everything shown or implied by the fiction films needs to be imaginary, a typical fictional film stages its events; they are designed, planned, rehearsed, filmed and re-filmed. In a fictional film the agents are portrayed or depicted by an intermediate, not photographed directly in a documentary.

3. Animated Film

Animated films are distinguished from live-action ones by the unusual kinds of work that are done at production stage. Animation films do not continuously filming outdoor action in the real time, but they create a series of images by shooting one frame at a time.

In this case the researcher uses animated movie/film as the teaching English vocabulary. Animated short movie is appropriate media to give to the students in the senior high school because it is fun media. The students will be interested to watch it, they do not feel bored and they get stimulated to express or share their opinion in the teaching learning process.

2.5 Teaching Vocabulary

Teaching vocabulary is a crucial aspect in learning a language as languages. It is almost impossible to learn a language without words; even communication between human beings is based on words. Either teachers or students agree that acquisition of the vocabulary is a central factor in teaching a language. Teaching vocabulary is considered as one of the most discussed parts of teaching English as a foreign language (Alpino Susanto, 2017). The teaching of vocabulary is important because without vocabulary nothing can be conveyed. People need to use words to express themselves in the English language, most learners acknowledge the importance of vocabulary acquisition. This is why most of the

words need to be taught so that there cannot be many problems as in communication due to a lack of vocabulary. Some other students might be confronted with the problem of forgetting the words immediately after the teacher has elicited the meaning of the words or after looking at them in the dictionary and this also is caused by lack of vocabulary. The more words students learn, the easier it is to memorize them. A teacher should be creative and be able to master the material in order to be understood by students, and make them interested. The teachers have to know the characteristics of their learners. They moreover need to prepare good techniques and suitable material in order to gain the target of language teaching.

Commonly, there are several techniques concerning the teaching of vocabulary. However, there are a few things that have to be remembered by most English teachers if they want to present a new vocabulary or lexical items to their students. It means that the English teachers want students to remember new vocabulary then it needs to be learnt, practiced, and revised to prevent students from forgetting. Techniques employed by teachers depend on some factors, such as the content, time availability, and its value for the learners (Takac & Singleton 2008). This makes teachers have some reasons for employing certain techniques in presenting vocabulary. In presenting one planned vocabulary item, the teacher usually combined more than one technique, instead of employing one single technique. Teachers, furthermore, are suggested to employ planned vocabulary presentation as various as possible (Pinter, 2006). The following are some techniques of teaching vocabulary as proposed by some experts.

2.5.1 Teaching vocabulary using Objects

This technique can help learners in remembering vocabulary better, because memory for objects and pictures is very reliable and visual techniques can act as cues for remembering words. Using this technique includes the use of visual aids, and demonstration. (Takac & Singleton, 2008).

In addition, Gairns & Redman (1986) state that real objects technique is appropriately employed for beginners or young learners and when presenting concrete vocabulary. Objects can be used to show meanings when the vocabulary consists of concrete nouns. Introducing a new word by showing the real object often helps learners to memorize the word through visualization. Objects in the classroom or things brought to the classroom can be used.

2.5.2 Teaching vocabulary by drilling, spelling, and active involvement

Drilling is employed to make learners get accustomed to the word form especially to how it sounds. To make learners more familiar with the word, drilling should be clear and natural (Thorbury, 2002). Drilling is very necessary since learners need to say the word to themselves as they learn it to recall the words from memory (Ellis & Beaton, 1993, in Read, 2000; 2004). The primary means of spelling is actually memorizing words (Reed, 2012). Word spelling needs to be considered since spelling forms of English words are not always inferred by the pronunciation. Employing this technique, the teacher encourages the students to find out word's meaning by elicitation (Takac & Singleton 2008). Elicitation maximizes learners' speaking opportunities, and acts as a way of checking learners' understanding (Thorbury, 2002). This technique also includes

personalization, which is using the word by learners in a context or sentence that is related to their life. Related to the above techniques, Pinter (2006) argues that teachers are suggested to conduct planned presentations of vocabulary as various as possible, so it is better that teachers present word meaning and form by combining more than one technique. In addition, (Takac and Singleton, 2008) points out that in choosing which techniques to be used in the classroom, teachers consider time availability, the content or teaching material.

2.5.3 Teaching vocabulary using drawing and picture

Objects can either be drawn on the blackboard or drawn on flash cards. The latter can be used again and again in different contexts if they are made with cards and covered in plastic. They can help young learners easily understand and realize the main points that they have learned in the classroom. Teaching vocabulary using pictures connects students' prior knowledge to a new story, and in the process, help them learn new words. There are plenty of vocabularies that can be introduced by using illustrations or pictures. They are excellent means of making the meaning of unknown words clear. They should be used as often as possible. The list of pictures includes: posters, flashcards, wall charts, magazine pictures, board drawings, stick figures and photographs. Pictures for vocabulary teaching come from many sources. Apart from those drawn by the teacher or students, they are sets of colorful pictures intended for schools. Pictures cut out of newspapers and magazines are very useful as well. Nowadays many readers, vocabulary books and course books contain a vast number of attractive pictures that present the meaning of basic words. The teacher can use learning materials provided by the school. They can also make their own visual aids or used pictures from

magazines. Visual support helps learners understand the meaning and helps to make the word more memorable.

2.5.4 Teaching vocabulary using mime, expressions ,and gestures

The term "mime or gesture" is useful if it emphasizes the importance of gestures and facial expression on communication (Alqahtani, 2015). At the essence it can not only be used to indicate the meaning of a word found in reading passages, but also in speaking activity as it stresses mostly on communication. Many words can be introduced through mime, expressions, and gestures. For example, adjectives: "sad", "happy"; mime and taking a hat off your head to teach hat and so on. Several studies have emphasized the role of gestures in first language (L2) acquisition (Alqahtani, 2015). Teachers tend to gesture a lot (Sime, 2001; Hauge, 1999), especially when addressing young learners and/or beginners. It is commonly acknowledged that "teaching gestures" capture attention and make the lesson more dynamic. Using analyses of video recordings of English lessons to French students, Tellier (2007) determined three main roles for teaching gestures: management of the class (to start or end an activity, to question students, request silence, etc.), evaluation (to show a mistake, to correct, to congratulate, etc.) and explanation to give indications on syntax, underline specific prosody, explain new vocabulary, etc.). Teaching gestures appear in various shapes: hand gestures, facial expressions, pantomime, body movements, etc. They can either mime or symbolize something and they help learners to infer the meaning of a spoken word or expression, providing that they are unambiguous and easy to understand. This teaching strategy is thus relevant for comprehension (Tellier, 2007). However, its utility may depend on the kind of gesture used by the teacher. It has been

highlighted that foreign emblems, for instance, may lead to misunderstandings when it is not known by the learners (Hauge, 1999; Sime, 2001). In addition to supporting comprehension, teaching gestures may also be relevant for learners' memorization process. Indeed, many first language teachers who use gestures as a teaching strategy declare that they help learners in the process of memorizing the first language lexicon. Many of them have noticed that learners can retrieve a word easily when the teacher produces the gesture associated with the lexical item during the lesson. Others have seen learners (especially young ones) spontaneously reproducing the gesture when saying the word. The effect of gestures on memorization is thus something witnessed by many but hardly explored on a systematic and empirical basis (Tellier, 2007).

2.5.5 Teaching vocabulary using enumeration and contrast

An enumeration is a collection of items that is a complete, ordered listing of all of the items in that collection. It can be used to present meaning. In other words, this technique helps when any word is difficult to explain visually. We can say "clothes" and explain this by enumerating or listing various items. Teacher may list a number of clothes e.g. address, a skirt, trousers etc ,and then the meaning of the word "clothes" will become clear. The same is true of 'vegetable' or 'furniture', for example (Gruneberg & Sykes, 1991). Some words are easily explained to learners by contrasting it with its opposite, for instance, the word "good" contrasted with the word "bad". But some words are not. It is almost impossible to contrast the words whose opposite is the gradable one. When the word "white" is contrasted with the word "red", there is an "in between" word "pink". Furthermore, the verb "contrast" means to show a difference, like photos

that reveal how much weight someone lost by contrasting the "before" and "after" shots. Many more studies have also shown that vocabulary is best acquired if it is similar to what is already learnt (e.g., Alqahtani, 2015). It is not surprising that learning synonyms is a way to expand our vocabulary. Learning about synonyms is important also because this is how dictionaries are organized. Putting bilingual dictionaries aside, mono-lingual dictionary essentially use words to explain words, and in this process, synonyms are often used (Elisabeth, 1999)

2.5.6 Teaching vocabulary through guessing from Context

Guessing from context as a way of dealing with unfamiliar vocabulary in unedited selections has been suggested widely by L1 and L2 reading specialists (Dubin, 1993). Alqahtani (2015) claims that there are two types of contexts. The first type is the context within the text, which includes morphological, semantic and syntactic information in a specific text, while the first one is the general context, or non-textual context, which is the background knowledge the reader has about the subjects being read. Alqahtani (2015) considered the specific context as “the other words and sentences that surround that word it follows that other words in the context of the unfamiliar word often ‘throw light on’ its meaning. These other words can be found in the sentence containing the unknown word or other sentences beyond the sentence of the unknown item. Learning from context not only includes learning from extensive reading, but also learning from taking part in a conversation, and learning from listening to stories, films, television or the radio (Nation, 2001). In order to activate guessing in a written or spoken text, there should be four elements available: the reader, the text, unknown words, and clues in the text including some knowledge about guessing. The absence of one of

these elements may affect the learner's ability to guess. Furthermore, this technique encourages learners to take risks and guess the meanings of words they do not know as much as possible. This will help them build up their self-confidence so that they can work out the meanings of words when they are on their own. There are many clues learners can use to establish meanings for themselves, such as illustrations, similarity of spelling or sound in the mother tongue, and general knowledge (Walters, 2004).

2.5.7 Teaching Vocabulary through Short movie

In improving students' vocabulary mastery, the researcher would like to present the application of movies 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 Short movie .The first step is the teacher starts the class and in this activity, the students prepare to viewing the short movie and then The teacher giving the brainstorming to develop the students' background knowledge about vocabulary especially verb, adverb, noun, adjective. And the next, The teacher is formed to the students to focus about the character, setting and plot of the story. The short movie is shown until the end and the teacher can play the short movie twice at that time. And the last step is The Teacher evaluates the students' of the short movie that have been given before. Based on the procedure of teaching vocabulary above, the teacher supposes the following activities to be applied in the classroom.

2.6 Advantages and Disadvantages using Short movie

2.6.1 Advantages of using Short movie

Nasution (2005:104) states that the advantages of using Short movie in

Teaching and learning process are:

- 1) Movie is very good in describing a process, if necessary, by using “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) Movies can be repeated if necessary to add clarity.

2.6.2 Disadvantages of using Short movie

Azhar (2011:50) states that the disadvantages of using Short movie in Teaching and learning process are:

- 1) English movies generally are 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 are 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.

2.7 Theoretical Assumption

Vocabulary is a component of language proficiency and it provides much of

the basics for how well learners listen, speak, read and write (Cahyono (2011:153)). 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. Movies are good media which have a good impact on students' understanding in learning vocabulary because they can see and hear directly, so the students are easier in accepting the information and are interested and active in the teaching learning process.

Thus, the researcher is interested in implementing movies that could be used to improve students' vocabulary mastery through short movies of the first grade students at SMAN 15 Bandar Lampung.

2.8 Hypothesis

Regarding the theories and theoretical assumption above, the researcher formulates the hypothesis as follows:

H₀: There is a significant improvement of students' vocabulary mastery after being taught by short movie at SMAN 15 Bandar Lampung.

H₁ : There is a significant improvement of the first grade students' achievement in learning vocabulary after being taught by short movie at SMAN 15 Bandar Lampung.

That explains about review of previous researches, concept of vocabulary kinds of vocabulary, vocabulary size, content words, Definition of short movie, types of movie, teaching vocabulary, teaching vocabulary through Short movie, the advantages and disadvantages of using Short movie, Theoretical assumption and hypothesis.

III. RESEARCH METHOD

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

3.1 Research Design

Research design plays an important role in research because the quality of research greatly depends on the design. In this research, the researcher implemented quantitative research, to find out there is an improvement in students' Vocabulary mastery after being implemented by using movies. The research design that the researcher will use in this study is *a single group pretest-posttest design*. Single group means that this study uses only in one class Based on the design, the students are given pre-test to measure students' vocabulary mastery before the researcher giving treatments and post- test. The formula can be seen as follows:

$$G = T_1 \quad X \quad T_2$$

(Setiyadi,2018)

Notes:

G = Refers to the group (one class)

T₁ = Pretest for students' Vocabulary mastery before treatment is given

T₂ = Posttest for students' Vocabulary mastery after treatment is given.

X = Teaching Vocabulary through Movie

3.2 Population and Sample

The population of this research is the first grade students at SMA 15 Bandar Lampung. There are sixteen classes of the first grade in this school, those classes are classified into science class and social class. In social class there are eight classes as the population and there is one class as the sample of the research that is taught by using short movies. Each class consisted of 30-35 students. The population of this research is class X IPS 1 at SMAN 15 Bandar Lampung academic years 2020/2021, because the English teacher said that class X is still lacking in mastery of vocabulary. There are 30 students consisting of 18 females and 12 males in the class. In determining the sample, the researcher uses purposive sampling.

3.3 Variable

1. Vocabulary mastery is dependent variable or symbolized as a letter (Y). Vocabulary mastery can be measured by investigating whether there is effect from independent variables or not.
2. The use of short movies (Phineas and Ferb “The Lake Nose Monster”) is independent variable or symbolized as a letter (X). The use of short movies is a variable that can affect the dependent variable and give the effect to the students’ output.

3.4 Research Instruments

The instruments of this research are vocabulary tests to collect the data. The vocabulary test is used in order to find out the answer to the research question of this research. The amount of test items is 40 questions. The questions consist of content words in terms of nouns, verbs, adverbs and adjectives which are in the

form of multiple choices. Both pre-test and post-test basically are the same. The students are given a chance to answer the questions for about 60 minutes in both tests.

3.5 Research Procedure

The procedures of the research are as follows:

1. Selecting and determining the population and sample

The population is all the first grade students in SMAN 15 Bandar Lampung. There are 16 classes, the researcher only takes one class as the representative and it is X IPS 1 .

2. Finding and selecting the material

In this session, the short movies are taken from YouTube. Furthermore, the vocabulary test is chosen as the material in this research and it is based on curriculum 2013 and school syllabus.

3. Trying out the instrument

Trying out the instrument of X IPS 1 at SMAN 15 Bandar Lampung.

4. Administering the pretest.

Pre-test is administered for about 60 minute, it is conducted before the treatment, it is done to check student vocabulary mastery.

5. Giving treatment

The treatments are given by using short movies as media in teaching and learning the vocabulary, it is given one time in three meetings for the treatments. In those three meetings the students are guided to understand the single words in the form of content words (nouns, verbs, adverbs and adjectives).

6. Conducting post-test

In order to see the improvement of a student's vocabulary mastery, the post-test is conducted in the class after they are being given the treatment. The test is almost the same with the pre-test.

7. Analyzing the data

In quantitative data, after scoring pretest and posttest the data is analyzed by using SPSS Ver. 25 software program It is used to find out the means of pretest and posttest and how significant the improvement.

3.6 Data Collecting Techniques

In this research, the research uses techniques of collecting the quantitative data. The techniques of collecting data that used vocabulary test from pretest and posttest. The Vocabulary test is used to find the significance of students' vocabulary mastery and to find out the types of content words in learning process by using short movie. In detail, those techniques are 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) the test is conducted within 90 minutes.

b. Pretest

The pretest is conducted before the treatment is administered. The pretest is used in order to determine the basic quality of students' vocabulary mastery in terms of single words in the form of content words (nouns, verbs, adverbs and adjectives) before the students are taught by using short movies. The material

based on the curriculum for the first grade of senior 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 is administered once and conducted within 60 minutes.

c. Posttest

The posttest is 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 movies. This test consists of 40 items in the form of multiple choice with four options (A, B, C, and D) and the test is conducted within 60 minutes. The post-test is administered once.

3.7 Validity and Reliability

3.7.1 Validity

A good test is the test that has validity. Heaton (1991) states that validity of a test should be determined in accordance with the objective of the test. To measure whether the test has good validity, the researcher sees the content validity and construct validity of the test.

1. Validity of Vocabulary Test

Here are two types of validity; content validity and construct validity

a. Content Validity of Vocabulary Test

Content validity is the extended to which a test measures a representative sample of the subject matter contents (Hatch and Farhady, 1982: 251). The focus of the content validity is adequacy of the sample and simply on the appearance of the material. It means, the material should be based on the basic competence in the syllabus of the first grade of Senior High School. Then, the researcher uses

the basic competence of *Capturing the meaning of oral and written narrative text in the form of simple short stories, in the form of short movies*. The researcher make the test and lesson plan based on the basic competence.

b. Construct Validity of Vocabulary Test

In construct validity, the instruments are measured based on some indicators. It is concerned whether the test is actually in line with the theories of what means to know the language is being measured. In vocabulary test, the researcher make some items of vocabulary that can be used to measure students' vocabulary mastery based on some criteria of vocabulary aspects. Based on words classification by Fries (1974:45), there are word classes of vocabulary in terms of single words in form of nouns, verbs, adjectives and adverbs. Before the pretest and posttest are conducted by the researcher, the instrument of vocabulary test is checked by using inter-rater validity in which the researcher consults the instrument to the expert of vocabulary. The expert of speaking gives their judgments based on the four aspects of vocabulary from Fries (1974:45) whether the vocabulary test is included the four aspects of vocabulary or not. After the instrument of the vocabulary test is checked, the researcher gets the result that the instrument of vocabulary test is valid based on the construct validity.

3.7.2 Reliability

1. Reliability of Vocabulary

Reliability refers to extending to which test is consistent in its score and gives us an indication of how accurate the score test is. To measure the coefficient of the reliability between odd and even group, the researcher uses the formula as follows

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

r_{xy} = Coefficient of reliability between odd and even number n that is number of students who followed the test

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

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

$\sum xy$ = Total score of odd and even number

(Hatch and Farhady, 1982)

Then, this research used Spearman Brown's Prophecy Formula to know the coefficient correlation of whole items.

The formula is as follows:

$$R_n = \frac{2 r_{xy}}{1 + r_{xy}}$$

Note :

R_n = Reliability allitems

R_{xy} = Coefficient of reliability between odd and even number

The criteria of coefficient correlations are :

0.00-0.19 = Very low

0.20-0.39 = Low

0.40-0.59 = Average

0.60-0.79 = High

0.80-1.00 = Very high

(Hatch and Farhady, 1982)

3.7.3 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 = Level of difficulty

U = The proportion of upper group students

L = Refers to the proportion of lower group students

N = 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)}

3.7.4 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:

$$DP = \frac{U - L}{N}$$

Note:

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 :

1. DP= 0.00-0.20 = Poor items
2. DP=0.21-0.40 = Satisfactory items
3. DP=0.41-0.70 = Good items
4. DP=0.71-1.00 = Excellent items
5. DP= (Negative) = bad items (should be omitted)

(Shohamy,1985)

3.8 Scoring System

In this research, Tayler-Powell's formula is used to score the students' test result. The formula is as follows:

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

Note :

S = Score of the test

R= Right answer

N= Total of the items

(Arikunto, 1993)

3.9 Data Analysis

Data analysis is the process of organizing the data to gain the reality of the pattern and form of the research. Data analysis is done to create understanding for the data after following certain procedures, final of the result of the students can be presented by the researcher to the readers (Setiyadi, 2018). After conducting the test, the researcher analyzes the data.

The data are analyzed to find out whether there is an increase in students'

Vocabulary achievement after being taught by using the Short movie or not. The researcher used SPSS Ver. 25 to analyze the data. The hypothesis for the normality test is as follows:

H0 = The data is not distributed normally

H1 = The data is distributed normally

In this research, H is accepted if $p > \alpha$ (p = the significant score of students, α = the significant level), and the researcher used a level of significance of 0.05. The data are correlated by using Pearson product-moment correlation (SPSS) to investigate whether there is any correlation or not.

3.10 Normality Test

Test of normality aims to determine whether the distribution of responses has a normal distribution or not. Test of normality was using *Kolmogorov-Smirnov* and *Shapiro-Wilk* formula.

Tests of Normality							
	Kelas	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
Hasil	Pretest	.108	30	.200*	.964	30	.396
	Posttest	.118	30	.200*	.963	30	.374
*. This is a lower bound of the true significance.							
a. Lilliefors Significance Correction							

The result shows that the result of the normality test for pre-test is 72.00 and for post-test is 77.13. It can be concluded that both test is distributed normally.

3.11 Hypothesis Testing

After collecting the data, the researcher analyzed them in order to find out whether the use of movies could increase the first grade students' vocabulary

mastery related to the research. Hypothesis testing is intended to see whether the hypothesis that is proposed in this research is accepted or not, to test the hypothesis, Repeated Measures T-test is conducted at the significant level of 0.05($P < 0.05$).

The hypotheses were as follows:

H₀: There is no significant improvement of students' Vocabulary mastery after being taught by using the movie of the first grade student at SMA 15 Bandar Lampung.

H₁: There is a significant improvement of students' vocabulary mastery after being taught by using the movie of the first grade student at SMA 15 Bandar Lampung.

V. Conclusion and Suggestion

This final chapter presents the conclusions of the research and suggestion based on the analysis of findings from the previous chapter.

5.1 Conclusions

Based on the data analysis and discussion, the researcher draws the conclusion as follow:

1. Students' vocabulary mastery was improved after the implementation of short movie. The result showed the increase of students' scores from pretest to posttest. Before getting the treatment, the mean of students' vocabulary score was 72. However, it was getting higher after the teacher utilized short movie, by having the number of 77.13. It means that students' score in posttest was higher than the score in pretest. It was also found out that the gain of the test was 0.1832. Moreover, watching short movie could enrich students' vocabulary. It also got the learning process to be more enjoyable.
2. Regarding the vocabulary aspect that improved the most, it was found out that the students got higher enhancement in mastering the words of verb. The gain for this aspect was 0.25824. Besides, the mean of the tests were also increased from 6.3 in pretest to 7.3 in posttest. This thing was happened due to the action performed by the characters in each scene which could influence students to understand the meaning of the verbs in the movie.

5.2 Suggestions

In accordance with the conclusion above, the researcher proposes some suggestions concerning the researcher findings as follow:

5.2.1 Suggestions for English Teachers

- a. The implementation of short movie has been proven to give a good result to the students' vocabulary mastery. Hence, the teachers can use short movie as an alternative media in teaching vocabulary. It can help the teachers to stimulate students' interest and motivation during the learning process as they can learn English in a fun yet meaningful way.
- b. It is better for teachers to choose a movie that is easy to be understood by the students. Animated film such as cartoon is recommended to be utilized to teach vocabulary. This kind of movie can help students to comprehend the meaning of the words easily as the storyline and the vocabulary used are quite simple.

5.2.2 Suggestions for Further Researchers

- a. The other researchers are suggested to find out the effect of short movie on other language aspects such as grammar and pronunciation. Moreover, they can also apply this media to investigate students' improvement in language skills i.e listening, reading, writing, and speaking.
- b. In this study, the researcher was only focused on the content words of vocabulary which was caused by the limitation of time and scope.

Therefore, the other researchers can execute not only content words but also function words of vocabulary.

This chapter has discussed the conclusion of the research and the suggestion for both English teacher and further researcher. Hopefully, the recommendation given can be useful.

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