

**IMPROVING STUDENTS' VOCABULARY ACHIEVEMENT THROUGH
ENGLISH MOVIE AT SMK SWADHIPA 2 NATAR**

Undergraduate Thesis

By:

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

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ABSTRACT

IMPROVING STUDENTS' VOCABULARY ACHIEVEMENT THROUGH ENGLISH MOVIE AT SMK SWADHIPA 2 NATAR

By

Anggi Apriliana

This research focuses on investigating the impact of integrating movie into the teaching process on the vocabulary achievement of eleventh grade students at SMK Swadhipa 2 Natar. Using a quantitative approach, this research uses a pretest-posttest design. In particular, the research concentrated on XI TKJ 2 as a trial class and XI RPL as an experimental class. These findings showed a significant increase in students' vocabulary scores, from the average score of 45.52 in the pretest to 63.44 in the posttest, resulting in a final total mean of 17.91 with a total gain of 592, representing an increase of 16%. Obtaining a significant level of 0.000, firmly supports the acceptance of H1, which indicates an improvement in students' vocabulary achievement after being taught by using movie. Adjectives were noted as the most improved aspect among other aspect in vocabulary, with a pretest average of 14.1 rising to 20.1 at posttest, achieving a total gain of 6.4 or a remarkable increase of 29%. This confirms the positive impact of using movie in the learning process to increase students' vocabulary achievement. These positive results underscore the potential of this technique in engaging students and enhancing the learning experience.

Keywords: Teaching vocabulary, English movie, Vocabulary achievement, English vocabulary, Vocational high school students

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By

ANGGI APRILIANA

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DEPARTMENT OF LANGUAGE AND ARTS DEPARTMENT
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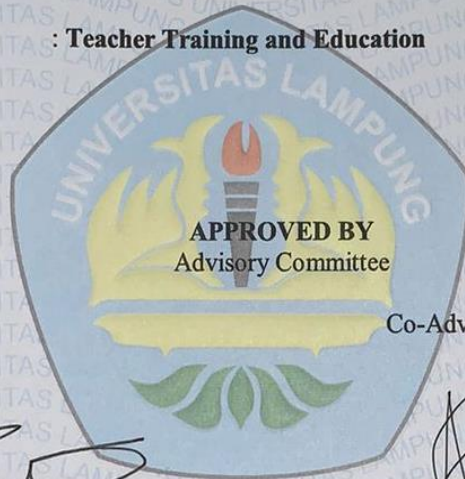
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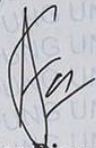
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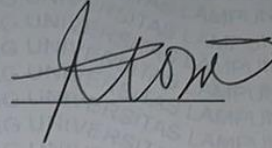
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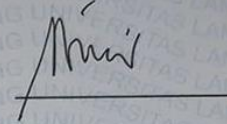
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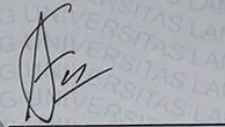
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Menyatakan bahwa skripsi ini adalah karya dari pelaksanaa penelitian saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian bagian tertentu yang saya gunakan sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Bandar Lampung, 25 Maret 2024

Yang membuat pernyataan



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CURRICULUM VITAE

Anggi Apriliana was born in Bumi Baru on April 4, 2001. She is the eldest child of Iswanto and Herniana and has two younger siblings, one sister, and one brother.

Her formal education began when she entered elementary school at SDN Bumi Baru in 2007. Then in 2013, she continued her junior high school education at SMPN 8 Blambangan Umpu. After that, in 2016, she continued to vocational high school at SMK Tunas Wiyata Way Tuba

In 2020, one year after graduating from high school, she started studying at the University of Lampung through the SBMPTN route. While studying at Lampung University, she actively participated in various student activities and was involved in student organizations. She joined several campus organizations and was active in social activities. Then she was also involved in several English debate competitions. In addition, he had the opportunity to be involved in Kampus Merdeka at SDN 5 Karang Anyar, showing her commitment to sharing knowledge and encouraging effective learning for students. Lastly, she had the opportunity to do KKN in Bina Karya Sakti, Putra Rumbia sub-district. These experiences not only enriched her academic journey but also enhanced his leadership and communication skills.

To complete her study program, she conducted research at SMK Swadhipa 2 Natar. This school is the school where she carried out her teaching practice program (PLP). Her research is related to improving students' vocabulary achievement through movies.

DEDICATION

The writer proudly dedicates this script to:

Her beloved parents - Iswanto and Herniana

Her beloved siblings - Auli Axelia and Axa Abizar Alexi

Her Best friend - Abimanyu

Her friends in English Education Study Program 2020

Her Almamater – University of Lampung

MOTTO

“If you want to stop remember why you started”

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

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The researcher hopes that this script can make a positive contribution to the development of education. Realizing that there are still many shortcomings in this script, the researcher is open to any suggestions and criticism for the better.

Bandar Lampung, 16 Maret 2024

The Writer,

Anggi Apriliana

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I. INTRODUCTION

The first chapter described background of study, research question, objective of the research, uses of the research, scope of the research and definition terms.

1.1. Background

Vocabulary mastery holds significant importance in language learning, at all levels of education both elementary, junior school and high school. It is a central to language teaching and is of paramount importance to a language learner. According to Mofareh Alqatani (2015) vocabulary learning is an essential part in foreign language learning as the meanings of new words are very often emphasized, whether in books or in classrooms. A strong vocabulary foundation is crucial for students to comprehend and analyze these texts effectively. It allows them to extract meaning from diverse sources, engage in critical thinking, and express their thoughts coherently.

Richards & Renandya (2002) states that vocabulary is an essential component of language ability and it lays most of the foundation for students' speaking, listening, and writing skills. Vocabulary mastery plays a crucial role in language learning and is a fundamental aspect of language acquisition. It refers to a learner's ability to effectively understand, recognize, and utilize a wide range of words and phrases in a given language. As states by Rodrigo (2016) vocabulary is essential in second and foreign language acquisition because without its appropriate and sufficient knowledge

learners cannot understand others or express their own feelings. Vocabulary knowledge is important for students to engage in successful communication, comprehend written and spoken texts, and express their thoughts and ideas accurately. When students possess an extensive vocabulary, they are better equipped to decipher the meaning embedded in written and spoken material.

Schmitt (2002) argues that vocabulary plays a vital role in teaching and learning the second language as lexical knowledge is fundamental to communicative effectively. In line with that statement, students can grasp the subtle connotations, metaphors, and idiomatic expressions that contribute to a deeper understanding of the text. This ability to interpret and analyze written information enhances their overall English skills. Vocabulary knowledge plays a pivotal role in the development of critical thinking skills. When students possess a rich vocabulary, they can make connections between words, concepts, and contexts.

These findings support the notion that vocabulary mastery is essential for students to effectively comprehend and analyze diverse texts. A strong vocabulary foundation facilitates not only the acquisition of new information but also the development of critical thinking abilities, allowing students to engage in deeper levels of understanding and interpretation. Therefore, it is crucial for educators to prioritize vocabulary instruction and provide students with opportunities to expand their word knowledge and application in various contexts.

Nowadays, educators integrate multimedia and online resources into vocabulary instruction to make learning more engaging and effective. Multimedia tools, such as interactive videos, online dictionaries, and language learning apps, enhance vocabulary acquisition by providing a dynamic platform to explore new words in

context. This approach aligns with students' evolving learning preferences, making the learning process more appealing and accessible.

According to Arsyad (2012) media is an important tool in conveying the message or the information in the learning process. There are three kinds of media, namely: visual media are using the senses of vision, audio media are using the senses of hearing and audio-visual media that combines multiple senses hearing and vision. Students tend to be more motivated when they have the opportunity to engage multiple senses in the learning process, as opposed to relying on just one sensory modality, such as vision or hearing. This is because the integration of multiple senses in education can create a more stimulating and comprehensive learning environment. Consequently, this approach caters to various learning styles and preferences, making the educational experience not only more enjoyable but also more effective.

In light of these observations, educators are increasingly incorporating audio-visual media into their teaching strategies. This approach aims to create dynamic and engaging learning environments that stimulate students' cognitive processes and foster a deeper and more holistic understanding of the subject matter.

Various media are available to enhance students' vocabulary, including audio and audio-visual resources. Audio aids, such as radio and music, offer effective means of vocabulary enrichment. Additionally, audio-visual aids, including videos, movies, TV shows, YouTube, and internet resources, prove invaluable for vocabulary development. As noted by Aruperes, Liando, and Rorimpandey (2018), the incorporation of teaching media is essential for elevating the quality of education, particularly in the context of learning. The utilization of media is trusted to empower

learners to engage with and comprehend the lessons presented by educators effectively.

In addition, movie serves as an audio-visual communication medium typically used to convey messages to a gathering of people. Generally, a movie can encompass diverse messages, including educational, entertainment, or informational messages. As stated by Effendy (1986) Messages in a movie leverage symbolic mechanisms that tap into the human mind, including spoken words, conversations, written advertisements, and more.

The utilization of movie in teaching and learning activities, especially in the initial stages of foreign language acquisition, is of utmost significance. During this phase, learners find it easier to grasp the meanings of specific words and expressions through audio-visual communication media without the need for translation into their native language or the language of instruction.

In the context of language education, teachers often dedicate significant instructional time to vocabulary instruction and enhancement. Various strategies and approaches are employed to support students in expanding their vocabulary repertoire, including explicit vocabulary teaching, contextualized learning activities, and exposure to authentic language use.

Regarding the use of movies as a language learning resource, there are several important aspects to be considered by educators. First, the selection of movies should take into account the language difficulty level that aligns with students' proficiency levels. Therefore, it is essential to present movies that match students' language proficiency to ensure effective comprehension.

Furthermore, the role of educators in utilizing movies as a teaching tool is of paramount importance. Educators can guide students in understanding the context of the movie, analyzing characters, and identifying relevant vocabulary. Discussions and movie-based activities can also help students connect vocabulary with real-life situations and enhance their understanding.

Moreover, the advancement of technology has opened up new possibilities for vocabulary learning. Teng (2022) also discovered that multimedia, characterized by diversified modalities, has a significant impact on learning new vocabulary. Multimedia materials, such as videos and movies, have also been integrated into language teaching to make vocabulary learning more enjoyable and memorable for students.

In the current educational landscape, there is a growing interest in integrating multimedia and technology into language instruction to enhance vocabulary acquisition. However, the use of English movies as a targeted instructional strategy and its direct influence on the vocabulary achievement of students in this particular educational setting has not been comprehensively examined. In implementing the School Field Introduction Program (PLP) researchers have found that senior high school students often face persistent issues related to vocabulary deficiency, despite various educational efforts and strategies.

Given the importance of vocabulary achievement in language learning and its impact on overall language proficiency, it is crucial to explore effective instructional strategies and approaches that can enhance students' vocabulary acquisition and retention. This investigation has the potential to yield critical insights, enabling educators to create more engaging and successful vocabulary instruction that

seamlessly integrates multimedia materials and promotes the natural use of language. This study aims to build upon the insights gained from the preliminary review and investigate an innovative instructional approach, specifically the use of English movies, as a means to address the ongoing challenge of vocabulary improvement among students.

1.2. Research Question

Based on the explaining stated above, the research problem can be formulated as:

1. Is there any improvement in students' vocabulary achievement after being taught by using movie?
2. Which type of vocabulary has the most significant improvement after being taught by using movie?

1.3. Objective

The objective of this research is:

1. To find out the improvement of students' vocabulary achievement after being taught through English movies.
2. To find out the type of vocabulary that exhibits the most significant improvement after being taught through English movies.

1.4. Uses

The findings of this research are expected to be beneficial theoretically and practically:

1. Theoretically

The results of this study will provide a significant contribution at the theoretical level. This finding can serve as a fundamental reference for future research efforts in the same domain. Future researchers can leverage these verified insights to delve deeper into the complex dynamics between language exposure through movie and vocabulary skills improvement.

2. Practically

This could provide advantages to English teachers, in selecting appropriate learning materials, such as incorporating movies in learning thereby fostering an engaging educational environment. Furthermore, this approach could effectively support their students in attaining a high level of achievement in English vocabulary, contributing significantly to their overall language skills

1.5. Scope

This study was conducted within the first semester of the academic year 2023/2024, specifically focusing on the second-grade students of SMK SWADHIPA 2 NATAR. Employing a quantitative approach, this research endeavors to analyze the students' tendencies to engage with English movies, recognizing their potential impact on the students' achievement of English vocabulary. The research is confined to investigate the improvement of students' vocabulary achievement after being taught by using movie.

1.6. Definition of Terms

In order to have the same perception about the terms used in this study, the following definitions are presented:

1. Vocabulary

Vocabulary refers to the set of words and terms used within the dialogue, narration, and subtitles of a movie, encompassing a diverse collection of expressions that enhance the language.

2. Teaching Vocabulary

Teaching vocabulary refers to the deliberate and systematic instruction of words and their meanings, particularly in an educational or language learning context

3. Vocabulary Achievement

Vocabulary achievement refers to the level of proficiency or success a person has in acquiring, understanding, and using a set of words or terms in a particular language.

4. Movie

A movie, also known as a movie or motion picture, is a visual and auditory medium of storytelling that involves a sequence of moving images and sound.

5. Improvement

Improvement refers to the process or act of making something better, more effective, or more favorable compared to its previous state or condition

This chapter already discussed background of study, research question, objective of the research, uses of the research, scope of the research and the definition of terms. The next chapter will deal with literature review of the research.

II. LITERATURE REVIEW

This chapter discusses several topics related to the implementation of this research, including an overview of previous research related to vocabulary achievement through watching movies. Through this literature review, this chapter aims to provide an understanding of these key aspects as a foundation for the research.

2.1 Review of the Previous Researches

Several studies have explored the relationship between teaching vocabulary through movies. Rahman (2012) conducted a study examining the correlation between the frequency of watching English movies and vocabulary mastery. The research aimed to measure students' frequency of watching English movies and their vocabulary mastery. The research design employed was correlation, allowing the teacher to understand students' habits regarding watching English movies at home and their vocabulary mastery. This research involved testing the frequency of watching English movies and assessing vocabulary mastery. The data collection techniques included a questionnaire and an achievement test. The results indicated a significant correlation between students' frequency of watching English movies and their vocabulary mastery. The researcher suggested that teachers should be selective when choosing suitable methods for the teaching and learning process.

In addition, Amalia (2017) conducted a study about teaching vocabulary through a movie to improve vocabulary mastery to the junior high school student. This research conducted using mix method and obtains a significant increase in value. Researchers also found that students had difficulties during the learning process. Students had difficulty understanding words or phrases spoken by native speakers at high speed.

In line with that, in learning English, students face several difficulties during the process, which may be caused by the class situation, the material, or the students themselves. Nurhanifah (2012) investigated various obstacles faced by students throughout the learning process. The findings highlight problems related to spoken language comprehension, pronunciation, vocabulary, and many others. Commonly reported concerns include low motivation, poor study habits, and negative attitudes toward learning. Furthermore, external factors, such as classroom conditions, contribute to implications in the learning environment.

Based on several studies conducted by several researchers above, the researchers are intend to use fairy tale genre movie as a medium in teaching vocabulary at SMK Swadhipa 2 Natar.

2.2 Definition of Vocabulary

According to Linse et al. (2005), vocabulary is the collection of words that an individual knows. Cameron (2001) further refines the definition, emphasizing that vocabulary acquisition involves not only recognizing words but also understanding their meanings. Hiebert & Kamil (2005) support this perspective, stating that vocabulary is the knowledge of the meanings of words. In alignment with these

views, Hornby (2006) characterizes vocabulary as encompassing all the words a person knows or uses within a specific language.

Expanding on this notion, Hatch and Brown (1995) contribute by defining vocabulary as a comprehensive list or set of words specific to a language, capturing the repertoire of words individual speakers might employ. Therefore, these various perspectives converge in emphasizing that vocabulary encompasses the entirety of words within a language, extending beyond mere recognition to encompass understanding and active use. In English language study, the focus is directed towards understanding meanings. Therefore, students must acquaint themselves with the meanings of the vocabulary they encounter in their reading and listening activities. Brett and McKay (2012) emphasize that building vocabulary is pivotal for understanding others. Expanding your vocabulary goes beyond mere memorization; it involves grasping a variety of words beyond the ones typically taught for standardized tests. Much like learning a second language enhances your understanding of individuals from different cultures, enhancing your working vocabulary allows you to comprehend those who might share your mother tongue but employ specialized language of their own. The more of these specialized terms you learn, the broader your capacity to connect with diverse individuals becomes. Hence, individuals learning a foreign language should prioritize building an extensive vocabulary before embarking on mastering language skills.

From these definitions, it can be concluded that vocabulary is a tool or verbal expression that signifies concepts or ideas, presented with their definitions in an organized list. This tool holds the power to evoke powerful emotions and reactions in human beings.

In light of these insights, it becomes evident that a robust vocabulary forms the foundation for effective communication and comprehension, particularly in foreign language learning. Prioritizing vocabulary acquisition equips individuals with the tools to engage meaningfully with a wide range of people and contexts, ultimately enhancing their language proficiency and interpersonal connections.

2.3 Types of Vocabulary

According to Murcia and Olshtain (2000), “There are two kinds of vocabulary: they are function words and content words”

1. Function Words:

Function words refer to vocabulary items that are part of closed word classes. These word classes are characterized by their limited capacity to accept new items or remove old ones. Function words primarily include pronouns, auxiliary verbs, prepositions, determiners, and adverbs. The classification of function words is based on their grammatical behavior, structural form, and observable linguistic features.

2. Content Words

Content words are vocabulary items belonging to open word classes, which readily incorporate new words and eliminate outdated ones. Content words can be further categorized into four general classes:

- a) Nouns: Words that represent people, places, things, or ideas
- b) Verbs: Words that tell what the subject of the sentence is doing or being.
- c) Adjectives: Words used to describe or modify nouns or pronouns.

d) Adverbs: Words that modify verbs, adjectives, or other adverbs.

Form the basis for understanding the two fundamental categories of vocabulary: function words, which encompass closed word classes, and content words, which comprise open word classes. This distinction is essential for comprehending their roles in language acquisition and usage, particularly in the context of teaching foreign language vocabulary to students. A solid grasp of vocabulary is integral for effective communication and the development of language skills, including listening, reading, speaking, and writing. Therefore, the teaching of vocabulary is paramount in language education to ensure that students acquire an adequate vocabulary repertoire and use words accurately

As the foundation for understanding the two fundamental categories of vocabulary, with function words encompassing closed word classes and content words comprising open word classes. The distinction between these two types of vocabulary is crucial for comprehending their roles in language acquisition and usage, especially in the context of teaching foreign language vocabulary to students. A solid grasp of vocabulary is integral for effective communication and the development of language skills, including listening, reading, speaking, and writing. Hence, the teaching of vocabulary takes precedence in language education to ensure students acquire an adequate vocabulary repertoire and employ words accurately in their communication.

In this research, the primary focus will be on content vocabulary. This choice is guided by the natural progression of language acquisition and usage. Content words, such as nouns, verbs, adjectives, and adverbs, are the building blocks of meaningful communication. They convey specific information and contribute significantly to comprehension and expression. By prioritizing content vocabulary, this research aims

to delve into the core elements of language that enable students to convey ideas, describe experiences, and engage in effective communication. Moreover, a strong foundation in content vocabulary is essential for developing language skills in listening, reading, speaking, and writing, making it a logical focal point for language education and research.

2.4 The Importance of Vocabulary

Tarigan (1984) emphasizes the significance of vocabulary in the process of language acquisition. He underscores that language proficiency is heavily reliant on the extent of vocabulary mastery. Thus, greater command over vocabulary enhances one's ability to skillfully employ the language. Nunan (1991) argue that adequate vocabulary acquisition is essential for successful second language use. Without a comprehensive vocabulary, individuals may struggle to utilize learned structures and functions for coherent communication. Vocabulary constitutes a crucial element in second language acquisition, supporting various language skills such as reading, writing, speaking, and listening. The acquisition of vocabulary contributes significantly to understanding a wide array of words. Given this, vocabulary emerges as a pivotal factor in English learning, with students expected to progressively enhance their vocabulary proficiency. A deficiency in vocabulary often poses challenges for English learners, hindering their ability to effectively express ideas in written language. Consequently, it is undeniable that vocabulary plays a crucial role in facilitating English communication.

Throughout the language learning journey, Indonesian learners encounter diverse English components. Among these, vocabulary stands out as an initial focal point in

their learning process. Chapter I elucidate the rationale behind prioritizing vocabulary acquisition before delving into other English components. The primary reason for this emphasis lies in the fact that words, vocabularies, or lexicons serve as fundamental tools across various English skills like listening, reading, speaking, and writing. Proficiency in these foundational components significantly influences students' aptitude in mastering other English skills, as articulated by John (1988). A robust vocabulary proficiency not only enhances reading but also speaking, listening, and writing abilities. Thus, mastering vocabulary becomes instrumental in progressing through other English skills.

Furthermore, vocabulary's role in writing activities is paramount. Writing constitutes a substantial portion of English learners' engagements, encompassing tasks such as assignments, theses, and writing assessments. A substantial vocabulary pool is essential for crafting well-structured, coherent, and comprehensible written content. Barli (1995) reinforces this notion by asserting that words or lexicons serve as the cornerstone of writing. The choice of words significantly impacts the quality of a paragraph; the wrong words can impede the conveyance of the writer's intended message. Appropriate diction in paragraphs is crucial for effective communication, allowing readers to grasp the conveyed message.

Lastly, a comprehensive vocabulary extends its benefits to various English subjects, including Sociolinguistics, Psycholinguistics, Business Correspondence, and more. It aids in comprehending and defining concepts, ideas, and expressions encountered in these subjects. Bella (1968) encapsulates this idea by stating that a larger vocabulary enriches the ability to articulate thoughts and ideas more precisely. In essence, vocabulary acquisition is intrinsically linked to language learning, with vocabulary

learning and mastery serving as pivotal components. It serves as a key determinant of success for English learners, significantly impacting their learning trajectory.

2.5 Vocabulary Achievement

Numerous experts have presented varying definitions of vocabulary. Understanding the essence of vocabulary is pivotal before delving into its mastery, especially for foreign language learners. Proficiency in a substantial number of vocabularies holds immense significance for those learning a foreign language. Without such mastery, learners encounter challenges in honing the four language skills. Hatch and Brown (1995) posit that vocabulary denotes a collection or compilation of words specific to a language or those used by individual speakers of the language.

Sarmi and Putra (2016) underscore the critical role of vocabulary in learning English. They highlight that without a solid grasp of vocabulary, learners face challenges in understanding word meanings and utilizing them effectively, especially in communication with foreigners. In tandem with this perspective, the concept of vocabulary achievement is explored, challenging a straightforward definition. Furthermore, the achievement of a foreign language's vocabulary is intricately linked to one's real-life experiences, emphasizing that comprehensive vocabulary acquisition demands time and effort. The notion is emphasized that there are no shortcuts to mastering the complete vocabulary of a foreign language. Nevertheless, focusing on mastering a select few hundred frequently used lexical items can expedite proficiency within a limited timeframe. In essence, vocabulary achievement entails an individual's ability to effectively use or comprehend words encountered in situations they have personally experienced.

Evaluating vocabulary achievement involves gauging the ability to defining words and employing words appropriately. Schmitt and McCharty (1997) argue that Receptive and Productive knowledge constitute the most pragmatic means to assess depth of vocabulary comprehension. Receptive knowledge pertains to words recognized and understood in context, while productive knowledge involves words that learners not only comprehend but can also pronounce accurately and apply purposefully in speech and writing. Furthermore, Madsen (1983) asserts that vocabulary tests aim to measure both understanding and production of words in speaking and writing. In essence, vocabulary achievement signifies a comprehensive skill to grasp the repertoire of words and their meanings within a specific language.

According to Swannel (1994), mastery implies comprehensive understanding or proficient use of a subject or tool. This definition aligns with Hornby's (1984) portrayal of mastery as adeptness or extensive knowledge. From these definitions, it becomes evident that mastery entails competence in understanding and applying acquired knowledge. In the realm of English language learning, vocabulary mastery is fundamental. Lewis and Hill (1990) emphasize the importance of vocabulary mastery for students, considering it more than just grammar for communication, especially during the initial stages when basic words are the focus. Insufficient English vocabulary can impede students' language usage and proficiency.

In conclusion, the multifaceted nature of vocabulary achievement is crucial for language learners. Mastery requires time, dedication, and selective focus on frequently used words. Ultimately, an extensive and well-applied vocabulary forms the bedrock of effective communication and language proficiency.

2.6 Definition of English Language Teaching

Language is a systemic means of communicating ideas or feelings by the use of conventionalized signs, sounds, gestures, or marks, having understood meanings, as defined by Webster's Third New International Dictionary of English Language (1961) in Brown (2000).

Language, as defined by Brown (2000), is a system of communication that utilizes arbitrary symbols, primarily vocal but also visual. These symbols have widely accepted meanings to which they refer, and language serves as a tool for communication. It operates within a speech community or culture and is fundamentally a human attribute, though it may not be exclusively so. The acquisition of language follows a universal pattern, with all people learning it in largely the same way, highlighting the universal characteristics of both language and language learning.

On the other hand, learning, according to Brown (2000), is viewed as the process of gaining knowledge or skill through various means, such as study, experience, or instruction. It involves the acquisition and retention of information or skill, implying the existence of storage systems, memory, and cognitive organization. Learning requires an active, conscious focus on external events and includes some form of practice, possibly reinforced practice. It results in relatively permanent changes in behavior, although it is subject to forgetting. Together, these aspects shape our understanding of the complex processes of language and learning.

Language learning is a long and complex journey where learners explore their abilities to think, feel, and act. Additionally, Brown (2000) emphasizes that language

learning is not a set of easy steps that can be programmed into a quick kit; it requires regular training to succeed in the learning process.

In relation to learning, Brown (2000) states that teaching is the process of guiding and facilitating learning. Teaching also enables learners to learn and sets the conditions for learning. This implies that teaching cannot be separated from learning. The teacher's understanding of learning shapes their concept of teaching. Teachers' comprehension of how students learn influences their philosophy of education, teaching style, approaches, methods, and classroom techniques. The classroom approach, methods, and techniques used depend on the teacher's understanding of what learning is. In other words, the concept of teaching aligns with the concept of learning.

Richards (1985) emphasizes that language teaching is a complex issue, encompassing socio-cultural, linguistic, psycholinguistic, curricular, and instructional dimensions. Concerning foreign language teaching, experts point out that it involves any activity intended to facilitate the learning of a non-native language by another person.

Cametron (2001) states In foreign language teaching, there is an obligation for the teacher to provide exposures to the language and opportunities for learning through classroom activities. Teachers are expected to create a conducive classroom atmosphere for the learning process, followed by designing appropriate learning materials that enhance the teaching and learning process.

In summary, language is a multifaceted system of communication, and learning is the process of acquiring knowledge and skills. Language learning is a complex journey, while teaching involves guiding and facilitating this process. In the realm of language teaching, it encompasses various dimensions and involves educators in creating an

effective learning environment. These interconnected aspects are fundamental to our understanding of communication and education.

2.7 Teaching Vocabulary

According to Thornbury (2002) teaching vocabulary is a crucial aspect of language learning because language basically consists of words. Words are the basic elements of language that allow people to communicate and express their thoughts, ideas, and emotions. Teaching vocabulary is crucial in language learning as it lays the foundation for understanding and expressing oneself in a language. In language education, the instruction of vocabulary assumes a paramount role. By employing various strategies such as contextual learning, explicit instruction, vocabulary expansion, and application, educators can create enriching learning experiences that empower students to acquire and utilize new words effectively.

According to McCarten (2007), the acquisition of vocabulary predominantly centers on the process of memorization. In this regard, students benefit from encountering, articulating, and inscribing newly acquired words multiple times to internalize them genuinely. This implies that to effectively learn new words, students must engage in activities that involve repeated exposure, articulation, and practice of these words. Encountering new words multiple times allows students to become familiar with them, while articulating and using these words in various contexts helps solidify their understanding and usage. Additionally, inscribing or writing down newly acquired words can further reinforce memory retention and internalization. By engaging in these processes, students can internalize new vocabulary genuinely, thereby enhancing their language skills and proficiency. Essentially, the assertion highlights the importance of active engagement and repetition in the vocabulary acquisition process.

Teaching vocabulary through movies can significantly enhance students' ability to memorize and retain new words for longer periods. When students encounter unfamiliar words within the context of a movie scene, they can better comprehend and remember the meaning of those words. Additionally, the auditory input of hearing the words spoken in natural dialogue further solidifies their comprehension and retention. Moreover, the engaging and enjoyable nature of watching movies can motivate students to actively engage with the language and vocabulary presented.

To comprehend and express language effectively, learners need a strong understanding of vocabulary. This understanding allows them to understand what others are saying and effectively communicate their own thoughts and messages. As Schaefer (2002) highlights 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. Vocabulary enables students to understand the subtleties of language and how words are used in different contexts.

In summary, teaching vocabulary is pivotal in language learning, providing learners with essential tools for effective communication and comprehension. By employing various strategies and innovative approaches, educators can create dynamic learning environments that empower students to acquire and utilize new words effectively. Incorporating movies as instructional tools offers an immersive and engaging method for vocabulary instruction, enhancing students' ability to memorize and retain new words for extended periods. Ultimately, prioritizing vocabulary instruction fosters language proficiency and equips learners with the skills necessary for effective communication and personal growth.

2.8 Definition of Movie

Azhar (2011) 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. This captivating medium, often referred to as movies, or cinema, stands as one of the most beloved forms of entertainment, allowing individuals to immerse themselves in an imaginary world for a brief yet captivating period.

According to Hornby (2006) a movie signifies a sequence of moving pictures recorded with sound, narrating a story and typically shown in cinemas. The term movie encompasses individual motion pictures, the art of moviemaking, and the entire motion picture industry. Movies come into being through the capture of images from the real world using cameras or through the creation of images via animation techniques and special effects.

Another perspective on movie, presented by Summer (1992) considers it as A roll of photosensitive material used in cameras for taking photographs or moving pictures intended for the cinema, television, and more.

Furthermore, Coulson (1978) simplifies movie as a recorded story or incident depicted through moving pictures. Lorimer (1995) emphasizes that movies possess the remarkable ability to document cultures, explore social and political issues, and depict various aspects of society, enabling the portrayal of complex human relationships that might otherwise elude conventional communication methods.

Kirkpatrick (1993) concurs by describing movie as a sequence of interconnected cinematic images projected onto a screen. Thus, the collective definitions portray movie as a dynamic amalgamation of storytelling, scenes, history, incidents, and

music, all captured on movie and presented as moving pictures in cinemas, on television, and beyond.

In summary, movie is a versatile medium, encompassing a range of definitions. Whether seen as a series of moving images, a storytelling tool with sound, or photosensitive material, movie is a dynamic form of entertainment, cultural preservation, and societal exploration. Its power to transport viewers, document cultures, and address complex issues makes it a captivating and influential aspect of our modern world.

2.9 Teaching Vocabulary Through Movie

According to Rajagopalan (2019), teaching can be seen as a scientific process that consists of key elements like content, communication, and feedback. This highlights the significance of using a scientific approach in teaching, as effective teaching strategies can greatly enhance student learning outcomes. However, it is worth exploring how these teaching strategies can be utilized in the context of vocabulary instruction, specifically through the use of media such movies.

Teaching vocabulary through movies is a popular educational approach that is gaining traction. Movies offer a visually stimulating and captivating narrative, enhancing students' learning experiences. By incorporating effective teaching techniques, such as selecting suitable content, clearly explaining word meanings, and providing constructive feedback, using movies as a tool for vocabulary instruction can be highly effective.

Movies enable students to witness words being used in real-life situations, reinforcing their comprehension. Additionally, this approach enhances understanding of word

meanings by utilizing context, facial expressions, gestures, and intonation portrayed in movies. Scientific teaching strategies, which involve content selection, communication, and feedback, can effectively be used to teach vocabulary through movie media and improve student learning outcomes.

Teaching vocabulary through movies is an effective method that utilizes different forms of media for educational purposes. According to Riyana (2012), there are various types of media education, one of which is audio media. Audio media is a powerful tool for conveying messages through auditory symbols, both verbal and nonverbal. When used in teaching, audio media serves as a teaching material that engages students' thoughts, emotions, concerns, and interest in the content.

Teaching vocabulary through movies in this multifaceted way combines audio and visual content, resulting in a comprehensive and engaging learning experience for students. It promotes active participation, comprehension, and retention of new words, while also aligning with the principles of media education highlighted by Riyana (2012). By utilizing the power of audio media in the context of language instruction through movies, educators can improve students' vocabulary acquisition and overall language proficiency.

In the context of teaching vocabulary through movies, audio elements are essential. While movies primarily combine visual and auditory components, the audio aspect, including dialogues and spoken words, plays a crucial role in improving vocabulary acquisition. When students hear words and phrases being used in real-life situations in movies, it enhances their language learning experience. The audio elements in movies not only expose students to correct pronunciation and intonation, but also provide context for the meaning and usage of words.

2.10. Theoretical Assumption

Based on previous theories and research findings, it is crucial to explore the potential of using English movies as a teaching medium for vocabulary. Since the literature suggests a significant improvement in students' vocabulary achievement linked to their habit of watching English movies, it can be theoretically assumed that exposure to such movies serves as an effective teaching medium for enhancing vocabulary skills. Additionally, the entertainment factor associated with movies made the learning process enjoyable and less tedious. When students were engaged and entertained, they were more likely to stay focused, leading to increased motivation and willingness to learn new vocabulary. In summary, the teachers should be selective in choosing suitable methods for teaching and learning, considering the potential of integrating movies into the educational process for vocabulary improvement. Thus, the researcher applied movies in the instructional process to enhance vocabulary achievement, emphasizing the potential of integrating movies into the educational framework for vocabulary improvement.

2.11. Hypothesis

Based on the theories and the assumptions above, the researcher proposed the hypotheses as follows:

H1: There is a significant improvement of the students' vocabulary achievement after being taught by using movies.

In short, this chapter outlines the supporting theories related to the issues proposed by researchers. The alternatives of possible findings are presented as well.

III. METHODS

This chapter described research design, variables, population and sample, setting, data collecting techniques, procedures, validity and reliability, data analysis and hypothesis testing of the research.

3.1 Design

This research is a quantitative study aimed at establishing the improvement of students' vocabulary achievement after using movie as a teaching media. The research design is one group pretest-post test design. The pre-test is used to assess students' vocabulary achievement before they are exposed to the teaching method, while the post-test measures the level of improvement in their vocabulary skills after the teaching method is implemented. This research is designed as following:

T1 X T2

Where:

T1 = Pre-Test

X = Treatment

T2 = Post-Test

(Setiyadi, 2006)

3.2 Variables

In order to find out the improvement of students' vocabulary achievement after being taught by using movies as a teaching media, the variable is characterized as independent and dependent variable. The dependent variable in this research was students' vocabulary achievement (Y), and the independent variable was English movies as a teaching media (X).

3.3 Population and Sample

The research population for this study includes all eleven classes of eleventh-grade students at SMK Swadhipa 2 Natar. Due to certain considerations, a single class is selected as the sample for this research XI RPL. The decision to select a specific class as the sample stemmed from various factors. One of these factors was the practicality of managing a single class for the research purposes. Additionally, considerations such as class availability and scheduling played a role in the decision-making process. Furthermore, it is worth noting that the majority of students in these other classes are male, while the selected class for the sample represents a more balanced gender distribution. This choice allows for a more representative and diverse sample that can provide valuable insights into the impact of the teaching method on both male and female students.

3.4 Instrument

In order to comprehensively assess and accurately quantify the improvement of students' vocabulary achievement after being taught using movies, it is essential to utilize a thoughtfully curated set of measurement instruments. The researcher

administers a vocabulary test to assess the students' vocabulary achievement. The vocabulary test, employing multiple-choice questions, serves to gauge the students' proficiency in vocabulary. The test comprises 50 items, each presenting multiple-choice options, with only one correct answer.

The arrangement of the test items was displayed in the table provided below.

Table 3.1. Specification Used to Judge Content Validity

No	Types of Content Vocabulary	Item Number	Total
1	Noun	1, 8, 10, 16, 17, 21, 23, 31, 42, 43, 46, 47, 48,	13
2	Verb	2, 3, 4, 6, 11, 14, 15, 20, 24 32, 33, 34	12
3	Adjective	5, 7, 9, 12, 18, 19, 22, 30, 36, 38, 41, 44, 49	13
4	Adverb	13, 25, 26, 27, 28, 29, 35, 37, 39, 40, 45, 50	12

3.5 Data Collecting Techniques

Data for this research were collected from students' vocabulary achievement tests before and after implementing English movie into learning. The vocabulary test was used to find the improvement on students' vocabulary achievement after being taught by using movie. Through statistical testing procedures, a paired samples t-test is used to compare two correlated sample means. Data from this research were obtained from:

1. Try-out Test

The first step in this research involves designing and administering a try-out test. This test is vital to ensure that the items used to assess students' vocabulary proficiency are clear, unbiased, and aligned with the content of the English movies that will be incorporated into the study. By administering the try-out test to a small group of students not involved in the main research group, researchers can evaluate the reliability and validity of the test items and make necessary adjustments to enhance its effectiveness.

2. Pre-test

Following the try-out test, a pre-test is conducted to establish a baseline for the participating students' initial vocabulary proficiency. This pre-test includes vocabulary items relevant to the content of the English movies that will be used as a teaching tool. The pre-test results serve as a point of reference to gauge the students' vocabulary growth.

3. Intervention with English Movies

The intervention phase of the research involves the utilization of English movies as a teaching tool for vocabulary improvement. Throughout this period, researchers meticulously document the movies used, the teaching methods employed, and the duration of the intervention. This structured approach ensures that the research is conducted under controlled conditions.

4. Post-test

After the intervention period, a post-test, identical to the pre-test, is administered to all students in the research group. This post-test aims to assess the students'

vocabulary achievement following their exposure to the English movies. The comparison of pre-test and post-test scores provides insights into the effectiveness of using English movies in enhancing students' vocabulary.

In conclusion, this research seeks to determine whether the integration of English movies as a teaching tool can effectively improve students' vocabulary achievement. The combined use of try-out, pre-test, and post-test measures ensures a robust evaluation of the impact. The findings from this study contribute to our understanding of innovative teaching methods and may provide valuable recommendations for language educators and researchers. Ultimately, the goal is to enhance the vocabulary acquisition of students in an engaging and effective manner.

3.6 Validity and Reliability

In the context of this research, a comprehensive assessment is conducted to determine the validity and reliability of the vocabulary test, which were employed as primary instruments for gathering quantitative data.

3.6.1 Validity of Vocabulary Test

The researcher gauges the validity of the vocabulary test by aligning it with the syllabus and curriculum of senior high school. If the content table corresponds to the material intended for assessment, content validity is present. The content validity of the skills test in this study was assessed using the expert judgment method. This procedure included consultations with the research supervisor to evaluate the strength and relevance of each item within the instrument. By integrating input from the research supervisor, this study ensured the appropriateness of the comprehension test for data collection in the research context.

3.6.2 Reliability of Vocabulary Test

According to Shohamy (1985), reliability pertains to the consistency in test scoring and serves as an indicator of the accuracy of test scores. In this study, to establish reliability for the vocabulary pre-test and post-test, the split-half reliability method is employed. The researcher randomly divides the 50 vocabulary test items into two groups, distinguishing them by odd and even numbers. A similar random division applies to the student groups. Subsequently, a comparison of the outcomes is conducted. In line with that, Setiadi (2006) says, "If both sets of tests produce relatively comparable results, it can be inferred that the test exhibits reliability." The assessment of the reliability of the vocabulary size test will involve the use of the split half method to examine the consistency between the two versions and their individual components with the formula as follow:

$$r_1 = \frac{\sum XY}{\sqrt{(\sum X^2)(\sum Y^2)}}$$

Where:

r_1 = coefficient of reliability between odd and even number

x^2 = total square of x (total score of odd number)

y^2 = total square of y (total score of even number)

xy = total score of odd and even number

With the standard of reliability:

0.00 to 0.19 : very low reliability

0.20 to 0.39 : low reliability

- 0.40 to 0.59 : average reliability
 0.60 to 0.79 : high reliability
 0.80 to 1.00 : very high reliability

(Arikunto, 1998:260)

Based on the reference scale, the researcher reached a significant finding that the test instrument used in this study showed a high level of reliability, with a value of 0.719. This reference scale provides a critical view of the level of consistency of the test instrument in measuring certain variables. After that, the researcher continued to assess the overall reliability of all test items used in this study. Overall reliability evaluation aims to measure the extent to which the test instrument can be relied upon in providing a consistent picture regarding the variables being observed. Researchers used Spearman Brown's prophecy formula as follows:

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

Where:

r_{11} : reliability coefficient

r_{xy} : coefficient of reliability between odd and even number

The results of the reliability vocabulary test items showed a very high level of reliability with the values .836 which are consistent with previous calculation method. These findings demonstrated strong consistency and indicated that the test items were reliable measures of vocabulary proficiency, with both methods categorizing them as high reliability, despite being calculated using different approaches.

Table 3.2. Reliability Statistic by using SPSS26

Reliability Statistics			
Cronbach's Alpha	Part 1	Value	.717
		N of Items	25 ^a
	Part 2	Value	.859
		N of Items	25 ^b
	Total N of Items		
Correlation Between Forms			.719
Spearman-Brown Coefficient	Equal Length		.836
	Unequal Length		.836
Guttman Split-Half Coefficient			.813

3.6.3 Level of Difficulty

The level of difficulty represents to which test questions are considered easy or difficult from the learner's perspective. Student test results will be ranked from highest to lowest. The researcher used the following formula to assess the level of difficulty:

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

Where:

- LD : Level of difficulty
 U : The number of upper group who answer correctly
 L : The number of lower group who answer correctly
 N : The total number of students in upper and lower groups

The criteria are:

< 0.03 refers to difficult question

$0.03 - 0.07$ refers to average question

> 0.07 refers to easy question

(Shohamy, 1985)

Table 3.3 Difficulty Level of Test Item

Number Item Test	Computation	Criteria
1,2,3,8,9,10,11,17,18,22,24,28,29,30,31,35,39,40,45, 46	<0.30	Easy
4,6,7,13,15,16,19,20,21,23,26,27,32,33,34,36,37,38,4 2,43,44,47,50	$0.30 - 0.70$	Average
5,12,14,25,41,46,48,49	>0.70	Difficult

(Source: Data Analysis)

Based on the table above, there were 8 test items which resulted the number of difficulty level of test items less than 0.30, which is difficult question. 7 of the item that that entered the difficult item test were dropped while the other 1 was administered considering that the results of the discrimination score reached a satisfactory value. Moreover, there was also 19 test items which are categorized as easy questions since its results were more than 0.70. From the total questions that were included in the easy category, 18 of them remained administered while the remaining 1 was dropped due to the power discrimination being included in the bad item. (Data in Appendix 6)

3.6.4 Discrimination Power

Discrimination power is an important concept in test item analysis which measures the extent to which a question is able to differentiate between participants who have different levels of ability. The level of discrimination of an item can provide information about how well the item can differentiate between participants who have high and low levels of ability. To find out the discrimination power of the test, researchers used the following formula:

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

Where:

DP : Discrimination Power

U : The number of upper group students who answer correctly

L : The number of lower group students who answer correctly

n : Total number of the students

The criteria are:

0.00 – 0.19 : Poor

0.20 – 0.39 : Satisfactory

0.40 – 0.69 : Good

0.70 – 1.00 : Excellent

- (negative) : Bad items, should be omitted*

(Heaton, 1975)

Table 3.4. Discrimination Power of Test Item

Number Item Test	Computation	Criteria
4,5,6,27,37,41,49	0.00 – 0.19	Poor
2,3,7,8,11,13,16,17,20,23,28,33,43,47,48	0.20 – 0.39	Satisfactory
9,10,15,19,21,22,24,26,29,30,31,34,36,38,40	0.40 - 0.69	Good
18,32,35,39,44,45	0.70 – 1.00	Excellent
1,12,14,25,42,46,50	- (Negative)	Bad Items

(Source: Data Analysis)

Based on the table, it shows that there were 7 items categorized as poor, 15 items categorized as satisfactory, 15 items were good, 6 items categorized as excellent and 7 items were bad items. The test items categorized as Satisfactory, Good, and Excellent were administered in the test. Meanwhile, some items identified as bad Items were dropped from the test and several other items underwent a revision process. (Data in Appendix 6)

3.7 Research Procedures

The following procedures are used to conduct the research:

1. Defining Research Design and Objectives

At the outset of the research, the researchers established the research design and defined the objectives. The study was structured as experimental research. Clear

research objectives, hypotheses, and research questions were formulated to guide the study. By employing this design, the researchers aimed to establish a cause-and-effect relationship, thus contributing valuable insights into the effectiveness of integrating English movies into the language learning process.

2. Selecting Instrument Material

In this phase, the researchers carefully chose the tools necessary to gather data for the research. The selected instruments for this study were vocabulary proficiency tests. The vocabulary proficiency tests provided insights into their language skills. The decision to employ these instruments was rooted in their ability to effectively capture and measure the variables under investigation – watching English movies and their vocabulary achievement.

3. Determining the Sample of the Research

The researchers proceeded by identifying and determining the specific group of participants from which data would be collected. This selection process involved making decisions about demographic characteristics, such as age groups or grade levels that best aligned with the research objectives. To ensure the sample could be extrapolated to a larger population, strategies like stratified random sampling were utilized to ensure a balanced representation of different subgroups.

4. Administering Try-Out Test

To explore the efficacy of using English movies in vocabulary improvement started with the design and administration of a try-out test. This test served as a critical precursor, meticulously examining the clarity, reliability, and effectiveness of the vocabulary test items. A select group of students, distinct from the main research

group, participated in this try-out test. This method provided a unique opportunity to assess the reliability and validity of the test items and make necessary modifications to enhance its precision.

5. Administering Pre-Test

The commencement of the research encompassed the administration of the pre-test to all participating students within the research group. The pre-test aimed to gauge the students' initial vocabulary proficiency. This pre-test was identical to the post-test, forming a clear basis for evaluating vocabulary development

6. Conducting the Treatments

The pivotal treatment phase unfolded as the researchers initiated the application of English movies as a potent teaching tool for vocabulary enhancement. Throughout this phase, meticulous records were maintained, encapsulating details of the movies used, the methods of instruction employed, and the duration of the treatment. The structured approach assured the research was conducted under controlled conditions, fostering a comprehensive understanding of the teaching method's effectiveness.

7. Administering Post-Test

Following the comprehensive implementation of the treatment, the post-test became the next focal point. Similar in structure to the pre-test, the post-test entailed the administration of a multiple-choice examination. However, the questions were thoughtfully designed to differ from those in the pre-test. This contrast enabled researchers to discern the extent to which students' vocabulary proficiency had advanced after being exposed to the English movies.

8. Analyzing the Data

Once the vocabulary tests were collected, the researchers entered the data into a systematic analysis process. Descriptive statistics, including measures like averages and standard deviations, were computed to gain insights into the students' improvement of vocabulary achievement after being taught by using English movies. The analysis of these scores was executed using the Statistical Package for the Social Sciences (SPSS), which facilitated a thorough statistical evaluation. This comprehensive analysis of data not only afforded insights into the impact of the teaching method but also provided valuable insights into students' perspectives and reactions to the innovative approach

3.8 Data Analysis

In the analysis of the gathered data, the researcher employed specific formulas developed by Arikunto. To begin with, the researcher utilized the subsequent formula to assess the students' test scores:

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

(Arikunto, 1993).

Where:

S = The test score,

R = The number of correct answers, and

N = the total number of test items

Following the scoring of both the pre-test and post-test, the researcher computed the mean score of both assessments using the following formula:

$$\bar{X} = \frac{\sum x}{N}$$

Where:

\bar{X} = Mean (average score)

$\sum x$ = The total score of all the students

N = The total of students

Additionally, the data underwent analysis using, employing the Repeated Measures T-Test to determine the significance of the treatment's effect and to evaluate the acceptability of the hypothesis.

3.9 Hypothesis Testing

Hypothesis testing is employed to evaluate the acceptance of the proposed hypotheses in this research. The hypothesis were examined using statistical analysis, specifically, the Pearson Product Moment Correlation through the Statistical Package for Social Science (SPSS). Additionally, Hypothesis Testing with Repeated Measures T-Test serves as one of the statistical methods utilized in this thesis to assess variations in measurements conducted on the same subjects at different time points. The researchers used the following formula:

$$H1 = \text{Sig. } < 0.05$$

H0: There is no significant improvement in students' vocabulary achievement after being taught by using movie

H1: There is a significant improvement in students' vocabulary achievement after being taught by using movie

In short, this chapter discussed the methodology of the research, covering various aspects including research design, data collection, population and sample selection, instrument development, data collection techniques, validity and reliability of instruments, difficulty level, discrimination power, test normality, scoring systems, research procedures, data analysis, and hypothesis testing.

V. CONCLUSION AND SUGGESTION

This chapter describes the conclusions of the data found during the research and suggestions for future researchers and teachers who want to apply movie to the learning process, especially in teaching vocabulary.

5.1. Conclusion

Based on the findings and discussion, the researcher drew the following conclusions from this research:

1. The findings from this research are students of eleventh grade in SMK Swadhipa 2 Natar showed a significant increase in their vocabulary achievement after being taught using movies. The pretest score was 1502 and the posttest score was 2094 (the gain was 592). The total mean of pretest was 45.52 and posttest was 63.44 (the gain was 17.91). In short, students' vocabulary scores increased by 16%. This kind of learning activity needs to be considered in order to create a comfortable atmosphere for students to learn so that they can improve their abilities, especially in terms of vocabulary achievement. Students are more interested in learning through movie because it attracts their interest so that the learning process is not monotonous and boring. Additionally, incorporating movies into the curriculum can also enhance students' comprehension skills as they engage with real-life scenarios depicted in the movie. This immersive approach fosters a deeper understanding of language usage and cultural nuances, making the learning experience more enriching and dynamic.

2. The vocabulary aspect that improved the most was adjectives which obtained a mean pretest of 14.1 and posttest of 20.1 and a total gain of 6.4 or increased by 29%. The use of movies in the learning process shows positive results in improving student vocabulary achievement. Given these factors, adjectives can be considered a valuable component of vocabulary acquisition, with their frequent appearance and inherent memorability contributing to their elevated importance. Consequently, prioritizing the learning of adjectives can lead to tangible improvements in language proficiency, as students develop the ability to accurately describe and interpret the world around them. Therefore, in assessing the value of different aspects of vocabulary, adjectives often emerge as having the highest significance due to their prevalence, memorability, and practical utility in communication.

5.2. Suggestion

From the results of this research, researchers would like to provide several suggestions:

1. English teachers can apply movie into learning as teaching material and can adapt the title and theme of the movies to the teaching material that will be provided. Associated with that the use of movie can increase students' interest in learning and movies can improve students' vocabulary, teachers should try to apply them considering the advantages that can help students learn and improve their abilities in the future. Educators should consider integrating movie to the teaching strategies in language learning. This approach has shown its potential to improve students' vocabulary

2. For the other researchers who will use this method, it is recommended to apply the movie to other English skills or different material so that it can be used as a comparison or reference as to whether the movie can really improve all aspects of the English language. Further research is expected to go more in-depth into aspects of movies that engage students and facilitate vocabulary acquisition. Apart from that, future researchers can investigate the causes and reasons why one of the questions in the vocabulary aspect can decrease. It is hoped that the things can help educators understand the elements that attract students' attention and contribute to effective learning and can guide the selection of interesting and educational movie content to be applied in student learning activities.
3. Researchers found that students cannot treat a movie as a learning material if it is not directed by the teacher. Students don't understand that movies can actually be used as learning material for vocabulary, even reading, writing, speaking or anything else. When it comes to watching movies using students' devices, students' can enhance the activity of watching by doing some note taking or analysis on the characters of the movie and so on. So they are not only watching but also learning something.

By implementing these recommendations, it is hoped that educators, researchers and students can contribute to the continuous development of language teaching methodologies, creating more engaging and effective learning environments.

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